



# 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. 2.11.20 <i>(test on 9.11.20)</i>	wb. 9.11.20 <i>(test on 16.11.20)</i>	wb. 16.11.20 <i>(test on 23.11.20)</i>	wb. 23.11.20 <i>(test on 30.11.20)</i>	wb. 30.11.20 <i>(test on 7.12.20)</i>
Y2 catch-up - phonics and spelling focus	<b>doubling consonants in words when adding suffixes</b>	<b>adding suffixes to words ending in 'e'</b>	<b>adding suffixes to words ending in 'y'</b>	<b>adding suffixes - mixed list using rules from previous weeks</b>	<b>adding suffixes - mixed list using rules from previous weeks</b>
	run → running, runner	hide → , hiding, hidden	try → tried, trying		
	set → setting, setter	drive → driving, driver	hurry → hurried, hurries		
	snap → snappy, snapped	cycle → cycling, cycled	copy → copier, copying		
	spot → spotting, spotter	care → carer, caring	spy → spying, spies		
drop → dropped, dropping	taste → tasteless, tasted	funny → funnier, funniest			
Y3 spelling focus	<b>Creating adverbs using the suffix -ly (no change to root word)</b>	<b>Creating adverbs using the suffix -ly (root word ends in 'le')</b>	<b>Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)</b>	<b>Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')</b>	<b>Creating adverbs using the suffix -ly (exceptions to the rules and a few tricky ones!)</b>
	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>	<b>BRONZE must learn</b>
	sadly	simply	lazily	basically	truly
	badly	horribly	easily	magically	fully
	kindly	terribly	messily	actually	daily
	safely	humbly	crazily	historically	dryly
	secretly	sensibly	angrily	tragically	shyly
	<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>	<b>SILVER should learn</b>
	sweetly	possibly	noisily	frantically	weekly
	quickly	incredibly	busily	eventually	slyly
	rudely	probably	greedily	comically	cooly
	bravely	visibly	sleepily	nationally	early
	strongly	adorably	cheekily	internationally	duly
	<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>	<b>GOLD could learn</b>
	usually	miserably	clumsily	emotionally	wholly
quietly	comfortably	naughtily	automatically	publicly	
nervously	responsibly	dreamily	accidentally	finally	
beautifully	suitably	gloomily	occasionally	reasonably	
mysteriously	reasonably	hungrily	energetically	scientifically	

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



## Year 3 Spellings - Autumn Term – 2<sup>nd</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

- 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?



### 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



**REMEMBER: Use the Look, Say, Cover, Write and Check Strategy!**