



Go for Gold!

Summer 2018 – 2nd half

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. 11.6.18</i> <i>(test on 18th)</i>	<i>wb. 18.6.18</i> <i>(test on 25th)</i>	<i>wb. 25.6.18</i> <i>(test on 2.7.18)</i>	<i>wb. 2.7.18</i> <i>(test on 9th)</i>	<i>wb. 9.7.18</i> <i>(test on 16th)</i>
words ending in -al	words ending with -sure	words ending with -ture	words with silent letters	Year 3/4 words (use Spelling Shed)
BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn
petal	treasure	picture	half	
vocal	measure	nature	calm	
capital	pleasure	capture	write	
actual	close	future	wrap	
special	closed	mixture	thumb	
equal	closure	texture	gnaw	
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
natural	enclosure	creature	answer	
personal	leisure	puncture	island	
medical	pressure	culture	wrapper	
annual	exposure	moisture	knife	
colossal	measuring	gesture	knock	
continual	treasured	structure	doubt	
GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn
accidental	composure	furniture	surprise	
sensational	fissure	miniature	whirl	
occasional	displeasure	temperature	honest	
astronomical	overexposure	signature	guard	
botanical	underexposure	sculpture	build	
electrical	counterpressure	literature	guide	

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



Year 3 Spellings - Summer 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!