

Red Rose Year 3 Spelling – Progression Trajectory

Spelling Progression		
Autumn 1	Week 1	Revisit Year 2 rules for adding endings -ing, -ed, -er and -est . (including Year 3 Statutory Words)
	Week 2	Spell correctly and distinguish between homophones, great/grate, steak/stake, break/brake, poor/pour, hour/our .
	Week 3	Identify and spell irregular past tense verbs, e.g. <i>break, broke; hear, heard; think, thought</i> .
	Week 4	Add the suffix -ly , e.g. <i>sad, sadly; simple, simply; angry, angrily; careful, carefully</i> .
	Week 5	Add the endings -ing, -ed and -er to words of more than one syllable where the last syllable is not stressed, e.g. <i>garden, gardening, gardener</i> .
	Week 6	Add the prefix re- , e.g. <i>reread, refresh, return</i> .
Autumn 2	Week 1	Use the first two letters of a word to check its spelling and meaning in a dictionary.
	Week 2	Spell correctly and distinguish between the homophones, meet/meat, plain/plane, here/hear, made/maid, through/threw, heard/herd .
	Week 3	Add -es to nouns ending in -y , e.g. <i>strawberry, strawberries</i> Add -es to nouns ending in -o , e.g. <i>potato, potatoes</i> .
	Week 4	Add the suffix -ous , e.g. <i>poisonous, enormous, adventurous</i> .
	Week 5	Spell words with endings sounding like /tʃə/ spelt -ture , e.g. <i>picture, nature</i> .
	Week 6	Use the possessive apostrophe (singular), e.g. <i>Mr Wordsworth's notebook</i> . (Y2)
Spring 1	Week 1	Add the endings -ing, -ed and -er to words of more than one syllable where the last syllable is stressed, e.g. <i>forget, forgetting; prefer, preferred; begin, beginner</i> .
	Week 2	Spell correctly and distinguish between the homophones, grown/groan, berry/bury, male/mail, which/witch, aloud/allowed .
	Week 3	Identify and spell irregular past tense verbs, e.g. <i>hold, held; bring, brought; sink, sank</i> .
	Week 4	Add the suffix -ly to words of more than one syllable, e.g. <i>accidentally, magically</i> .
	Week 5	Add the prefixes dis- and mis- , e.g. <i>disagree, dismiss, misread, mistake</i> .
	Week 6	Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, obey</i> .
Spring 2	Week 1	Spell words containing the /ʌ/ sound spelt ou, e.g. <i>double, country, enough</i> .
	Week 2	Spell more words with contracted forms, e.g. <i>they'd (they would/they had) it's (it is)</i> .
	Week 3	Spell correctly and distinguish between the homophones, ate/eight, wait/weight, fair/fare/fayre, rain/rein/reign .
	Week 4	Identify and spell irregular plurals, e.g. <i>tooth, teeth; woman, women; sheep, sheep</i> .
	Week 5	Add the suffix -ous e.g. <i>humorous, courageous, serious</i> .
	Week 6	Spell words with endings sounding like /ʒə/ spelt -sure , e.g. <i>measure, enclosure, leisure</i> .
Summer 1	Week 1	Use the first two letters of a word to check its spelling and meaning in a dictionary.
	Week 2	Spell correctly and distinguish between the homophones, bawl/ball, sauce/source, peace/piece, meddle/medal, who's/whose .
	Week 3	Identify and spell irregular past tense verbs, e.g. <i>catch, caught; know, knew; shine, shone</i> .
	Week 4	Add the prefixes re-, mis- and dis- , e.g. <i>redecorate, misunderstand, disappointed</i> .
	Week 5	Spell more words with endings sounding like /tʃə/ spelt -ture , e.g. <i>agriculture, miniature</i> .
	Week 6	Use apostrophes to spell words using the contracted form and for singular possession.
Summer 2	Week 1	Use the first two letters of a word to find synonyms in a thesaurus.
	Week 2	Spell correctly and distinguish between the homophones and near homophones, weather/whether, heal/heel/he'll, accept/except, affect/effect .
	Week 3	Identify and spell irregular plurals, e.g. <i>mouse, mice; die, dice; rice, rice</i> .
	Week 4	Review the suffixes -ly, -ous .
	Week 5	Explore, collect and begin to spell word families , e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.
	Week 6	Personal spellings in preparation for Year 4.