

Year Three Spellings for TERM 2



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 23.11.18</i>	<i>Test 30.11.18</i>	<i>Test 07.12.18</i>	<i>Test 14.12.18</i>	<i>Test: 21.12.18</i>	<p style="color: red; font-size: small;">Each week we ask the children to learn the words at home alongside taught spelling sessions.</p> <p style="color: red; font-size: small;">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).</p> <p style="color: red; font-size: small;">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.</p> <p style="color: red; font-size: small;">Please also log-on to Purple Mash to play games linked to this terms spelling patterns. This</p>
Spelling Rules: Words with the prefix 're-' 're-' means 'again' or 'back.'	Spelling Rules: The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.	Spelling Rules: The prefix 'mis-' This is another prefix with negative meanings.	Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed	Spelling Rules: Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	
redo	dislike	misread	gardener	we	
refresh	disarm	mislead	gardening	wish	
return	disable	lava	limited	you	
replay	erupt	ash	limiting	a	
				Merry	
				Christmas	
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	
review	disagree	misspell	covered	forgotten	
reaction	disappoint	mistake	covering	forgetting	
rebound	disappear	misuse	listening	beginning	
volcano	dislodge	mislead	listened	preferred	
				permitted	

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DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	<p style="color: red;">document can be found on the RLK website.</p> <p style="color: red;">Coming soon!!! Spelling Shed log-on cards</p>
reappear	disadvantage	misbehave	developing	forbidden	
redecorate	dislocate	misunderstanding	developed	equipped	
revenge	disapprove	misplace	dormant	committed	
	disobey	mislaid	extinct	propelled	
			active	regretting	



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



Use your brain

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



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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.



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