



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!

Test: 12.01.2024	Test: 19.01.2024	Test: 26.01.2024	Test: 04.02.2023	Test: 11.02.2024
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.'
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
waist	quickly	they	meet	vein
snail	gladly	obey	mist	eight
waiter	deeply	prey	main	veil
painter	soldier	grey	coin	Bath
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
strainer	boldly	disobey	meat	weigh
chained	exactly	convey	great	sleigh
claimed	calmly	survey	groan	reins
Roman	clearly	sword	mane	eighteen
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
straight	hourly	surveyor	grown	neighbour
fainted	bravely	conveyor	missed	freight
failure	deadly	osprey	grate	reign
mosaic	Empire	shield	Aqueduct	chariot



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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 join 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!