

Year 3 – Autumn 1 Spellings

	<u>Spelling Pattern</u>	<u>Spellings Taught</u>
WB: 08.09.2025	Double the final consonant when adding a suffix - ed, ing, er <i>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.</i>	planned, stopped, rubbed, forgetting, beginning, planning, stepping, madder, thinner, chatter
WB: 15.09.25	Adding ly <i>The suffix -ly is added to an adjective to form an adverb</i>	sadly, usually, finally, quickly, quietly, calmly, clearly, deadly, exactly, lovely
WB: 22.09.25	ou	young, touch, double, count, about, mouth, aloud, cloud, group, shout
WB: 29.09.25	ch (making the 'k' sound)	echo, Christ, Christian, Christmas, chaos, ache, earache, headache, chord, school
WB: 06.10.25	gue (at the end of a word)	league, tongue, plague, vague, rogue, colleague, dialogue, catalogue, vogue, fatigue
WB: 13.10.25	y (making the 'i' sound)	myth, gym, hymn, lyric, identify, apply, supply, occupy, multiply
WB: 20.10.25	Prefix -in (meaning 'not' or 'no')	inactive, incorrect, inelegant, indecent, insecure, inflexible, invisible, indefinite, incredible, injustice

Please note that some spellings each week may not be taught due to other curriculum commitments, but the general spelling pattern will be taught for children to apply these to a variety of words. For strategies for supporting your child with their spellings at home, please scan the QR code.

At the bottom of the page, there is a document which will give lots of different strategies for learning and revising the spellings that the children have been taught at school.

