

## Year 3 Spellings for *Autumn 1*

Please help your child to learn these words.



**Go for diamond!** Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Have a go at learning the words every night for a few minutes. **Every Friday** we will check the progress of your spellings and times tables. Each week we will have a different times table to focus upon.

The children will be tested out of order e.g.  $3 \times 2 = 5 \times 2 = 9 \times 2 = 11 \times 2 =$

Test Date: 15.09.17 (X2)	22.09.17 (X2)	29.09.17 (X5)	06.10.17 (X5)	13.10.15 (X10)	20.10.15 (X10)
Common tricky words and science topic words	Common tricky words.	'ness' and 'ment' suffix.	Using a possessive apostrophe to show who something belongs to. E.g. The hospital's beds.	Homophones - words that sound the same but are spelt differently.	<b>Challenge week</b> Learn the words that you got wrong over the term, there may also be some new words!
<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn	<b>RUBY</b> must learn
do	was	fair	man's	by	
does	they	happy	mum's	buy	
where	said	enjoy	boy's	bye	
who	who	move	cat's	to	
how	what	kind	dog's	too	
<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn	<b>AMBER</b> should learn
sand	here	fairness	girl's	hear	
clay	again	happiness	lady's	here	
soils	when	enjoyment	baby's	where	
rocks	why	movement	school's	wear	
marble	every	kindness	doctor's	peace	
<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn	<b>DIAMOND</b> could learn
granite	hour	environment	teacher's	there	
cliffs	friend	nastiness	rider's	their	
igneous	because	management	children's	they're	
mountains	before	carelessness	people's	threw	
sedimentary	watch	government	hospital's	through	

Year 3 Spellings for *Autumn 1*  
Please help your child to learn these words.



Use your eyes

- Look at the word. Is it short? Is it long? What else do you notice when you look at it?
- Can you see any small words inside your word?
- Take a picture of the word in your mind. Shut your eyes. Can you see it?
- Write the tricky part of the word in a different colour.

Use your hand

- Write the word in the air.
- Write the word in your best joined handwriting.
- Write the word again with your eyes shut.



Use your brain

- What does this word mean? Look it up in the dictionary if you're not sure.
- Put it in a sentence.
- Can you spell bits of this word already?
- Can you write any words that rhyme with this one?
- Do you know other words with the same pattern?

Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- Say the word in a silly or exaggerated way  
e.g. Wed-nes-day



Use your friend

- Show your word list to your friend. Give some clues about one word. Can they guess the word?
- Ask your friend to 'write' one of your words on your back with their finger - can you feel and imagine the letters?
- Sort your words e.g. alphabetically or by length or the number of syllables. Can your friend see how you have sorted them?
- Ask your friend to 'test' you when you know all your words.

**REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!**