Year 3 English Phonics

Advanced decoding • vowel teams • syllables • spelling

Name: _____ Date: _____

Instructions: Work independently where possible. Explain your thinking. You may ask an adult to read instructions aloud.

1. Vowel teams

Read aloud: train, play, beach, snow, cloud. Circle or underline the vowel team in each word.

_____

_____

2. Split the syllables

Divide these words into syllables: rabbit, sunset, picnic, computer.

_____

_____

3. Choose the spelling

Complete: r__n (rain), n__t (night), b__t (boat), f__d (food). Write the missing letters.

_____

_____

4. Sounds in words

How many phonemes (individual sounds) are in ship, chair and stretch? Say each sound aloud.

_____

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5. Word families

Write two words that rhyme with light and two that rhyme with cake.

6. Prefixes

Add un- or re- to make new words: happy, pack, read, kind. Explain one meaning.

7. Suffixes

Write the new words: hope + ing, run + ing, happy + er, jump + ed.

8. Read and explain

Read: “The bright moon shone through the window.” Find two words with spelling patterns you recognise.

9. Spelling dictation

Ask an adult to say: float, cheerful, thunder, invite, painted. Write the words.

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10. Decode an unfamiliar word

Try reading the made-up word “splope”. Explain how you worked out its sounds.

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Purpose: This is a low-pressure snapshot of current skills, not a fixed ability label. Allow approximately 25–40 minutes, or split into shorter sessions.

How to support without giving answers

Read directions aloud if needed. Let your child think, draw or use counters. Record whether an answer was independent, prompted, or supported. Avoid correcting answers until the child has finished.

Suggested answers and observations

1. Suggested answer: ai, ay, ea, ow, ou

Look for: Spot vowel teams; snow uses ow /oʊ/.

2. Suggested answer: rab-bit, sun-set, pic-nic, com-pu-ter

Look for: Syllable segmentation; accept reasonable dialect variants.

3. Suggested answer: ai, igh, oa, oo

Look for: Link vowel sounds to spelling patterns.

4. Suggested answer: ship 3; chair 2 or 3 depending on accent; stretch 5

Look for: Listen to phonemes, not letter count; accent variation matters.

5. Suggested answer: e.g., night, bright; make, take

Look for: Generate rhyming words and recognise rimes.

6. Suggested answer: unhappy, unpack, reread, unkind

Look for: Note 'repack' also possible; discuss meaning.

7. Suggested answer: hoping, running, happier, jumped

Look for: Drop e, double consonant, y→i where appropriate.

8. Suggested answer: e.g., bright (igh), moon (oo), through (ough)

Look for: Read smoothly and explain patterns.

9. Suggested answer: float, cheerful, thunder, invite, painted

Look for: Check phoneme-grapheme mapping; don't penalise speech accent.

10. Suggested answer: Approx. 'sploap' /sploʊp/

Look for: Blend s-p-l + long o + p; pseudoword decoding, no meaning needed.

After the assessment

Discuss one strength, one skill to practise, and one next step. Ask: “How did you decide?” and “Can you show another way?” Encourage effort, explanations and curiosity.

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Parent notes

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