

# Year Three Spellings for TERM 1

Please help your child to learn these words. Try out some of the strategies on this sheet



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. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes. Every **Friday** we will check your progress.

**REMEMBER: Use a range of different strategies for learning the spelling rule!**

<i>Test Date 21.9.18</i>	<i>Test 28.9.18</i>	<i>Test 5.10.18</i>	<i>Test 12.10.18</i>	<i>Test:17.10.18 (3 day week)</i>	
Using the 'ow' sound spelt ou	Using 'u' spelt ou (only in the middle of words)	The 'I' spelt 'y' sound	Words with endings that sound like /ze/ are always spelled with '-sure.'	Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.	Each week we ask the children to learn the words at home alongside taught spelling sessions.
<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>	Each group has four words for their spelling or phonics (RWI) pattern (in black) and two other words chosen to reinforce commonly used words in year three or topic, maths and science vocabulary (in purple).
mouth	touch	gym	sure (phonics)	<i>picture</i>	
shout (phonics)	young	myth	pure (phonics)	nature	
ouch	country	pyramid	cure (phonics)	future	
out (phonics)	<i>rocks</i>	<i>soils</i>	<i>tools</i>	mixture	
<i>Monday</i>	<i>Saturday</i>	<i>stone</i>	<i>cave</i>	<i>fire</i>	
<i>Tuesday</i>	<i>Sunday</i>	<i>age</i>		<i>skin</i>	
<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>	Spellings are learnt over the week and tested on a Friday. Please ask if you would like to know your child's weekly spelling score.
sprout	double	lyrics	closure	creature	
spout	trouble	system	composure	furniture	
ouch	couple	mystery	enclosure	adventure	
sound	cousin	symbol	treasure	temperature (phonics)	
<i>Wednesday</i>	<i>October</i>	<i>equals</i>	<i>measure</i>	<i>animal</i>	
<i>Thursday</i>	<i>November</i>		<i>spear</i>	<i>mammoth</i>	
<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>	Please also log-on to Purple Mash to play games linked to this terms spelling patterns. This document can be found on the RLK website.
hound	enough	synonym	exposure	sculpture	
trout	encourage	gymnastics	displeasure	fracture	
found	flourish	Egypt	leisure	capture	
proud	<i>addition</i>	<i>greater</i>	disclosure	<i>jewellery</i>	
<i>Friday</i>	<i>subtraction</i>	<i>less</i>	pleasure	<i>weapons</i>	
<i>September</i>					<b>Coming soon!!! Spelling Shed log-on cards</b>

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### 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 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 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.

### 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 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



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