Year 3 Spelling Overview

What we've learnt this half term

Half term:	Autumn 1, 2026/27
Spelling quiz:	Week 6

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 has been about what happens to a root word when you add an ending: when a y changes to an i, and when an e is dropped. 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 6 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 1	Words ending in a consonant + y. Change the **y** to **i** before adding **es** (lorry, lorries), but keep the **y** when adding **ing** (reply, replying).	lorries, cities, babies, relies, replying, worrying, studying, applying	**often, learn**	Ask why the y stays before ing: studiing would put two i's together, and English almost never does that. Knowing the reason helps the rule stick.
Week 2	The same rule with new endings: change the **y** to **i** before adding **ed** or **er** (fry, fried; funny, funnier).	fried, cried, tried, worried, funnier, carrier, grumpier, lazier	**February, heart**	heart has a word hiding inside it: h**ear**t. Point it out, then cover the word and ask your child to write it.
Week 3	Changing **y** to **i** before adding **est** (happy, happiest). Root words ending in **e** drop the e before adding **ed** (bake, baked).	funniest, happiest, laziest, luckiest, changed, cared, baked, scored	**exercise, sentence**	bake already ends in e, so you only need to add d. If your child writes bakeed, ask them to read it back out loud and spot the extra e.
Week 4	Root words ending in **e** drop the e before adding **ing** or **er** (smile, smiling; nice, nicer).	smiling, taking, hoping, snoring, nicer, wider, simpler, writer	**consider, different**	hoping and hopping mean different things. Drop the e from hope to get hoping. Double the p in hop to get hopping. Ask your child to put each one in a sentence.
Week 5	Dropping the **e** before adding **est** or **y** (nice, nicest; noise, noisy; smoke, smoky).	nicest, largest, finest, cutest, noisy, scary, icy, smoky	**history, probably**	One rule covers Weeks 3 to 5: if the root word ends in e and the ending starts with a vowel or y, drop the e. Give your child a new word (shine, rose) and see if they can apply it.
Week 6	**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: y changed to i, y stayed, or e dropped. 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.