Here are some spelling rules and guidance to help children in Year 3. Remember – the more children read and see words around them, the better their spelling will be.

a. Phonics
They should know the available vowel choices and which ones are the most common. For instance, the ate word ending (for example late, state, create) is much more common than the ait ending (for example trait). Children should be able to spell an increasing number of words containing regular vowel digraphs correctly, for example, knowing which words contain ee and which ea, which ai and which the split digraph a-e, which oa and which the split digraph o-e.

Underline the correct spelling in these sentences:
1. The wheat/wheet is ready to harvest.
2. I want you to be as quiet/quite as a mouse.
3. The whether/weather is good today.
4. There is a shole/shoal of fish.

b. Past tense
Children in Year 3 should be aware when they are using past tense and end verbs with –ed eg walked, finished. They should also be aware that some irregular past tense verbs are, in fact, spelt phonemically with a t eg build/built; keep/kept.

Fill in the past tense of these verbs:
am ____________
swim ____________
can ____________
has ____________
go ____________
run ____________
speak ____________
learn ____________
drive ____________
leap ____________
cry ____________
hurry ____________
skip ____________

c. Doubling rule
By the end of Year 3, they should be familiar with the doubling rule so that words such as running and pated look wrong for running and patted.
When adding *ing* to words follow these simple hints but remember – there are exceptions to every rule!

<table>
<thead>
<tr>
<th>For words that end in <em>e</em>, drop the <em>e</em> and add <em>ing</em>.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>giving</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td>dancing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For words that have two vowels before the last letter just add <em>ing</em>.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>read</td>
<td>reading</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td>eating</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For words that have two consonants at the end just add <em>ing</em>.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pick</td>
<td>picking</td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td>walking</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For words that end in a consonant and have a vowel before it double the last letter and add <em>ing</em>.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>skip</td>
<td>skipping</td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td>swimming</td>
<td></td>
</tr>
</tbody>
</table>

**d. Prefixes and suffixes**

In Year 3 children’s knowledge of suffixes and prefixes increases and they need to know that sometimes the spelling of the stem alters when adding some suffixes. They also learn that sometimes adding a prefix or suffix will mean that there are two of the same letter consecutively in a word e.g. unnecessary, keenness.

Put in the correct prefix to change the word to the opposite meaning. Choose from *un, in, dis*.

1. friendly
2. happy
3. please
4. tidy
5. lucky
6. usual
7. agree
8. correct
9. trust
10. like

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### e. Plurals

Write the plurals of these words.

<table>
<thead>
<tr>
<th>Image</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Magical" alt="Image" /></td>
<td>witch</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Box" alt="Image" /></td>
<td>box</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Baby" alt="Image" /></td>
<td>baby</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Dwarf" alt="Image" /></td>
<td>dwarf</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Fish" alt="Image" /></td>
<td>fish</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Loaf" alt="Image" /></td>
<td>loaf</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Knife" alt="Image" /></td>
<td>knife</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Foot" alt="Image" /></td>
<td>foot</td>
</tr>
<tr>
<td><img src="https://via.placeholder.com/15x15.png?text=Mouse" alt="Image" /></td>
<td>mouse</td>
</tr>
</tbody>
</table>

### f. Apostrophes

Put the apostrophes in the right place:

1. Would not __________________
2. He is _____________________
3. I have ____________________
4. Do not ____________________
5. Here is ____________________
6. Had not ____________________
7. They are ____________________
8. Did not ____________________
9. It has _______________

10. There is _______________

There is a list of useful words for Year 3 at this link:
http://www.parentsintouch.co.uk/waystohelpyourchild/literacy/year3spellinglist.pdf

a. wheat; quiet; weather; shoal

b. was
swam
could
had
went
ran
spoke
lept
drove
ate
cried
hurried
skipped

d.
1. unfriendly
2. unhappy
3. displease
4. untidy
5. unlucky
6. unusual
7. disagree
8. incorrect
9. distrust
10. dislike

e. witches, boxes, babies, dwarves, fish or fishes, loaves, knives, feet, mice

f. Wouldn’t; he’s I’ve; don’t; here’s; hadn’t; they’re; didn’t; it’s; there’s.