Year 3 Spelling Overview

What we've learnt this half term

Half term:	Autumn 2, 2026/27
Spelling quiz:	Week 12

This half term, Year 3 have learnt the 50 spellings below through Ready Steady Spell, our spelling programme. Each week's words share a spelling pattern, and children are taught the pattern alongside the words so they can use it to spell other words that follow the same rule. This half term builds on Autumn 1: when to double the last letter of a root word, when the root word stays exactly as it is, and when the y changes to an i. Tricky words come from the national curriculum list of words children should be able to spell by the end of Year 4. Many don't follow the usual rules, so children learn them by sight and usually need more practice with them.

Week 12 is a practise and apply week, when children revisit the half term's words and sit a short spelling quiz on a selection of them. Spellings only stick if they keep being used, so please keep coming back to these at home after the quiz too. A few minutes, two or three times a week, does far more than one long session.

Week	Spelling focus	This week's words	Tricky words	Try this at home
Week 7	Short words with a short vowel and one consonant at the end: double the last letter before adding **ing** or **ed** (run, running; pat, patted).	running, sobbing, tipping, nodding, patted, dropped, skipped, stopped	**important, describe**	The double letter keeps the vowel sound short. Say hopping and hoping (from Autumn 1) out loud and listen to the difference in the o.
Week 8	The same doubling rule with **er**, **est** and **y** (big, bigger; hot, hottest; fog, foggy).	bigger, slimmer, saddest, hottest, runny, foggy, muddy, sunny	**thought, early**	Turn weather words into describing words together: fog, fo**gg**y; sun, su**nn**y; mud, mu**dd**y. Ask your child to spot the doubled letter each time.
Week 9	Adding endings to longer words. If the last syllable is stressed (pre-**FER**), double the last letter: preferred. If not (**GAR**-den), just add the ending: gardener. In British English, travel doubles its l anyway.	gardener, limited, offered, instructing, controller, stopping, travelling, preferred	**interest, breath**	Clap the root word and listen for the strong beat. con-**TROL**: double it. **OF**-fer: don't. This is a hard rule for Year 3, so expect a few mistakes and keep it light.
Week 10	Endings that start with a consonant (**ment**, **ness**, **ful**, **less**, **ly**) are added straight on, with no change to the root word.	achievement, agreement, sadness, darkness, thankful, helpless, clueless, quickly	**length, weight**	Spell the root word, then add the ending: achieve + ment, sad + ness. Because the root doesn't change, clueless keeps its e.
Week 11	Root words ending in a consonant + y change the **y** to **i** before **ment**, **ness**, **ful** and **less** (merry, merriment; beauty, beautiful).	merriment, loneliness, happiness, loveliness, beautiful, merciful, penniless, pitiless	**eight, eighth**	This is Autumn 1's y to i rule with new endings: lonely, loneliness; pity, pitiless. And eighth is just eight with an **h** on the end.
Week 12	**Practise and apply:** children revisit all of this half term's words and sit the half-termly spelling quiz on a selection of them.			

Ways to practise at home

QUICK-FIRE QUIZ
Read out five words from different weeks. Your child writes them, then checks against this sheet and fixes any mistakes.

IN A SENTENCE
Pick two words and write one sentence using both. Check the spelling, the capital letter and the full stop.

SORT IT
Write some of the words on scraps of paper and sort them by what happened to the root word: letter doubled, no change, or y changed to i. Then add a new word to each pile.

SPOT IT
Look out for this half term's words in reading books, on signs and on packaging, and point them out together.

LOOK, SAY, COVER, WRITE, CHECK
For any word that's still wobbly, use the same method as the weekly practice sheet.