

Year Three Spellings for TERM 3



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:</i> 11.01.2019 | <i>Test:</i> 18.01.2019 | <i>Test:</i> 25.01.2019 | <i>Test:</i> 01.02.2019 | <i>Test:</i> 08.02.2019 | <i>Test:</i> 15.02.2019 | <p style="color: red; margin: 0;">Each week we ask the children to learn the words at home alongside taught spelling sessions.</p> <p style="color: red; margin: 0;">Each group has four words for their spelling or phonics 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; margin: 0;">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; margin: 0;">Please also log-on to Purple</p> |
|--|---|---|---|---|---|--|
| Spelling Rules: The long vowel /a/ sound spelled 'ai' | Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb. | Spelling Rules: The long /a/ vowel sound spelled 'ey.' | Homophones – words which have the same pronunciation but different meanings and/or spellings. | Spelling Rules: The long /a/ vowel sound spelled 'ei.' | Homophones – words which have the same pronunciation but different meanings and/or spellings. | |
| RUBY must learn | RUBY must learn | RUBY must learn | RUBY must learn | RUBY must learn | RUBY must learn | |
| waist | quickly | they | meet | vein | hare | |
| snail | gladly | obey | mist | eight | hair | |
| waiter | deeply | prey | main | veil | bare | |
| painter | soldier | grey | coin | Bath | bear | |
| AMBER should learn | AMBER should learn | AMBER should learn | AMBER should learn | AMBER should learn | AMBER should learn | |
| strainer | boldly | disobey | meat | weigh | wait | |
| chained | exactly | convey | great | sleigh | weight | |
| claimed | calmly | survey | groan | reins | write | |
| Roman | clearly | sword | mane | eighteen | right | |
| DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | DIAMOND could learn | |
| straight | hourly | surveyor | grown | neighbour | which | |
| fainted | bravely | conveyor | missed | freight | witch | |

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| | | | | | | |
|---------|--------|--------|----------|---------|-------|---|
| failure | deadly | osprey | grate | reign | whole | <p>Mash to play games linked to this terms spelling patterns. This document can also be found on the RLK website.</p> <p><u>Coming soon!!! Spelling Shed log-on cards</u></p> |
| mosaic | Empire | shield | Aqueduct | chariot | hole | |



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



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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 friend

- Show your word list to your friend. Give some clues

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