

Year 3 Spelling List

We've compiled this spelling list based on our assessment of the children's writing following lockdown. These will be practiced and assessed in class weekly. Please ensure your child is practicing at home. You could use the attached spelling game to practice one word a day, or your child could practice writing and saying the spellings aloud.

Autumn Term 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
suddenly walked talked laughed jumped called liked	dropped skipped hopped rubbed hugged clapped slipped	having hoping making giving taking writing living	accident accidentally actual actually occasion occasionally	know knock knight knew knit knee kneel	their too saw one whole hear right know	there two sore won hole here write no
(Rule: Uncle Ed at the end of the words)	(Rule: Repeat the last consonant and add Uncle Ed)	(Rule: drop the 'e' add 'ing')	(Rule: Repeat the last consonant and add 'ly')	(Rule: Silent 'k') If your child knows these spellings, challenge them by changing the tense of the verbs e.g. kneeled, kneeling, knitted, knitting.	(Rule: Cheeky words! These spellings have homophones – draw a picture around the word to memorise the meaning)	(Rule: Cheeky words! These spellings have homophones – draw a picture around the word to memorise the meaning)

Playing Dickey Spellings

After creating a memory prompt to help your brain link the correct spelling to a word, draw a picture then move all your writing and drawing out of sight.

Throw a dice and follow the instructions below.

1	Write the word with your opposite hand
2	Speak the spelling with your eyes closed
3	Draw a doodle of your spelling prompt
4	Write the word with your eyes closed
5	Write the word in capital letters
6	Write a word with a similar meaning

After checking your answer, move on to the next word you are learning to spell. Repeat this game a number of times over a week, revisiting the memory prompts you have created for each spelling. Soon you will find each spelling and memory prompt are firmly lodged in your mind. (If one of your prompts isn't working, then think how it could be changed to be more effective.)

Spelling prompts must relate to the meaning of the word.

Encourage learners to recognise how amusement, repetition, variety and purpose are all features which help bring them spelling success.

Also help them to explore and question the reasons for spellings errors. The role of the memory prompts is to avoid the pitfalls and traps which often lurk within English spellings ... understanding why they have been tripped up helps the learner avoid repeating the error.