



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. 19.2.18</i>	<i>wb. 26.2.18</i>	<i>wb. 5.3.18</i>	<i>wb. 12.3.18</i>	<i>wb. 19.3.18</i>
Words with a /k/ sound, spelt with 'ch'	Homophones	Homophones	Prefixes: bi- (two or twice) re- (again or back)	Words with /g/ ending spelt 'gue' and /k/ ending spelt 'que'
BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn
echo	too (too many)	road (street)	bicycle	rogue
ache	two (two days)	rode (my bike)	bisect	vague
chaos	to (go to school)	rowed (with oars)	biplane	
stomach	plain	I	repay	unique
school	plane	eye	replay	antique
anchor			refill	
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
chorus	great	vain	biannual	league
scheme	grate	vein	bimonthly	plague
character	grown	scent	bicolour	catalogue
chemist	groan	sent	reappear	cheque
monarch	peace	which	rebuild	opaque
technical	piece	witch	refocus	mosque
GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn
chemistry	rain	steal	bilingual	fatigue
orchestra	reign	steel	binocular	dialogue
technology	rein	waist	biathlon	colleague
mechanical	there (over there)	waste	redecorate	technique
architect	they're (they're happy)	hour	rediscover	brusque
architecture	their (it's their dinner)	our	relaunch	grotesque

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

Year 3 Spellings - Spring 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!