

Spelling Shed

Spelling Scheme of Work



Welcome to The Spelling Shed Year 3 scheme of work.



Spelling Shed

What is included?

- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
 - One 20 – 30 minute lesson plan.
 - Resources to aid the delivery of the lesson.
 - One spelling practice sheet.
 - One homework sheet.

Spelling lists – Stage 3



1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Words with the prefix 're-' 're-' means 'again' or 'back.'
8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. The prefix 'mis-' This is another prefix with negative meanings.
10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Adding suffixes beginning with vowel letters to words of more than one syllable. 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.
12. Challenge words
13. The long vowel /a/ sound spelled 'ai'
14. The long /a/ vowel sound spelled 'ei.'
15. The long /a/ vowel sound spelled 'ey.'
16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. The /l/ sound spelled '-al' at the end of words.
20. The /l/ sound spelled '-le' at the end of words.
21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Words ending in '-er' when the root word ends in (t)ch.
26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. The suffix '-sion' pronounced /ʒən/
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.



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Stage: 3

List: 1

The /ow/ sound spelled 'ou'. Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.



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Stage: 3	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
List:	

Spellings
mouth
around
sprout
sound
spout
ouch
hound
trout
found
proud

Introduction	The digraph 'ou' is pronounced as /ow/, explain that this sound is most common in the middle of words and sometimes at the start. It is rare at the end of words where the 'ow' spelling is usually found (e.g. cow).
Main Teaching Activity	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /ow/ sound in each word. Notice that most often the sound comes in the middle of the word.
Independent Activity	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word

mouth	around	sprout	sound	spout
ouch	hound	trout	outside	found

Answers:

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word



m <u>ou</u> th	ar <u>ou</u> nd	spr <u>ou</u> t	s <u>ou</u> nd	sp <u>ou</u> t
<u>ou</u> ch	h <u>ou</u> nd	tr <u>ou</u> t	<u>ou</u> tside	fo <u>u</u> nd



Stage: 3

The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.

List: 1

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
mouth					
around					
sprout					
sound					
spout					
ouch					
hound					
trout					
found					
proud					

Stage: 3

The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.

List: 1

Name:



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings

mouth

around

sprout

sound

spout

ouch

hound

trout

found

proud

h	t	m	o	u

n	a	r	o	u	d

t	s	u	p	o

p	r	u	t	o	s

d	n	f	o	u

t	t	r	u	o

o	p	u	d	r

o	s	u	n	d

n	u	d	o	h

h	u	c	o

Stage: 3

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List: 1

Answers:



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings

mouth

around

sprout

sound

spout

ouch

hound

trout

found

proud

h	t	m	o	u
m	o	u	t	h

n	a	r	o	u	d
a	r	o	u	n	d

t	s	u	p	o
s	p	o	u	t

p	r	u	t	o	s
s	p	r	o	u	t

d	n	f	o	u
f	o	u	n	d

t	t	r	u	o
t	r	o	u	t

o	p	u	d	r
p	r	o	u	d

o	s	u	n	d
s	o	u	n	d

n	u	d	o	h
h	o	u	n	d

h	u	c	o
o	u	c	h