



Year Three Spellings for TERM 6

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: 05.06.26	Test: 12.06.26	Test: 19.06.26	Test: 25.06.26	Test: 03.07.26	Test: 10.07.26	Test: 17.07.26
<u>Spelling Rule:</u> Prefix: super-	<u>Spelling Rule:</u> Year 3 common exception words	<u>Spelling Rule:</u> Year 3 common exception words	<u>Spelling Rule:</u> Year 3 common exception words	<u>Spelling Rule:</u> Year 3 common exception words	<u>Spelling Rule:</u> Year 3 common exception words	<u>Spelling Rule:</u> Year 3 common exception words
RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn	RUBY must learn
super	group	special	complete	recent	heart	opposite
superb	early	notice	decide	mention	heard	purpose
superstar	busy	learn	continue	guide	earth	material
supersize	often	sentence	natural	popular	minute	certain
AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn	AMBER should learn
superhero	answer	remember	describe	ordinary	history	occasion
superhuman	believe	forward	regular	position	library	occasionally
superpower	enough	imagine	suppose	various	medicine	weight
DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn	DIAMOND could learn
supermarket	through	though	important	strength	breath	favourite
supervisor	thought	different	interest	strange	breathe	accidentally
superficial	favourite	question	particular	possible	surprise	knowledge

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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!