

Year 3 spelling information, advice/guidance and tips for parents

Your child has been given a spelling exercise book (purple). They will stick their sheet in this book and you will find their completed test in there too. **They will bring this book home on a Thursday and they should bring it back to school the following Thursday – and the cycle will continue like this.**

The spellings are taught in class every week and we have attached an example of how this looks in class. It is an interactive lesson where we explain and teach the rules for that week, as well as looking for other words that follow the same rules/patterns. We will also use the common exception words in context. Applying this learning to others words is a really powerful part of this process. Understanding what the words mean is vital and we teach the definitions in context as part of the lessons. The children will have the opportunity to work on the rules and the words in the lesson and they will be on display in the classroom. There are opportunities for dictionary and thesaurus work. We also aim to refer to the words and spelling rules as much as possible during other lessons that week and we will give them opportunities to practise them (including using kahoot quizzes, which can also be accessed at home). Teaching spelling is a great way to develop vocabulary and curiosity about words/language and the list should generate some interesting discussions at home.

The weekly timetable is very busy at school and time is limited, so it is really important that all children work on their weekly spellings at home as well. There is space for them to write them in their book but they might enjoy working on them in different ways too!

Here are some suggestions: write them on post it notes and display them around your home (the bathroom mirror is a great place to look at them when brushing teeth); write them in a creative/colourful way; write them out and hide them around the house for your child to find; write them out with missing letters for your child to fill in; and ask your child to test you and they get to mark it! We are sure that you have lots of great ideas and family routines too and we would love to hear about them or see some photos. We could share your fantastic efforts at home in the newsletter and inspire others.

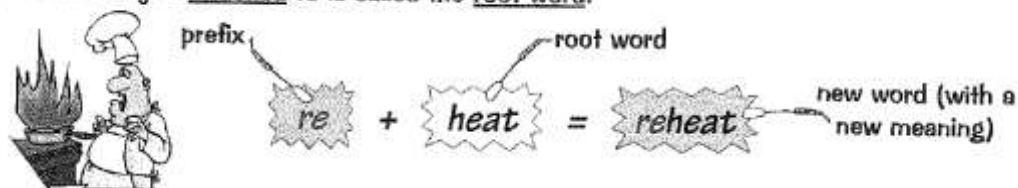
We have attached an example of the spelling test script. It is done this way every week and we always group the spelling rule together as this helps the children to consolidate the rule. However, we do mix them up within their set of five and we advise you to do the same at home.

Key terms for Year 3 spellings/spelling rules:

prefix, suffix, vowel suffix, consonant suffix, letter patterns, letter string, root word, syllable, multi-syllabic, vowel, consonant, short vowel sound, long vowel sound, word classes (verb, noun, adjective etc), singular, plural, tense changes, homophones, silent letters.

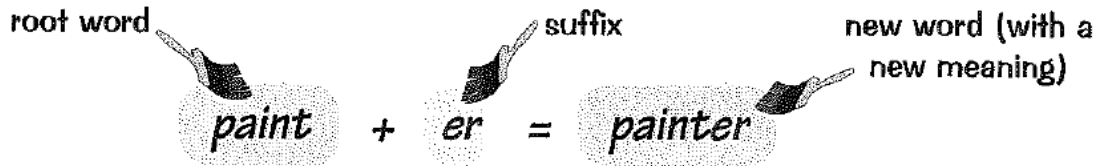
Prefixes go at the beginning of a word

A prefix is a letter or group of letters that goes at the beginning of a word to form a new word. The word they're attached to is called the root word.



Suffixes go at the end of a word

A **suffix** is a **letter** or a **group** of letters that goes at the **end of a word**. Like prefixes, they always attach to a **root word**.



A **root word** has no prefix or suffix — it's the most basic part of a word. The *root word* at the heart of "conformity," for example, is "form."

In linguistics, a root word holds the most basic meaning of any word. It's what's left after you remove all the affixes — the prefixes like "un-" or "anti-" and suffixes such as "-able" and "-tion." With a word like "lovely," when you take away the suffix "-ly," you're left with the root word "love." Other words, like "schoolhouse" and "armchair," are made up of two root words together.

syllable

noun

a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word; for example, there are two syllables in *water* and three in *inferno*.

(A multi-syllabic word usually has three or more syllables).

vowel: a, e, i, o, u

consonant: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

A **short vowel** word is any word that doesn't allow the **vowel** within it to generate that **vowel's** long **vowel** sound. For example, the word "bug" is a **short vowel** word because there's no long "U" sound.

A **long vowel** is a **vowel** sound that is pronounced the same way as the name of the letter itself. For example, the **long U** sound is pronounced like "yoo," as would be the case in words like "lure" and "tube." By contrast, the short U sound is pronounced more like "uh," as in words like "cub" and "tub."

Word classes can be discovered by checking the dictionary definition of each word.

Singular = one. *dog*

Plural = more than one. *Dogs*

Irregular plural nouns are nouns that do not become **plural** by adding -s or -es, as most nouns in the English language do. You're probably familiar with many of these already. For example, the **plural** form of man is men, not mans.

Verb tenses tell you when

1) The tense of a verb tells you when something happens. The verb changes in the different tenses.

I talked.

You can often add -ed to the verb to make it past tense. (See p.53).

I talk.

This is the present tense.

I will talk.

You can put 'will' in front of the verb to make the future tense.

2) The past tense is the trickiest tense to form.

Not all verbs follow the 'add -ed' rule. Take these, for example:



<u>Present</u>	go	eat	take	do	have	see	think	speak	come
<u>Past</u>	went	ate	took	did	had	saw	thought	spoke	came

Homophone

Words that sound the same but have a different meaning, e.g. too and two.