

## Year Three Spellings for TERM 4



Please help your child to learn these words. Try out some of the strategies on this sheet

**Go for diamond!** Depending on your spelling ability you will have a target to achieve each week - however you are always welcome to try to exceed your target. Everyone should learn all the **Ruby** words each week. Some of you will be expected to learn the **Amber** and the **Diamond** words too. Have a go at learning the words every night for a few minutes.

Every **Friday** we will check your progress.

**REMEMBER: Use a range of different strategies for learning the spelling rule!**

<b>Test: 07.03.25</b>	<b>Test: 14.03.25</b>	<b>Test: 21.03.25</b>	<b>Test: 28.03.25</b>	<b>Test: 04.04.25</b>
<u>Spelling Rule:</u> The /l/ sound spelt 'le'	<u>Spelling Rule:</u> Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly'	<u>Spelling Rule:</u> Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	<u>Spelling Rule:</u> In contractions, the apostrophe shows where a letter or letters are missed out.	Year 3 common exception words.
<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>	<b>RUBY must learn</b>
battle	gently	basically	don't	learn
settle	simply	magically	can't	early
article	cuddly	comically	won't	describe
jungle	giggly	nationally	I'm	often
<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>	<b>AMBER should learn</b>
castle	wrinkly	dramatically	he's	centre
struggle	terribly	emotionally	she's	decide
possible	humbly	accidentally	isn't	regular
capable	nobly	historically	we're	heart
<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>	<b>DIAMOND could learn</b>
humble	incredibly	automatically	you're	therefore
terrible	possibly	traditionally	you've	notice
example	responsibly	specifically	they're	disappear
adjustable	prickly	frantically	they've	minute

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### 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.



### 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?



### Use your ears

- Say the word out loud. Spell it out loud.
- Clap the syllables.
- 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.

**REMEMBER: Use a range of different strategies for learning the spelling rule!**