



## Year Three Spellings for TERM 2

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

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 14.11.25</i>	<i>Test 21.11.25</i>	<i>Test 28.11.25</i>	<i>Test 05.12.25</i>	<i>Test: 12.12.25</i>
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
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
<i>who</i>	<i>this</i>	<i>will</i>	<i>could</i>	<i>should</i>
<i>what</i>	<i>that</i>	<i>won't</i>	<i>couldn't</i>	<i>shouldn't</i>
<i>where</i>	<i>they</i>	<i>can</i>	<i>would</i>	<i>does</i>
<i>when</i>	<i>them</i>	<i>can't</i>	<i>wouldn't</i>	<i>doesn't</i>
<i>why</i>	<i>there</i>			
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
redo	dislike	misread	listened	often
refresh	disarm	mislead	covered	island
return	disable	misuse	limited	circle
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
reappear	disagree	mistake	developing	answer
replay	disappoint	misunderstand	developed	actual
react	disappear	misplace	development	enough



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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 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



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