

## PHONIC BLAST – YEAR THREE    Autumn Term 2017

wk	Revisiting phonemes and graphemes from Letters and Sounds Phases 5 and 6 – for Spelling	Year 3 Programme using “Support for Spelling”
1 + 2	ay ai a-e oy oi	<b>Adding –ing -</b> To understand these differences: just add –ing (helping, seeing, trying), remove –e and add –ing (hoping, taking, writing), double consonant for short medial vowel (running, shutting, winning)
3 + 4	or aw ee ea oa ow o-e	<b>Using the –le ending spelling pattern –</b> -ckle (chuckle), -able (table), double letter +le (middle), -cle (uncle), -dle (candle), -ble (double), ible (sensible), -ple (simple)
5 + 6	i-e ie ew ue u-e oo	<b>Recognise and use common prefixes-</b> un (untidy), dis (disappear), non (nonsense), mis (misbehave), im (impossible), in (invisible)
7	ou (out) ow(cow) ir ur er or (bird)	<b>Recognise how words change when -er and -est are added-</b> simple-(quick, quicker, quickest), ending in –e (nice, nicer, nicest), double consonant (big, bigger, biggest), ending in –y (happy, happier, happiest)

8 + 9	<b>c - / before a,u,o before i, y, e</b> <b>silent letter w / wrap, wrong</b> <b>z sound – please, noise</b>	<b>Verbs in the past tense</b> Explore regular verbs (cooked, dropped, carried)  <b>Verbs in the past tense</b> Explore irregular verbs (went, was, caught etc)
10 + 11	<b>j – sound in fudge, hedge</b> <b>silent b (lamb)</b>	
12	<b>Investigate Irregular Plurals</b> (examples- churches, babies, (keys), shelves, mice)	
13 + 14	<b>air – sound</b> bear, care, chair, pear , where	<b>To understand the meaning of words when the following suffixes are added:</b> <b>-ly, ful, -less, -er,-est –able,</b>