Spelling Curriculum
Year 3

Explicitly model spelling strategies and monitor student understanding in this area.

- Sound out regular words
- Use names for spelling irregular words
- Use Look, Say, (Trace), Cover, Write, Check for spelling
- Use syllables for spelling longer words
  - Demonstrate strategies (Chin bumps, tapping, clapping)
- Student is willing to have a go at spelling
- Can spell commonly used sight words (See List in the Appendix)
- Spells commonly used irregular sight words (See List in the Appendix)
- Uses simple homophones correctly
  e.g. their / there  (See list in the Appendix)
- Use a dictionary – including use of the guide words at the top of pages
- Introduction to the use of a Thesaurus
• Use knowledge of prefixes and suffixes to spell words

• Can spell unreal words and justify use of phonics to create the word

  e.g.  drope  droap  drowp
dite  dight

  Activity examples:
  Unreal word class spelling test- afterwards discuss the many possible ways of
  spelling the words based on use of phonics sounds

  Spell long unreal spelling words;
  - Say each word twice to remember the word
  - Say the word in syllables
  - Sound out the sounds in each individual syllable and write them down
  - Discuss the possible phonics sounds that could be used for spelling these words

• Spelling Contractions: (See Appendix)

• Compound words (See Appendix)

• Spelling lesson plan format and examples (See Appendix)

• Primary Spelling Rules Years 3-6 (See Appendix)