

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 10
Lesson type	Assess
Lesson focus	Rarer GPCs: words with the /ei/ sound spelt 'ei' ( <i>vein</i> ), 'eigh' ( <i>eight</i> ), 'ey' ( <i>they</i> ), 'aigh' ( <i>straight</i> ): dictation
Resources needed	Spelling journals
Teaching activity	Get pupils to practise handwriting on the words <i>they</i> , <i>day</i> , <i>made</i> and <i>baby</i> .  Dictate the following sentences and then check handwriting and spellings: <i>They went away for the day.</i> <i>The sale was on Monday.</i> <i>We weighed the eight carrots and cooked them.</i> <i>It is a grey day and Agent Snail is surveying the sleigh.</i>

Lesson	Year 3, block 1, lesson 11
Lesson type	Learn
Lesson focus	Strategies for learning words: words from statutory and personal spelling lists
Resources needed	Statutory word list for Years 3 and 4 (page 48), personal spelling lists
Teaching activity	Go over the words from statutory list learnt in lesson 6 and see if spellings have been remembered.  Introduce another spelling strategy, such as Trace, copy and replicate (See page 9). Give pupils a piece of paper folded into three columns. The statutory words should already be on the paper. Pupils add their personal words making sure they are spelt correctly.  Instruct pupils to trace over the words, first time saying them out loud as they do so. Next, they write the words in the second column, trying to keep the same rhythm and saying them out loud again. They then fold the paper over and write the words from memory. Do this for the rest of the words.  Tell pupils to practise these words at home by putting them into sentences and writing them out.

Block 1 – autumn first half term

Lesson	Year 3, block 1, lesson 12
Lesson type	Teach
Lesson focus	Homophones ( <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> )
Resources needed	Supporting Resource 3.8 (/ei/ sound and homophones list)
Teaching activity	Explain that a homophone is a word that sounds the same but is spelt differently and means something different. 'Homo' means 'same' and 'phone' means 'sound'.  Show some homophones and pupils orally compose sentences to use them in context. Use homophones that are unfamiliar to the class, for example: <i>where/wear</i> as well as <i>there/their/they're, break/brake, son/sun</i> and <i>eight/ate</i> . Teach the difference in meaning and link to something that might make them memorable.  <b>Notes:</b> <i>There</i> means 'over there' like 'over here'. <i>Their</i> means it belongs to someone. <i>They're</i> is a contraction for 'they are'.








Lesson	Year 3, block 1, lesson 13
Lesson type	Practise
Lesson focus	Homophones ( <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> )
Resources needed	Supporting Resource 3.10 (homophone sentences)
Teaching activity	Display the sentences with missing words from the Supporting Resource. Pupils choose the correct homophone to go in them.  For homework, pupils could take the homophones home and create their own sentences.

Lesson	Year 3, block 1, lesson 14
Lesson type	Assess
Lesson focus	Homophones ( <i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i> )
Resources needed	Supporting Resource 3.11 (/ei/ homophone pictures)
Teaching activity	Hand out sheets with the images on. Ask pupils to write down the correct homophone under each image. They are: <i>brake, eight, there, where, break, sun, son, wear</i>  In pairs, pupils proofread their own writing to see if the correct version of homophones studied is used.

Year 3 – Block 1 – Lesson 12 **3.10**

The playground is over _____.
It was _____ dog that bit the postman.
_____ sleeping over at a friend's house tonight.
The _____ was shining brightly.
My _____ is in the army.
I have _____ sweets and four bags of crisps.
I _____ my pizza really quickly.
Why won't you _____ your coat?
_____ is your coat?
The glass will _____ if you throw the ball.
The bike _____ didn't work.

Year 3 – Block 1 – Lesson 14 **3.11**

Year 3 – Block 2 – Lesson 3 **3.12**

nice late ripe rude brave hike ride write	er
	est

bad play hope care happy sad colour harm	ful  less	ly
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copy worry happy cry reply funny	er est ed ing
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fair sad kind tidy lovely silly nasty happy willing fit foolish	ness	enjoy employ docu oint state move	ment
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