



Go for Gold!

Autumn 2018 – 2nd half

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. 29.10.18</i> <i>(test on 2.11.18)</i>	<i>wb. 5.11.18</i> <i>(test on 9th)</i>	<i>wb. 12.11.18</i> <i>(test on 16th)</i>	<i>wb. 19.11.18</i> <i>(test on 23rd)</i>	<i>wb. 26.11.18</i> <i>(test on 30th)</i>	<i>3.12.18</i> <i>(test on 7th)</i>
Creating adverbs using the suffix -ly (no change to root word)	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Creating adverbs using the suffix -ly (root word ends in 'le')	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory Spelling Challenge Words
BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn	BRONZE must learn
slowly	happily	gently	basically	truly	children
sadly	lazily	simply	magically	jolly	people
badly	easily	horribly	actually	daily	again
kindly	messily	terribly	historically	dryly	would
safely	crazily	humbly	tragically	shyly	because
secretly	angrily	sensibly	dismally	weekly	everybody
SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn	SILVER should learn
loudly	chattily	nobly	dramatically	slyly	believe
sweetly	noisily	possibly	frantically	coily	appear
quickly	busily	incredibly	eventually	wholly	often
rudely	greedily	probably	comically	duly	group
bravely	sleepily	visibly	nationally	publicly	breath
strongly	cheekily	adorably	internationally	early	arrive
GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn	GOLD could learn
usually	wearily	admirably	emotionally	emotionally	continue
finally	clumsily	miserably	automatically	automatically	describe
quietly	naughtily	comfortably	accidentally	accidentally	women
nervously	dreamily	responsibly	occasionally	occasionally	height
beautifully	gloomily	suitably	energetically	energetically	accidentally
mysteriously	hungrily	reasonably	scientifically	scientifically	occasionally

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

Year 3 Spellings - Autumn 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!