



Year Three Spellings for TERM 5

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

Every **Friday** we will check your progress.

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

Test: 29.4.22 Term 5-Wk 1	Test: 6.4.22 Term 5-Wk 2	Test: 13.05.22 Term 5-Wk 3	Test: 20.5.22 Term 5-Wk 4	Test: 27.5.22 Term 5-Wk 5	MAY HALF TERM	Each week we ask the children to learn the words at home alongside taught spelling sessions.
<u>Spelling Rule:</u> Adding the suffix -ly Words which do not follow the rules.	<u>Spelling Rule:</u> Words ending in '-er' when the root word ends in (t)ch.	<u>Spelling Rule:</u> Words with the /k/ sound spelled 'ch.'	<u>Spelling Rule:</u> Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.'	<u>Spelling Rule:</u> Words with the /s/ sound spelled 'sc'.	Revise the Year 3 common exception words and the spelling rules covered so far.	
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	Each group has four words for their spelling or phonics pattern.
shyly	teacher	school	vague	scene		
slyly	richer	echo	plaque	science		Spellings are learnt over the week and tested on a Friday.
daily	cruncher	ache	mosque	ascend		
humbly	preacher	orchid	cheque	scent		Please ask if you would like to know your child's weekly spelling score.
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	
truly	catcher	character	league	scissors		Please also log-on to Purple Mash to play games and take quizzes linked to this terms spelling patterns.
nobly	watcher	stomach	tongue	scented		
coily	butcher	chemist	plague	scenery		This document can also be found on the RLK website & under '2Do' on Purple Mash.
happily		scheme	antique	scientist		
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	
wholly	dispatcher	chaos	dialogue	fascinate		
publicly	scorcher	monarch	fatigue	crescent		
duly	stretcher	chorus	grotesque	descend		
fully	toucher	anchor	picturesque	discipline		



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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 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 a range of different strategies for learning the spelling rule!