



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: 09.01.2026	Test: 16.01.2026	Test: 23.01.2026	Test: 30.01.2026	Test: 06.02.2026
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
painter	deeply	prey	main	veil
		grey	coin	Bath
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
chained	nicely	disobey	meat	weigh
claimed	calmly	survey	great	reins
Roman	clearly	sword	groan	eighteen
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
straight	bravely	convey	grown	neighbour
fainted	furiously	osprey	missed	reign
failure	soldier	shield	aqueduct	chariot
mosaic	Empire			

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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!