

# Year 3 Core Subject Essentials

## Spellings:

|                |            |                |                 |
|----------------|------------|----------------|-----------------|
| accident(ally) | enough     | mention        | special         |
| actual(ly)     | exercise   | minute         | straight        |
| address        | experience | natural        | strange         |
| answer         | experiment | naughty        | strength        |
| appear         | extreme    | notice         | suppose         |
| arrive         | famous     | occasion(ally) | surprise        |
| believe        | favourite  | often          | therefore       |
| bicycle        | February   | opposite       | though/although |
| breath         | forward(s) | ordinary       | thought         |
| breathe        | fruit      | particular     | through         |
| build          | grammar    | peculiar       | various         |
| busy/business  | group      | perhaps        | weight          |
| calendar       | guard      | popular        | woman/women     |
| caught         | guide      | position       |                 |
| centre         | heard      | possess(ion)   |                 |
| century        | heart      | possible       |                 |
| certain        | height     | potatoes       |                 |
| circle         | history    | pressure       |                 |
| complete       | imagine    | probably       |                 |
| consider       | increase   | promise        |                 |
| continue       | important  | purpose        |                 |
| decide         | interest   | quarter        |                 |
| describe       | island     | question       |                 |
| different      | knowledge  | recent         |                 |
| difficult      | learn      | regular        |                 |
| disappear      | length     | reign          |                 |
| early          | library    | remember       |                 |
| earth          | material   | sentence       |                 |
| eight/eighth   | medicine   | separate       |                 |

## Spelling – work for years 3 and 4

### Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

### New work for years 3 and 4

| Statutory requirements  | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|---|--|---|
| 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 before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.                                | forgetting, forgotten, beginning, beginner, prefer, preferred<br><br>gardening, gardener, limiting, limited, limitation                                 |
| The /ɪ/ sound spelt y elsewhere than at the end of words                        | These words should be learnt as needed.  | myth, gym, Egypt, pyramid, mystery  |
| The /ʊ/ sound spelt ou  | These words should be learnt as needed.  | young, touch, double, trouble, country  |
| More prefixes   | <p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/into'. In the words given here it means 'not'.</p> | <p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p> |

English – Appendix 1: Spelling

| Statutory requirements   | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|--------------------------|--|---|
|                          | <p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p> | <p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p> <p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p> |
| The suffix <b>-ation</b> | The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.  | information, adoration, sensation, preparation, admiration  |
| The suffix <b>-ly</b>    | <p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>   | <p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p>  |

| Statutory requirements                         | Rules and guidance (non-statutory)   | Example words (non-statutory)   |
|--|--|---|
|  | <p><b>Exceptions:</b></p> <p>(1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>.</p> <p>(3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly, duly, wholly</i>.</p> | <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>  |
| Words with endings sounding like /ʒə/ or /tʃə/ | <p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher, catcher, richer, stretcher</i>.</p>  | <p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>  |
| Endings which sound like /ʒən/                 | <p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>   | <p>division, invasion, confusion, decision, collision, television</p>   |
| The suffix <b>-ous</b>                         | <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>                    | <p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p> |

| Statutory requirements   | Rules and guidance (non-statutory)   | Example words (non-statutory)  |
|--|--|--|
| Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian                          | <p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word.</p> <p><b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>.</p> <p><b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>.</p> <p><b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>.</p> <p><b>Exceptions:</b> <i>attend – attention, intend – intention.</i></p> <p><b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p> | <p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p> |
| Words with the /k/ sound spelt ch (Greek in origin)  |  | scheme, chorus, chemist, echo, character   |
| Words with the /ʃ/ sound spelt ch (mostly French in origin)                                |  | chef, chalet, machine, brochure  |
| Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) |  | league, tongue, antique, unique  |
| Words with the /s/ sound spelt sc (Latin in origin)  | In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.  | science, scene, discipline, fascinate, crescent  |
| Words with the /ei/ sound spelt ei, eigh, or ey  |  | vein, weigh, eight, neighbour, they, obey  |

| Statutory requirements                  | Rules and guidance (non-statutory)  | Example words (non-statutory)  |
|---|---|--|
| Possessive apostrophe with plural words | The apostrophe is placed after the plural form of the word; <b>–s</b> is not added if the plural already ends in <b>–s</b> , but <i>is</i> added if the plural does not end in <b>–s</b> (i.e. is an irregular plural – e.g. <i>children's</i> ). | girls', boys', babies', children's, men's, mice's<br><b>(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)</b>  |
| Homophones and near-homophones          |   | accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's |

## Times tables

recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

# 3

## Times Table

$3 \times 1 = 3$   
 $3 \times 2 = 6$   
 $3 \times 3 = 9$   
 $3 \times 4 = 12$   
 $3 \times 5 = 15$   
 $3 \times 6 = 18$   
 $3 \times 7 = 21$   
 $3 \times 8 = 24$   
 $3 \times 9 = 27$   
 $3 \times 10 = 30$   
 $3 \times 11 = 33$   
 $3 \times 12 = 36$



# 3

## Times Table

$3 \div 3 = 1$   
 $6 \div 3 = 2$   
 $9 \div 3 = 3$   
 $12 \div 3 = 4$   
 $15 \div 3 = 5$   
 $18 \div 3 = 6$   
 $21 \div 3 = 7$   
 $24 \div 3 = 8$   
 $27 \div 3 = 9$   
 $30 \div 3 = 10$   
 $33 \div 3 = 11$   
 $36 \div 3 = 12$



# 4

## Times Table

$4 \times 1 = 4$   
 $4 \times 2 = 8$   
 $4 \times 3 = 12$   
 $4 \times 4 = 16$   
 $4 \times 5 = 20$   
 $4 \times 6 = 24$   
 $4 \times 7 = 28$   
 $4 \times 8 = 32$   
 $4 \times 9 = 36$   
 $4 \times 10 = 40$   
 $4 \times 11 = 44$   
 $4 \times 12 = 48$



# 4

## Times Table

$4 \div 4 = 1$   
 $8 \div 4 = 2$   
 $12 \div 4 = 3$   
 $16 \div 4 = 4$   
 $20 \div 4 = 5$   
 $24 \div 4 = 6$   
 $28 \div 4 = 7$   
 $32 \div 4 = 8$   
 $36 \div 4 = 9$   
 $40 \div 4 = 10$   
 $44 \div 4 = 11$   
 $48 \div 4 = 12$



# 8

## Times Table

$8 \times 1 = 8$   
 $8 \times 2 = 16$   
 $8 \times 3 = 24$   
 $8 \times 4 = 32$   
 $8 \times 5 = 40$   
 $8 \times 6 = 48$   
 $8 \times 7 = 56$   
 $8 \times 8 = 64$   
 $8 \times 9 = 72$   
 $8 \times 10 = 80$   
 $8 \times 11 = 88$   
 $8 \times 12 = 96$



# 8

## Times Table

$8 \div 8 = 1$   
 $16 \div 8 = 2$   
 $24 \div 8 = 3$   
 $32 \div 8 = 4$   
 $40 \div 8 = 5$   
 $48 \div 8 = 6$   
 $56 \div 8 = 7$   
 $64 \div 8 = 8$   
 $72 \div 8 = 9$   
 $80 \div 8 = 10$   
 $88 \div 8 = 11$   
 $96 \div 8 = 12$











## Written calculation methods

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Example:

### Multiplication

| Tens  | Ones  |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

|       |   |   |
|-------|---|---|
|       | T | O |
|       | 2 | 4 |
| x     |   | 4 |
| <hr/> |   |   |
|       | 9 | 6 |
|       | 1 |   |

### Division

$$\begin{array}{r} 18 \\ 4 \overline{) 72} \end{array}$$

## Addition & Subtraction

Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.

### Addition

236

+ 73

309



Add the ones first

### Subtraction

$$\begin{array}{r} 43 \\ -348 \\ \hline 105 \end{array}$$