



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!**

Test Date 10.11.23	Test 17.11.23	Test 24.11.23	Test 01.12.23	Test: 08.12.23
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	Year 3 common words
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
redo	dislike	misread	gardener	fruit
refresh	disarm	mislead	gardening	bicycle
return	disable	combine	limited	earth
replay	because	subtract	limiting	island
wrong	altogether	equals	column	ocean
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
review	disagree	misspell	covered	often
reaction	disappoint	mistake	covering	popular
rebound	disappear	misuse	listening	answer
incorrect	dislodge	mislead	listened	circle
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
reappear	disadvantage	misbehave	developing	actual
redecorate	dislocate	misunderstanding	developed	enough
revenge	disapprove	misplace	season	northern
straight	disobey	misaid	equator	southern



Year Three Spellings for TERM 2

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

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



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