



## Year 3 Spellings for *Autumn 2*

Please help your child to learn these words and work on putting them into a sentence.

E.g. (*house*) suddenly, the *house* began to shake. We will be testing the children each week on all of the spellings and selecting 2 at random to be put into a sentence of their choice.

**REMEMBER: Use spelling games or strategies to help you. Weekly tables focus (X)**

03.11.17 (X3)	10.11.17 (X3)	17.11.17 (X3)	24.11.17 (X3)	01.12.17 (X6)	08.12.17 (X6)
Tricky words These are common words that we find hard to remember.	KS1 and Year 3 recommended spellings from National Curriculum	KS1 and Year 3 recommended spellings from National Curriculum	'ou' and 'ough' words	'ear' and 'ea' words	<b>Challenge week</b> Learn the words that you got wrong over the term, there may also be some new words!
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
said	were	Mrs	sour	eat	
half	some	busy	flour	spear	
they	house	sugar	pour	bear	
come	once	any	out	read	
our	where	kind	shout	bead	
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
people	after	whole	cousin	teach	
thing	hour	break	double	beach	
again	parents	arrive	country	tear	
would	pretty	heard	couple	scream	
should	wild	group	colour	dream	
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
towards	while	probably	though	breathe	
everybody	actual	remember	thought	breath	
everything	different	suppose	through	wheat	
suddenly	potatoes	length	brought	least	
beautiful	occasionally	important	bought	leave	

## Year 3 Spellings for *Autumn 2*

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!