Pathways to Spell

Year 3 Overview – Autumn Term

Autumn 1

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• Adding the endings *-ing*, *-ed* to words of one syllable ending where no change is needed to the root word	• Adding *-ing*, *-ed* to words of one syllable ending in vowel consonant (Y2*) • Adding *-ing*, *-ed* to a root word ending in *y* (Y2*) • Adding *-ing*, *-ed* to words ending in *e* (Y2*)
3	• The suffixes *-ment*, *-ness*, *-ful*, *-less* and *-ly*	• Adding suffixes beginning with vowel letters to words of more than one syllable
4	• The suffixes *-ment*, *-ness*, *-ful*, *-less* and *-ly* (to root words ending in *-y*)	• Adding suffixes beginning with vowel letters to words of more than one syllable
5	• The sound /l/ or /əl/ sound spelt *-al* and *-il* at the end of words	• The suffix *-ly* (added straight on to most root words and root word ending in *-y* with a consonant letter before it)
6	• The sound /l/ or /əl/ sound spelt *-el* and *-le* at the end of words	• The suffix *-ly* (root word ending with *-le*, root word ending in *-ic* and other exceptions)

Autumn 2

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• The /aɪ/ sound spelt *-y* at the end of words	• Adding *-es* to nouns and verbs ending in *-y*
3	• The /iː/ sound spelt *-ey*	• Words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*
4	• The /ɒ/ sound spelt *a* after *w* and *qu*	• Words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*
5	• Homophones and near-homophones (Y2 mastery)	• Homophones and near-homophones
6	• Homophones and near-homophones (Y2 mastery)	• Personal spelling log

Pathways to Spell

Spring 1

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• Adding the prefix *un-*	• More prefixes: *dis-*
3	• Adding the prefix *un-, dis-*	• More prefixes: *dis-, mis-, in-, re-*
4	• More prefixes *dis-, mis-, in-, re-*	• More prefixes: *sub-, inter-, super-*
5	• The /s/ sound spelt *c* before *e, i* and *y*	• More prefixes: *anti-, auto-*
6	• The /ɔ:/ sound spelt *a* before *l* and *ll*	• Use the forms *a* or *an* according to whether the next word begins with a consonant or a vowel

Spring 2

Wk	Review	Mastery focus
1	• Common exception words	• Word list – years 3 and 4
2	• Contractions (high frequency and common exception words)	• Contractions (Y2*)
3	• The /ʌ/ sound spelt *o*	• The /ʌ/ spelt *ou*
4	• Words ending in *-tion*	• Word families based on common words
5	• Homophones and near-homophones (Y2 mastery)	• Homophones and near-homophones
6	• Homophones and near-homophones (Y2 mastery)	• Personal spelling log

Pathways to Spell

Year 3 Overview – Summer Term

Summer 1		
Wk	**Review**	**Mastery focus**
1	• Common exception words	• Word list – years 3 and 4
2	• The /ʒ/ sound spelt *s*	• Words with endings sounding like /ʒə/ or /tʃə/ (-*sure* and -*ture*)
3	• The /dʒ/ sound spelt as -*ge* and -*dge* at the end of words	• Words with endings sounding like /ʒə/ or /tʃə/ (-*sure* and -*ture*)
4	• The /n/ sound spelt *kn* and (less often) *gn* at the beginning of words	• Endings which sound like /ʒən/, spelt as -*sion*
5	• The /r/ sound spelt *wr* at the beginning of words	• Endings which sound like /ʒən/, spelt as -*sion*
6	• The /ɜ:/ sound spelt *or* after *w*	• The possessive apostrophe (singular nouns) (Y2*)

Summer 2		
Wk	**Review**	**Mastery focus**
1	• Common exception words	• Word list – years 3 and 4
2	• The /ɔ:/ sound spelt *ar* after *w*	• The /ɪ/ sound spelt *y* elsewhere than at the end of words
3	• Adding -*ing*, -*ed*, -*er*, -*est* to words	• Word families based on common words
4	• The suffixes -*ment*, -*ness*, -*ful*, -*less* and -*ly*	• Contractions (Y2*)
5	• Homophones and near-homophones (Y2 mastery)	• Homophones and near-homophones
6	• Homophones and near-homophones (Y2 mastery)	• Personal spelling log