

## Year 3 Spelling List- Summer Term

### Summer 1

<b>Monday 13<sup>th</sup> April</b>	<b>Main Challenge</b> inactive                      night incapable                    narrator invalid                        small incorrectly                  car indirectly                  couldn't incredible                  play	<b>Extension</b> inaudible inaccurately insecurely indecisively
<b>Focus:</b> Prefix in-		
<b>Rule:</b> The prefix in- usually means not (such as inactive)		

<b>Monday 20<sup>th</sup> April</b>	<b>Main Challenge</b> impatient                    three imperfect                    head impolitely                  king impossible                  town illegally                    I've illogical                    around	<b>Extension</b> Immobile immature illegible illiterate
<b>Focus:</b> Prefixes il- and im-		
<b>Rule:</b> Before a root word starting with 'l', in- becomes il- (such as illegal). Before a root word starting with 'm' or 'p', in- becomes im- (such as imperfect).		

<b>Monday 27<sup>th</sup> April</b>	<b>Main Challenge</b> irregular                    garden irrelevant                  fast interviewing              only interacting                many interfere                  laughed interchange                has	<b>Extension</b> irreplaceable irresponsible irresistible internationally
<b>Focus:</b> Prefixes ir- and inter-		
<b>Rule:</b> Before a root word starting with 'r', in- becomes ir- (such as irregular). The prefix inter- means between or among..		

<b>Monday 4<sup>th</sup> May</b>	<b>Main Challenge</b> appearing                  sleep address                    feet difficult                    thing differently                morning occasionally              queen disappear                  each	<b>Extension</b> opposite pressure suppose grammar
<b>Focus:</b> Double consonants		
<b>Rule:</b> If a word has a short vowel sound, it generally has double consonants before the end of the word (hop – hopped/hopping).		

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<b>Monday 11<sup>th</sup> May</b>	<b>Main Challenge</b> angrily                      magic cheekily                    shouted cuddly                        us possibly                      other ungently                    food clumsily                     take	<b>Extension</b> magically comically frantically unnecessarily
<b>Focus:</b> Suffix -ly		
<b>Rule:</b> The -ly suffix may be added to an adjective to make it an adverb (such as sadly). This week all spelling rules for the -ly suffix are covered, including a review of those taught in the last term. 1. If the root word ends in a 'y', change the 'y' to an 'i' and then add 'ly' (angrily, cheekily) 2. If the root word ends in '-le', the '-le' is changed to '-ly' (cuddly, gently) 3. If the root word ends in '-ic', add '-ally' [comically, magically].		

<b>Monday 18<sup>th</sup> May</b>	No new spellings – Year 3 Test Week
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#### Summer 2

<b>Monday 1<sup>st</sup> June</b>	No new spellings – Themed Week
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<b>Monday 8<sup>th</sup> June</b>	<b>Main Challenge</b> there/they're/            green their                        different to/too/two                let your/ you're              girl which/witch              birds lived	<b>Extension</b> weak/ week break/ brake ball/ bawl weather/ whether
<b>Focus:</b> Homophones and near homophones		
<b>Rule:</b> Homophones are words that sound the same or similar but have different spellings and meanings (such as break and break).		

<b>Monday 15<sup>th</sup> June</b>	<b>Main Challenge</b> are/our                    inside see/ sea                    run where/ wear/              any were                        under here/ hear                 hat snow park	<b>Extension</b> grate/ great fair/ fare heel/ heal draw/ drawer
<b>Focus:</b> Homophones and near homophones		
<b>Rule:</b> Homophones are words that sound the same or similar but have different spellings and meanings (such as break and break).		

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<b>Monday 22<sup>nd</sup> June</b>	<b>Main Challenge:</b> one/ won            cold some/ sum         air be/ bee             trees of/ off               bad tea top eyes	<b>Extension:</b> lie/ lay pair/ pear flour/ flower poor/ pour
<b>Focus:</b> Homophones and near homophones		
<b>Rule:</b> Homophones are words that sound the same or similar but have different spellings and meanings (such as break and break).		

<b>Monday 29<sup>th</sup> June</b>	<b>Main Challenge:</b> forgetting            duck forgotten            horse beginning            rabbit beginner              white preferred             coming he's most	<b>Extension:</b> gardening gardener limiting limited limitation
<b>Focus:</b> Suffixes (vowel letters)		
<b>Rule:</b> Suffixes can begin with vowel letters (such as -ing, -ed) in words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter that has one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added (such as forget – forgetting). The consonant letter is not doubled if the syllable is unstressed (such as garden – gardener).		

<b>Monday 6<sup>th</sup> July</b>	<b>Main Challenge:</b> decision             river tension               liked division              miss questioning         giant stations               looks attention              use along	<b>Extension:</b> explosion confusion hesitation pensions
<b>Focus:</b> -sion and -tion ending		
<b>Rule:</b> -sion is added to the ends of words when the word sounds like 'shun' (such as division). In general, -tion is used if the root word ends in -t or -te (such as hesitation).		

<b>Monday 13<sup>th</sup> July</b>	No new spellings – Final week of term
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