

# 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.

wb. 10.9.18 test of (17.9.18)	wb. 17.9.18 (test on 24.9.18)	wb. 24.9.18 (test on 1.10.18)	wb. 1.10.18 (test on 8.10.18)	wb. 8.10.18	wb. 15.10.18 (test on Friday)
Words with long /ai/	Words with long /ai/	Words with long /ai/	Words with /ur/ sound	Homophones & near	Homophones & near
sound spelt with ei BRONZE	sound spelt with ey BRONZE	sound spelt with ai BRONZE	spelt with ear BRONZE	homophones BRONZE	homophones BRONZE
must learn	must learn	must learn	must learn	must learn	must learn
eight	hey	aim	earn	not	fair
vein	they	paid	earl	knot	fare
veil	obey	sail	pearl	sum	meet
weigh	grey	snail	earth	some	meat
neigh	prey	again	early	here	won
reindeer	greyer	brain	learn	hear	one
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
eighth	whey	waist	heard	heel	berry
eighty	survey	faint	search	heal	bury
sleigh	convey	claim	yearn	main	ball
beige	disobey	praise	learns	mane	bawl
weight	purvey	afraid	earlier	mail	eight
abseil	greyest	contain	learning	male	ate
GOLD	GOLD	GOLD	GOLD	GOLD	GOLD
could learn	could learn	could learn	could learn	could learn	could learn
neighbour	conveyed	complaint	unearth	steel	brake
freight	conveyor	straight	rehearse	steal	break
Miss Jelbert	disobeying	campaign	searching	dear	weather
Mrs Newing	disobeyed	container	earnings	deer	whether
Mrs Badcock	greyhound	explain	earliest	whale	hire
Mrs Cane	surveyed	details	rehearsing	wail	higher

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

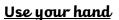
## Year 3 Spellings - Autumn Term - 1st half

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

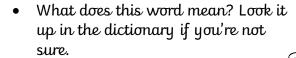
## <u>Use your brain</u>

#### <u>Use your eyes</u>

- 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.



- 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



- 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

## <u>Use your friend</u>

- 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!