



Teaching Spelling in Year 3

Aim: For children to take responsibility for learning how to spell by having a bank of strategies which they can use independently.

The process

Each spelling unit lasts a week. We use 'Sounds and Syllables' to help us to learn to spell words and to spell unfamiliar words.

1. We say the words in a spelling voice to emphasise the sounds we can hear.
2. Then we break the words into their syllables e.g. neighbour has 2 syllables so we draw one syllable line | .
3. We then break each syllable into its individual sounds so the first syllable is neigh which has two sounds /n/ and /ay/ spelt <eigh> - we draw two lines for two sounds saying the sounds out loud as we draw them, we then write the sounds on the lines whilst saying them out loud again.

n eigh |

4. Then repeat the process for the second syllable

n eigh | b our

Here are examples of other words which have been broken up using the sounds and syllables technique.

s t r a i g h t h e i g h t d a u g h | t e r l a u g h | t e r

Spelling in isolation is not the main goal, the focus is on successful application of the techniques within writing and when working with familiar and unfamiliar words. We do not give weekly spelling tests.

Any child who still needs help with phonics will receive additional input on a regular basis, alongside whole class teaching of spelling.

We do not correct all spellings in children's work, as this could be very disheartening for children who really struggle with spelling. Instead we identify words which they should be able to spell and mark the sounds within the word that they have chosen incorrectly using a blue box around the incorrect grapheme. Children are then expected to correct these themselves by finding out how to spell the word. We also provide a wide range of classroom resources to support them with spelling e.g. phonics support, word banks and high frequency word lists.

Spelling lists

The national curriculum gives a list of 100 statutory words which Year 3/4 children must be able to read and spell. The words don't necessarily follow a rule, although some can be grouped according to meaning or spelling strategy. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Over the course of the year we will be teaching these to the children, using the techniques outlined above.

The words that the children need to focus upon and use within their writing in Year 3 are shown below. It is useful to support your child to learn how to spell these.

accident actual address answer appear arrive believe bicycle
breath breathe build busy business calendar caught centre
century certain circle complete consider continue different
difficult disappear early earth eight enough exercise
experience experiment extreme famous favourite February
forward fruit grammar group guard guide heard heart
height history imagine important increase interest island
knowledge

Strategies and ways you can help your child

Help your child to use The 'Sounds and Syllables' techniques to spell words that they are finding tricky to spell rather than giving them the spelling.

Remember, practising spellings doesn't have to be done on paper with pencils. Make it fun! You could try using bath crayons, shaving foam, sand trays, beads, playdough, water, magnetic letters, pipe cleaners, string etc.



shaving foam



sand



pipe cleaners

