



## Go for Gold with Spelling!

Choose your spellings depending on your confidence and skill in Spelling - you are always welcome to try to exceed your target though! ☺ Make sure you know the Y2 catch-up words and then learn the **Bronze** words each week. Some of you will be expected to also learn the **Silver** and **Gold** words too. Have a go at learning the words every night for a few minutes. Don't forget to use Spelling Shed – will you be our Speller of the Week? **Every Monday, you will check your progress in class.**



Week	wb. 14.9.20 <i>test on (21.9.20)</i>	wb. 21.9.20 <i>(test on 28.9.20)</i>	wb. 28.9.20 <i>(test on 5.10.20)</i>	wb. 5.10.20 <i>(test on 12.10.20)</i>	wb. 12.10.20 <i>(test on 19.10.20)</i>	wb. 19.10.20 <i>(test on Friday 23.10.20)</i>
Y2 catch-up – phonics and spelling focus	ai (ai, ay, a, a-e, ey, ea)	ee (ee, ea, e, e-e, ey, y, ie)	igh (igh, ie, i, i-e, y)	oa (oa, ow, oe, o, o-e)	oo (oo, ue, ew, u, u-e, ou, o)	revision / assess
	any	could	child	go	school	who
	many	should	mind	most	move	whole
	children	people	find	only	prove	our
	water	money	climb	both	improve	hour
	father	because	eye	clothes	beautiful	are
Y3 spelling focus	Words with long /ai/ sound spelt with ei	Words with long /ai/ sound spelt with ey	Words with long /ai/ sound spelt with ai	Words with /ur/ sound spelt with ear	Homophones & near homophones	Homophones & near homophones
	<b>BRONZE</b> must learn	<b>BRONZE</b> must learn	<b>BRONZE</b> must learn	<b>BRONZE</b> must learn	<b>BRONZE</b> must learn	<b>BRONZE</b> must learn
	eight	hey	aim	earn	sum	meet
	vein	they	paid	pearl	some	meat
	veil	obey	sail	earth	here	won
	weigh	grey	snail	early	hear	one
	neigh	prey	again	learn		
	<b>SILVER</b> should learn	<b>SILVER</b> should learn	<b>SILVER</b> should learn	<b>SILVER</b> should learn	<b>SILVER</b> should learn	<b>SILVER</b> should learn
	eighth	survey	waist	heard	heel	berry
	eighty	convey	faint	search	heal	bury
	beige	disobey	brain	learns	mail	eight
	weight	purvey	afraid	earlier	male	ate
	abseil	greyest	contain	learning		
	<b>GOLD</b> could learn	<b>GOLD</b> could learn	<b>GOLD</b> could learn	<b>GOLD</b> could learn	<b>GOLD</b> could learn	<b>GOLD</b> could learn
	neighbour	conveyed	complaint	unearth	steel	brake
	freight	conveyor	straight	rehearse	steal	break
	eightieth	disobeying	container	searching	dear	weather
	sleigh	disobeyed	explain	earliest	deer	whether
	eighteenth	greyhound	details	rehearsing		

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



## Year 3 Spellings - Autumn Term – 1<sup>st</sup> half

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

### Use your brain

#### 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



- 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!**