



Go for Gold!

Your teacher will advise you about choosing your spelling target depending on your confidence and skill in Spelling - you are always welcome to try to exceed your target though! ☺ Everyone will learn the **Bronze** words each week. Some of you will be expected to learn the **Silver** and the **Gold** words too.

Have a go at learning the words every night for a few minutes. **Every Monday, you will check your progress in class.**

<i>wb. 8.1.18</i>	<i>wb. 15.1.18</i>	<i>wb. 22.1.18</i>	<i>wb. 29.1.18</i>	<i>wb. 5.2.18</i>
Words with short /i/ sound spelt with 'y'	Adding suffixes without doubling the final consonant	Adding suffixes – doubling the final consonant	Creating negative meanings using the prefix -mis	Creating negative meanings using the prefix -dis
BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn
myth	garden	forget	lead	like
gym	gardener	forgetting	mislead	dislike
crypt	gardening	forgotten	behave	cover
crystal	offer	begin	misbehave	discover
system	offering	beginner	heard	allow
mystery	offered	beginning	misheard	disallow
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
lyric	limit	prefer	trust	obey
pyramid	limited	preferring	mistrust	disobey
cygnet	limiting	preferred	read	appear
hymn	focus	occur	misread	disappear
symbol	focused	occurring	treat	honest
typical	focusing	occurred	mistreat	dishonest
GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn
Egypt	benefited	forbidden	misprint	discolour
oxygen	benefiting	committed	misuse	disbelieve
symptom	listened	travelling	misplace	disapprove
typically	listening	cancelled	misspell	discontinue
mysteriously	happened	referred	misadventure	disadvantage
systematic	happening	regrettable	misunderstanding	disappoint

Words in pink are words from the Year 3/4 spelling list (whole list at back of Planner)

Year 3 Spellings - Autumn Term – 2nd half

Please help your child to learn these words - try out some of the strategies below, or in the Spelling Handbook (see website)



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.
- Write the consonants and vowels in different colours.
- Cut out letters from newspaper to make your spellings



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?
- Can you think of a phrase to help you remember it? For example: could – **oh** you lucky **duck**
- Learn the meanings of the different word parts, e.g. *pre-* means before, *sub-* means under



Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables: hos-pit-al
- 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.
- Make a wordsearch and swap it with a friend.
- Make flashcards of your spellings and play 'snap'
- Write one letter each – start with 10 points each, and lose a point every time you can't think of the next letter – who will keep their points?



REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!