

Welcome to The Spelling Shed Year 3 scheme of work.

#### What is included?

- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
- One 20 30 minute lesson plan.
- Resources to aid the delivery of the lesson.
- One spelling practice sheet.
- One homework sheet.

#### Spelling lists – Stage 3



- 1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and 20. very rarely at the end of words.
- 2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
- 3. Spelling Rule: The /i/ sound spelled with a 'y.'
- 4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
- 5. Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch.
- 6. Challenge words
- 7. Words with the prefix 're-' 're-' means 'again' or 'back.'
- 8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
- 9. The prefix 'mis-' This is another prefix with negative meanings.
- 10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
- 11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
- 12. Challenge words
- 13. The long vowel /a/ sound spelled 'ai'
- 14. The long /a/ vowel sound spelled 'ei.'
- 15. The long /a/ vowel sound spelled 'ey.'
- 16. Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.
- 17. Homophones words which have the same pronunciation but different meanings and/or spellings.
- 18. Challenge Words
- 19. The /l/ sound spelled '-al' at the end of words.

- The /l/ sound spelled '-le' at the end of words.
- 21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
- 22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
- 23. Adding the suffix –ly. Words which do not follow the rules.
- 24. Challenge Words
- 25. Words ending in '-er' when the root word ends in (t)ch.
- 26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
- 27. Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' These words are French in origin.
- 28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.
- 29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
- 30. Challenge Words
- 31. The suffix '-sion' pronounced /3ən/
- 32. Revision spelling rules we have learned in Stage 3.
- 33. Revision spelling rules we have learned in Stage 3.
- 34. Revision spelling rules we have learned in Stage 3.
- 35. Revision spelling rules we have learned in Stage 3.
- 36. Revision spelling rules we have learned in Stage 3.

Stage: 3 List: 1

The /ow/ sound spelled 'ou'. Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.

Stage: 3The /ow/ sound spel and very rarely at theList:		en in the middle of words, sometimes at the beginning
Spellings mouth	Introduction	The digraph 'ou' is pronounced as /ow/, explain that this sound is most common in the middle of words and sometimes at the start. It is rare at the end of words where the 'ow' spelling is usually found (e.g. cow).
around sprout sound spout ouch	Main Teaching Activity	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /ow/ sound in each word. Notice that most often the sound comes in the middle of the word.
hound trout found proud	Independent Activity	Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete. The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word

mouth	around	sprout	sound	spout
ouch	hound	trout	outside	found

Spelling

#### Answers:

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word



Spellino

Stage: 3 List: 1		// sound spelled 'ou.' F y rarely at the end of v	ound often in the midd vords.	le of words, sometime		Spelling Shed
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
mouth						
around						
sprout						
sound						
spout						7
ouch						6
hound		The second se			STOP IN	
trout					20	
found					V.	
proud						

	Stage: 3 List: 1	The /ow/ sound sp and very rarely at t Name:				en in	the mi	ddle of	words,	some	times (	at the k	peginni	ng	පුව		202	
	Coolling		]		Find	d an	d un	scra	mble	you	r sp	elling	gs in	the	grids	5.		
	Spellings			l r	ן ו	t	m	0	u		n	a	r	0	u	d		
	mouth									-						- 0		
	around																	
	sprout				t		5	u	q	0	F		r I	L	t	0	S	
	sound								-									1
	spout																R	
	ouch		d	n	f	0	u		t	t	r	u	0	0	q	u	d	r
	hound										6							
1	trout										4					-		
	found			0	S	u	n	d	n	u	d	0	h		h   I	u   (		0
	proud																	

Stage: 3 List: 1	The /ow/ sound spe and very rarely at t Answers:				en in t	he mio	dle of	words	s, some	etimes	at the	beginn	ing	පුව	elli	200	
		I		Find	d and	d un	scra	mble	yoı	ur sp	ellin	gs in	the	grid	s.		
Spelling	S		h	<b>n</b>	t	m	0	u		n	a	r	0	u	d		
mouth									_						6		
around			n	า	0	u	t	h		a	r	0	u	n	d		
sprout				t	S	; I	J	q	0		p	r	u	t	0	S	
sound				S			0	u	t			0	r	0	_	t	
spout				3	۲ ۲			u	<u> </u>		5	p	•	0	u	2	
ouch		d	n	f	0	u		t	t	r	u	0	0	p	u	d	r
hound		f	0	u	n	d		t	r	0		t	p	r	0	u	d
trout					 	1		 							4		
found			0	S	u	n	d	n			0	h		h	u	C	0
proud			S	0	u	n	d	h			ı n	d		0	u	C	h

Stage: 3 List: 2

The /u/ sound spelled 'ou'.

This digraph is only found in the middle of words.

Stage: 3The /u/ sound spelleList: 2	ed 'ou.' This digraph	is only found in the middle of words.
Spellings touch	Introduction	The digraph 'ou' which is pronounced /u/ is only found in the middle of words. Ask children to think of words with an /u/ sound and write down any that they say with the 'ou' digraph in.
double country trouble young	Main Teaching Activity	Using the power point slide, get the children to complete the sentences choosing an appropriate word by writing their chosen word on a mini whiteboard and holding it up. Ensure the words are being spelled with the 'ou' spelling and discuss any errors or misconceptions before moving on.
cousinenoughencourageflourishcouple	Independent Activity	Children to become the teacher by marking Evie's work and helping her to work out which 6 words are spelled incorrectly. Remind children that the /u/ sound should be spelled with /ou/ in this week's spellings. After the children have had a minute to look at it, click the powerpoint slide to hide the spelling list for this activity.



Stage: 3The /u/ sounList: 2words.Answers:	nd spelled 'ou'. This digraph is only found in the middle o	of Spelling Shed
Answers:     Cover your spellings for this tas     Spellings   touch   double   country   trouble   young	k Evie has scored 4/10 in her Can you help her to work out which spellin correctly?	spelling test.
cousin enough encourage flourish couple	country enough encurage flurish couple	cousin enough encourage flourish couple

Stage: 3 List: 2	The /u/ Name:	sound spelled 'ou.' This	s digraph is only found	in the middle of words		Conte College
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
touch double						
country trouble						
young						C
cousin enough						
encourag flourish	je					
couple						

Stage: 3	The /u/ sound spel	led 'ou.' This digraph is only f	ound in the middle of wo	ords.	
List: 2	Name:			e	Contractions of the second sec
<u>Ö</u>					•
Spelling	S			nd your spellings hidd I improve your speed	
touch					
double		touch	torch	trouble	troupe
country					
trouble		youth	double	flourish	flour
young					2
cousin		young	grout	cousin	enough
eno <mark>ug</mark> h	1111			AT THE A	
encoura	ge	cloud	country	count	sound
f <mark>lou</mark> rish					
couple		couple	toupee	encourage	mound

Stage: 3	The /u/ sound spe	elled 'ou.' This digraph is only t	found in the middle of wo	ords.	
List: 2	Answers:			5	Contractions
Č.					
Spelling	S			nd your spellings hid I improve your speed	
touch					
double		touch	torch	trouble	troupe
country					
trouble		youth	double	flourish	flour
young					2
<mark>cou</mark> sin		young	grout	cousin	enough
<mark>eno</mark> ugh				S. S. D.	
<mark>enco</mark> ura	ige	cloud	country	count	sound
flourish					
couple		couple	toupee	encourage	mound

Stage: 3 List: 3

Spelling Rule: The /i/ sound spelled with a 'y.'

Stage: 3The /i/ sound spelleList: 3	d with a 'y'.	Spelling Shed
Spellings gym	Introduction	Some words contain an /i/ sound which is written with a /y/ instead on an 'i'. Very often the 'y' is the second letter of the word but not always.
myth Egypt pyramid mystery symbol	Main Teaching Activity	Using the power point slide, get children to split their whiteboard with a line down the middle. Then they can sort the words on the slide in to words that use an 'i' for the /i/ sound and words that use a 'y' for it. Discuss the results and look at misconceptions.
synonym lyrics system gymnastics	Independent Activity	Using the power point slide, ask children to choose five of the words in their spelling list and write a sentence containing the chosen word. For a bonus point they can try and accurately include two of the words in one sentence! Share sentences with the class.

Sort the spellings in to two boxes. Words with an /i/ sound that are spelled with an 'i' and words with an /i/ sound that are spelled with a 'y'.

him	gym	hippy	pyramid	skim	system
impossible	oxygen	fringe	mystery	lyric	imposter
					I

Spelling

Answers:

Sort the spellings in to two boxes. Words with an /i/ sound that are spelled with an 'i' and words with an /i/ sound that are spelled with a 'y'.

/i/ spelled

with an 'i'

him	gym	hippy	pyramid	skim	system
impossible	oxygen	fringe	mystery	lyric	imposter
impossible -	hippy	skim fringe	gyı	pyramid m	system lyric
imposter					mystery

/i/ spelled

with a 'y'

SpellingSh

Stage: 3	Spelling rule: The	e /i/ sound spelled with c	а 'y.'
List: 3	Name:		Certe Cuilleds
0.			Copy down five of the words in your spelling list and write a
Spelling	S	Your word	sentence containing it. Your sentence
gym			
myth			
Egypt			
pyramia	k		
mystery	У		
symbol			
<mark>syn</mark> onyr	m		
lyrics			
system			
gymnas	tics		

	Spelling Name:	pelling Rule: The /i/ sound spelled with a 'y.' lame:								
Ó										
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt				
gym										
myth										
Egypt										
pyramid										
mystery						7				
symbol						6				
<mark>syn</mark> onym					CO CO					
lyrics										
system					Y					
gymnasti	cs									

Stage: 3	The /i/ sound spelled	with a	'y.'								
List: 3	Name:										Conte Confilede
0											
Spellings	;										
gym				У	r			d	g		Use your
myth											spellings, and the letters in
Egypt				n							the crossword,
pyramid							S		t	m	to work out the missing words.
mystery			m	S							
symbol			b								
<mark>syn</mark> onym	1			i							
lyrics				С							
system							У	r			
gymnast	ics						m				

Stage: 3	The /i/ sound spelled	with a	'y.'												
List: 3	Answers:														Certe Culleds
0					a							Е			
Spellings					g										
gym				þ	У	r	a	m	I	d		g	У	m	Use your
myth					m							У			spellings, and the letters in
Egypt			S		n							ρ			the crossword,
pyramid			У		a				S	У	S	t	е	m	to work out the missing words.
mystery			m	У	S	t	e	r	У					У	
symbol			b		t				n					t	
<mark>syn</mark> onym			0		i				0					t	
lyrics			L		С				n						
system					S			L	У	r	i	С	S		
gymnasti	ics								m						

Stage: 3 List: 4

Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.

Stage: 3Words with endingsList: 4	that sound like /ze	/, as in measure, are always spelled with '-sure'.					
Spellings measure	Introduction	Words that end with a /ze/ sound are always spelled with 'sure' at the end. Ask children if they can think of any words that end with this sound.					
treasure pleasure enclosure displeasure	Main Teaching Activity	Use the power point slide and select children to come up and draw the line between the beginning and the ending of the word. The words have been split and scrambled. A few of the words have similar endings (closure) so tell them to double check their choice! Discuss the spelling list words and any misconceptions or errors.					
composureLeisureexposureclosuredisclosure	Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.					

Stage: 3 Words with endings	that sound like /ze/, as in measure, are	
List: 4		Ste Cuillage
Spellings		
measure	mea	LosureMatch the beginninsound to its ending
treasure	treas	easure
	ple	sure
pleasure	enc	osure
enclosure		
displeasure	displ	ure
composure	com	asure
	le	posure
leisure	expo	sure
exposure		
closure	cl	isure
disclosure	disclosu	re

Stage: 3	Words with endings	that sound like /ze/, as	in measure, are always	spelled with '-sure'.	
ist: 4	Answers:				Spelling Shee
9					
Spelling	S				
neasure	isure	mea		losure	Match the beginning
reasure		treas		easure	sound to its ending.
		ple		sure	
leasure	:	enc		osure	
nclosur	e	displ		ure	
ispleas	ure				
omposi	ure	com		asure	
eisure		le		posure	
16		expo		sure	
xposur	e	cl		isure	
losure					
lisclosu	ro	disclosu		re	

#### Word Tic Tac Toe



In pairs, each choose a word from the spelling list and try to write it correctly in a row of three. The winner gets three words in a line and then choose a new word and start again!



ist: 4					Spelling She
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
measure					
treasure					
pleasure					
enclosure					•
displeasure					2
composure					6
leisure	<u>n</u> unn				
exposure					
closure					
disclosure					

Stage: 3 List: 4	Words with endings Name:	s that sound like /ze/ as in i	measure are always spelle	ed with '-sure.'	Spelling Shed
<u>O</u>					
Spellings			ure	eas	ure
measure		disple	e sure	l e s u	re
treasure					
pleasure		eclo	sure		osure
enclosure	2	reasu	ure	closu	ı r
displeasu	ire				2
composu	re	e x p s	ure		osure
leisure		Read down the a	columns and use t	he missing lett	ers, in order, to
exposure	2	make a new 10 l		-	
closure					
disclosur	e				

Stage: 3	Words with ending	gs that sound like /ze/ as in measure are always spel	lled with '-sure.'
List: 4	Answers:		Certe Culleds
Spellings	5	pleasure	measure
measure		displeasure	eleisure
treasure			
pleasure		enclosure	composure
enclosur	е	treasure	closure
displeasu	ure		
<mark>co</mark> mposu	ire	exposure	disclosure
leisure		Read down the columns and use	the missing letters, in order, to
exposur	е	make a new 10 letter word.	
closure		panto	mimes
disclosur	re		

Stage: 3 List: 5

Words with endings that sound like /ch/ is often spelt –'ture' unless the root word ends in (t)ch.

Stage: 3Words with ending (t)ch.List: 5	s that sound like /ch	/ is often spelt –'ture' unless the root word ends in
Spellings creature	Introduction	This week's spellings all have a /ch/ sound at the end which is spelled 'ture'.
furniture picture nature adventure capture	Main Teaching Activity	The words on the slide have been broken up. Ask children to add 'ture' to the end of each word and write the list of completed words on their whiteboard. Get children to pronounce the words and discuss the sound at the end of each word. Discuss misconceptions.
future sculpture fracture mixture	Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.




Stage: 3 List: 5	Words (t)ch. Name:	with endings that soun	d like /ch/ is often spelt	t –'ture' unless the root		Spelling Shee
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
creature						
furniture						
picture						
nature						
adventur	·e					7
capture						G
future		pitting .			CONTRACT OF CONTRACT	
sculpture	2					
fracture					V	
mixture						

Stage: 3	Words with endi (t)ch.	ngs that sound like /ch/	is oft	en sp	elt –'t	ure' u	Inless	s the r	oot w	vord e	ends i	n			
List: 5	Name:													Sp	
0.												6			1
Spelling	S		C	r	e	a	t	u	r	e	d	f	d	S	-
creature	-	p	m	u	d	f	u	t	u	r	e	g	r	3	
furnitur	_		q	i	S	C	u	L	p	t	u	r	e	g	
picture		_	i	X	r	f	J	r	n	i	t	u	r	e	
nature			С	t	e	k	f	r	a	С	t	u	r	e	
/			t	u	d	С	a	q	t	u	r	e	f	k	
adventu	ire		u	r	e	n	i	r	u	e	h	t	a	a	5
capture			r		:				r	h	:	-			
<mark>futu</mark> re	111			e		e	S	e	r	h	J		S	u	
sculptur	е		e	S	t	h	t	d	e	Z	n	j	d	<b>p</b>	
fracture			b	e	a	d	V	e	n	t	u	r	e	j	
mixture		Can y	vou <sup>·</sup>	find	you	ur s	pell	ings	s hic	dder	n in	the	WC	ord s	search?

Stage: 3	Words with ending (t)ch.	gs that sound like /d	ch/ is oft	en sp	elt –'t	ure' u	nless	the r	oot w	vord e	nds i	n			-
List: 5	Answers:													Sp	allingSh
0	Answers.														
Spelling	S		С	r	e	a	t	u	r	e	d	f	d	S	
creature	2	_	p	m	u	d	f	u	t	u	r	e	g	r	
furniture	2		q	i	S	С	u	L	p	t	u	r	e	g	
		-	i	X	r	f	u	r	n	i	t	u	r	e	
picture		-	С	t	e	k	f	r	a	С	t	u	r	e	411
nature			t	u	d	С	a	q	t	u	r	e	f	k	i i
adventu	re		u	r	e	n	i	r	u	e	-	t	_		6
<mark>ca</mark> pture				-	·			_	<u>u</u>		h	ر ب	a	a	6
future	and the second se		r	e	I	e	S	e	r	h	J	L	S	u	
sculptur	e	-	е	S	t	h	t	d	е	Z	n	j	d	p	
		-	b	e	a	d	V	e	n	t	u	r	e	j	
fracture									h i a			<b>+  0</b> - 0			
mixture		Can	you 1	ind	you	ar s	pell	ings		aer	n in	the	WO	ora s	search?



Stage: 3 List: 6	Challenge words	
List: 6		Carl Culliags
69		
Spelling	S	Challenge Week
actual		Choose an activity from the Challenge Activity Pack
answer		
bicycle		
circle		
earth		
enough		
fruit		
istand		
often		
popular		

	Challenge words				Confileds
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
actual answer					
bicycle					
circle earth					7
enough fruit	A MULTINA A				
island often					
popular					

Stage: 3	Challenge words			
List: 6	Name:			Certe Culleds
0				
Spelling	S		your spellings. Then co t spelling in each row c	
actual				
answer		actual	achual	atual
bicycle		anser	answer	ansser
circle		bisicul	bicycle	bycicle
earth		circle	sircul	circul
<u></u>		erth	urth	earth
enough		enough	enugh	enouff
fruit		froot	fruit	frewt
island		iland	island	irland
often		often	oftun	offen
popular		poplar	populer	popular

Stage: 3 Challenge we	ords		
List: 6 Answers:			Conte Cullicos
Spellings		your spellings. Then co t spelling in each row o	
actual			
answer	actual	achual	atual
bicycle	anser	answer	ansser
circle	bisicul	bicycle	bycicle
earth	circle	sircul	circul
	erth	urth	earth
enough	enough	enugh	enouff
fruit	froot	fruit	frewt
island	iland	island	irland
often	often	oftun	offen
popular	poplar	populer	popular

Stage: 3 List: 7

Words with the prefix 're-' 're-' means 'again' or 'back.'

Stage: 3Words with the productList: 7	refix 're-' 're-' mean	s 'again' or 'back.'					
Spellings redo	Introduction	Today children will look at words starting with 're'. Ask the children if they can think of any words beginning with 're, write some on the board. Can children guess what 're' means? Explain that it means again or back.					
refresh return reappear redecorate	Main Teaching Activity	Using the powerpoint slide, flick quickly through the root words (20-30 seconds per slide) and get children to write the new word by adding 're' and then hold up their whiteboard as soon as they have done it.					
revenge review replay reaction rebound	Independent Activity	Give children the definition cards, one set per pair. Ask them to work together to write the word that is being described on the back of the card. Share the definitions and practice pronouncing the spellings.					



play



replay

Answer:



fresh



refresh

Answer:



#### appear



Answer:

### reappear



### view



review

Answer:



#### decorate



Answer:

### redecorate



### action



Answer:

### reaction



#### Print one set of cards for each pair

To do something again.	To freshen something up.	If something makes you jump, this is a	To appear again.	To get someone back for something they did.
To bounce back.	To go back somewhere.	To play it again.	To give your opinion on something.	To decorate something again.

	Stage: 3 Words List: 7 Name:	with the prefix 're-' 'r	e-' means 'again' or 'bo	ack.'		Spelling Shed
	Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
	redo					
	refresh					
	return					
	reappear					
	redecorate					7
	revenge					6
	<mark>rev</mark> iew					
1	replay					
	reaction				Y	
	rebound					

Stage: 3Words with the prList: 7Name:	efix 're-' 're-' means 'again' or 'ba	ck.'	Spelling Shed
Spellings	Use the 're-' prefix t Can you think of any		s from your spelling list.
redo		turn	
refresh		fresh	
return		play	
reappear		do	
redecorate	re +	decorate	
revenge		appear	
review		view	<b>D</b>
replay		venge	
reaction		action	
rebound		bound	

Stage: 3Words withList: 7Answers:	h the prefix 're-' 're-' means 'again' or 'b	oack.'		Confilleds
Spellings	Use the 're-' prefix Can you think of an		rds fron	n your spelling list.
redo		turn		return
refresh		fresh		refresh
return		play		replay
reappear		do		redo
redecorate	re +	decorate	=	redecorate
revenge		appear		reappear
review		view		review
replay		venge	10°	revenge
reaction		action		reaction
rebound		bound		rebound

Stage: 3 List: 8

The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.

Stage: 3The prefix 'dis-' wh = disagree.List: 8	ch has a negative n	neaning. It often means 'does not' as in does not agree		
Spellings	Introduction The prefix 'dis' is used to find the opposite of words and means not', e.g. disobey means does not obey.			
disappoint		Can the children think of any words beginning with 'dis'. Ask them if they know what they mean.		
disagree disobey	Main Teaching Activity	Use the powerpoint slide to show the root words. Ask the children to write the opposite of each word by adding the prefix 'dis'.		
disable		Children share the new words and discuss what they think they mean.		
dislike dislocate	Independent Activity	Dictate the following sentences to the children which contain some of the target words. Ask children to focus on neatly writing the sentences and spelling the 'dis' words correctly.		
disappear disadvantage disapprove		The little boy was very disappointed that his ball went in the river. The girl disobeyed her mum and stayed out too late. The football team was at a disadvantage because they only had 9 players.		
distodge		Ask children to make up two more sentences using 'dis' words that haven't been used yet.		





Stage: 3 List: 8 Name:		negative meaning. It oft	:en means 'does not' as		Spelling Sheet
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
disappoint					
disagree					
disobey					
disable					
distike					2
dislocate					6
<mark>disa</mark> ppear				CO CT	
disadvantage					
disapprove				V.	
dislodge		<u> </u>			

Stage: 3 List: 8	The prefix 'dis-' wh = disagree. Name:	nich has a negative meaning. It often means 'does not' as in does not agree			
		Roll a die or ask someone to pick a number from 1-6 for each spelling.			
Spelling	S				
disappo	int	<ul> <li>Write your word in a full sentence.</li> </ul>			
disagree	2				
disobey		Write your word in capital letters.			
disable		• Write your word three times.			
dislike					
dislocat	е	Write your word in different colours.			
disappe	ar				
disadva	ntage	Write what your word means.			
disappro	ove	Spell the word out loud.			
distodge	2				

Stage: 3 List: 9

The prefix 'mis-' This is another prefix with negative meanings.

Stage: 3The prefix 'mis-' TList: 9	his is another prefix v	with negative meanings.	
Spellings misbehave	Introduction The prefix 'mis' also creates words with negative meanings opposites of positive words. Can the children think of any v that start with the prefix 'mis'?		
mislead misspell mistake misplace misread	Main Teaching Activity	Use the power point slide and ask children to add 'mis' to each of the words to create the negative of each root word. Share the new words and discuss the meanings, can children tell you any of the words in a sentence?	
mistrust misunderstanding misuse mislaid	Independent Activity	Provide a set of cards for each pair. Each set contains a 'mis' and a 'dis' prefix card. Children need to create words using the correct prefix and record them on their whiteboard. Can they think of any more 'mis' or 'dis' words to add to their lists?	

Stage: 3       The prefix 'mis-' This is a         List: 9       Create the words from yo	nother prefix with negative meaning ur spelling list by adding	you think of	Spelling Sheet
mis + My own 'mis' words	behave lead spell take place read trust understanding		
	use Laid		
List: 9 Answers:	another prefix with negative me	Spelling Shed	
---------------------------	---------------------------------	----------------------------------	
Create the words from you	spelling list by adding '	mis'. Can you think of any more?	
	behave	misbehave	
	Lead	mislead	
	spell	misspell	
	take	mistake	
mis +	place	misplace	
My own 'mis' words	read	misread	
	trust	mistrust	
	understanding	misunderstanding	
	use	misuse	
	Laid	mislaid	



Print out and cut up the word cards. One set for each pair.

dis	mis	obey	take	mount
guided	appoint	spell	able	like
understand	lead	assemble	approve	read

	Name:						
Challings	1st Attompt	and Attempt	Ord Attompt	Ath Attompt	Eth Attompt		
Spellings misbehave	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt		
mislead							
misspell							
mistake							
misplace					2		
misread							
mistrust misunderst	tan						
ding			ulliliu				
misuse mistaid							

Stage: 3	The prefix 'mis-' Thi	s is another prefix with ne	egative mean	ings.			
List: 9	Name:						SpellingSh
<u>O</u>							]
Spellings			m	e	6	S	
misbehave	2		a	h	i	d	e e
mislead			V		L S	n	
misspell				L L	5	p	
mistake			t	C	r	u	
misplace				n	~		6
<mark>mis</mark> read				n	g		L.
mistrust	phone -			4 h!-	STATE OF	11 4	h
misunders	standing	Using the le from your s				-	ne woras tters as many
misuse		times as yo	u need.				
mislaid		One of the	words co	annot be	e spelle	d. Whic	h one?

Stage: 3	The prefix 'mis-' Th	nis is another prefix with ne	egative mean	ings.				
List: 9	Answers:							
0								
Spelling	S		m	e	b	S		
misbeha	ve		a	h	i	d	ČD/	
mislead					6	n		
misspell			V		S	p		
mistake			t	С	r	u		
misplace	2			n			6	
misread				n	g			
mistrust	print,							
misunde	rstanding	Using the le from your s				-	tters as many	
misuse		times as you	-					
mislaid		One of the v	words ca	annot be	e spelle	d. Whic	h one? mistake	

Stage: 3 List: 10

Adding suffixes beginning with vowels to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.

Stage: 3 List: 10		dding suffixes beginning with vowel letters to words of more than one syllable. The onsonant letter is not doubled if the syllable is unstressed.						
Spellings gardening		Introduction	When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.					
gardene limited limiting developi		Main Teaching Activity	Use the power point slide and get the children to practise adding the prefixes 'ing' and 'ed' to each of the root words using their white boards. Share their list of new words and discuss misconceptions. Can anyone use any of the words in a sentence?					
developed listening listened covered covering		Independent Activity	Get children to write the word 'developing' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible. You can use the example on the slide below if they need some support getting started. Feedback and if time, draw a scrabble web on the board as a class.					

 $\frown$ 







Stage: 3 List: 10	Adding consone Name:	Cente College				
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
gardenin	ig					
gardene	r					
limited						
limiting						
developi	ing					7
develop	ed					<u> </u>
listening		1 m			CO ČID	
listened					200	
covered					Y	
covering	J					

Stage: 3 List: 10		eginning with vowel letters to words of more than one syllable. The s not doubled in these words.	Sheed
Spelling	S	Can you select 8 of your spellings to write into sentences?	
gardenir	ng		
gardene	r		
limited			ý
limiting			-
develop	ing		
develop	ed		
listening			
listened			
covered			
covering	9		

Stage: 3 List: 11

Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.

	syllable of a word is		etters to words of more than one syllable. If the last with one consonant letter which has just one vowel r is doubled.	
Spellings forgetting		Introduction	When you add a suffix (that starts with a vowel) to words of more than one syllable, and the final syllable is stressed then the final consonant will be doubled. e.g. forget/forgetting	
forgotten beginning preferred permitted	   	Main Teaching Activity	Get children to sort the words on the power point slide by listening to their sound and whether or not the final syllable is stressed. Should an extra consonant be added or should the suffix go straight on the end? Get the children to sort them on their whiteboards and share their results.	
committee forbidden propelled equipped	d	Independent Activity	Discuss the answers and any misconceptions. Children to work in pairs to practise writing the words, one child picks a word and their partner writes it on the whiteboard. The first child checks the word and then they switch roles.	

 $\frown$ 

Look at the root words and decide which spelling rule they should follow in order to add the suffix 'ing'. Which box should they go in?



develop	forget	listen	begin	cover
garden	forbid	prefer	limit	permit



Look at the root words and decide which spelling rule they should follow in order to add the suffix 'ing'. Which box should they go in?

Answers:

(tip listen to hear if the last syllable is stressed or not)

develop	forget	listen	begin	cover
garden	forbid	prefer	limit	permit



[	Stage: 3 List: 11	Adding Name:	suffixes beginning wit	Cente Culleas			
	Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
╞	forgettin forgotter						
	beginning						
	preferre permitte						7
	regrettin committe		part la			5.07¢D	
	forbidden propelled						
	equippeo						







Stage: 3 List: 12	Challenge words	Conte contracts
Spelling	5	Challenge Week
centre decide		Choose an activity from the Challenge Activity Pack
disapped early	ar	
heart learn		
minute		S SD
notice regular		
therefor	e	

Stage: 3 List: 12	Challer Name:	ige words				Conte Continede
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
centre decide						Ö
disappeo	ır					
early heart						
learn						G
minute notice						
regular						
therefor	e					

Stage: 3Challenge wordsList: 12Name:										Spellin	DEALEO
Spellings				r	t		i		u		Æ
centre decide	L	е						g	u		4
disappear early		a			У		e		t	4	
heart Learn		0	t						C	i	C
minute notice		i			q				r	your sp	you use cellings to
regular therefore			e			f	Y				ne missing ters?

Stage: 3Challenge wordsList: 12Answers:										Spelli	) EG	
Spellings	h	e	Q	r	t	m	i	n	u	t	е	F
centre decide	- L	e	a	r	n	r	e	g	u	L	a	r-
disappear early	e	a	r	L	У	C	e	r	h t	r	e	Ì
heart Learn	n	0	t	i	C	e	d	e	C	i	d	е
minute notice	d	i	S	Q	q	ρ	e	a	r	your s		gs to
regular	t	h	е	r	е	f	0	r	е	fill in t le	tters?	
therefore												

Stage: 3 List: 13

The long vowel /a/ sound spelled 'ai'

Stage: 3 The la	ong vowel /a/ sound spelled 'ai'	Gooffloo Good
Spellings straight painter	Introduction	Today children will look at the long vowel /a/ spelled with the digraph 'ai'. Ask children if they can correctly identify any words with the long vowel /a/ sound. Write down the words they say with the 'ai' spelling and ask them if they can identify what digraph is making the sound.
fainted waist strainer chained	Main Teaching Activity	Show children the power point slide with the images and ask them to write down on their white board what each image is. If they need support then you can click once to make some of the letters for each word appear. Share the answers together.
claimed failure snail waiter	Independent Activity	Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example: straight – rats – this strainer – rain – rent



Answers:

#### What can you see? Write down what these images are:

w<u>a</u>is<u>t</u>



<u>p\_a i n</u>t



f<u>a</u>int



st<u>raigh</u>t

s <u>n a i l</u>



w <u>a</u> <u>i</u> <u>t</u> <u>e</u> r

ch <u>a i n</u>

Soelling Shed

Stage: 3 List: 13	The lon Name:	g vowel /a/ sound spell	led 'ai'			Contracts Contineers
<u>Ó</u>						
Spellings	;	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
straight						
painter						
fainted						
waist						
strainer						7
chained						6
<mark>clai</mark> med					SO STD	
failure						
snail					V.	
waiter						

Stage: 3	The long vowel /a,	The long vowel /a/ sound spelled 'ai'														
List: 13	Name:	Certs gaillegs														
0		L	Inscr	amble	e eac	h blo	ock t	o fin	d yo	ur hio	dden	spel	ling	word	s.	
Spelling	S													[	~	
straight		]    i	n	S	W	i	S	i	t	r	C	i	a	i	a	t
painter		a			t	a		g	S	a		h	n		W	e
fainted			-					h	t			e	d			r
waist			sna	iL											1	
strainer															5	
chained		i	t	e	e	t	a	<u>i</u>	a	m	e	i	a	f		
<mark>clai</mark> med	put l	n	r	S	r	p	i	e	C	L		L	f	a	e	n
failure			a	r			n	d				u	r	i	d	t
snail		1							-							
waiter		┨ └──	, di bilan													

Stage: 3 The long		a/ sound spelled 'ai'														
	Unscramble each block to find your hidden spelling words.															
Spellings		Jnscr	amble		h blo	ock t	o fina	d yo	ur hi	dden	spel	ling	word	S.		
straight	i	n	S		i	S	i	t	r	С	i	a	i	a	t	
		n	5	W		5							•			Ŀ
painter	a			t	a		g	S	a		h	n		W	e	
fainted							h	t			e	d			r	
waist		sna	iL	waist			straight			chained			waiter			
strainer																
chained	i	t	e	e	t	a	İ	a	m	e	i	a	f			
claimed	n	r	S	r	p	i	e	C	L		L	f	a	e	n	
failure		a	r			n	d				u	r	i	d	t	
snail	S	trair	ner		aint	er	clo	aim	ed	fc	ailur	re	fo	linte	ed	-
waiter		strainer painter claimed failure fainted														

Stage: 3 List: 14

The long /a/ vowel sound spelled 'ei.'

Stage: 3Spelling Rule: The laList: 14	ong /a/ vowel sound	spelled 'ei.'							
Spellings	Introduction	Today children will look at the long vowel /a/ spelled with the digraph 'ei'.							
vein	Main Teaching	Give children 3 minutes to work in pairs to write down as many words as they can with the long vowel /a/ sound.							
weigh	Activity	Feedback all of the words. Ask children if they can group words based on their spellings. 'ai' words, 'ei' words 'ay' words, 'ae'							
eight neighbour		words, 'ey' words.							
sleigh		Explain that today you will look at words spelled using the 'ei' spelling.							
reign	Independent Activity	Get the children to look at the spelling test that Jane has done on the power point slide. She has only got 2 out of 10. Can they see							
freight reins		the 8 mistakes she has made? Get them to write all of the correct spellings on their whiteboards.							
veil		Share the correct spellings together.							
eighteen		To extend children they can also write 3 sentences using words from the spelling list.							



Stage: 3Spelling Rule: The lorList: 14Answers:	ng /a/ vowel sound spelled 'ei.'	
Cover your spellings for this task Spellings	Jane has scored 2/10 in her spelling test Can you help her to work out which spellings are wrong correctly?	and write them
vein weigh	naybour weigh	ur L
eight neighbour	weigh aight slaigh	Ż
sleigh reign	rayn frayt freight	G
freight	reins vayl	
reins veil	vayn	n
eighteen	vein	

Stage: 3 List: 14	Spelling Name:	g Rule: The long /a/ vov	vel sound spelled 'ei.'			Conte Confileage			
Ó.									
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt			
vein									
weigh									
eight									
neighbou	ır								
steigh						2			
<mark>re</mark> ign						6			
freight					CO ĈID				
reins									
veil									
eighteen									
г									<b>()</b>
---	-----------	--------------------	---------------------	------------	-------------	---------	--------------	----------------------------	-----------
	Stage: 3	The long /a/ vowel	sound spelled 'ei.'						
	List: 14	Name:						Spellings	hed
	<u>O</u>								
	Spellings	5			0				12 TP
	vein		0		8				En .
	weigh								
	eight			<b>KEE</b>	<b>~</b> ve	ein	neighbour	-	ž
	neighbou	ır			:	sleigh	reign		
	sleigh			e	ight	-			
	reign			weigh	า	freight	veil r	eins	
	freight		Marca Sa						
1	reins			eighte	en d			image to th	
	veil							n you say t sentence an	
	eighteen						spell it out		

Stage: 3	The long /a/ vowe	el sound spelled 'ei.'			
List: 14	Answers:				Certe Culleds
TO-		freight	eighteen		eight
Spelling	IS		18		
vein					
weigh		]		neighbour	vein
eight					2 martine
neighbo	ur	veil	sleigh		
sleigh					
reign					weigh
<mark>frei</mark> ght		-			
reins		r	eign 💦		ch the image to the
veil					ure. Can you say the d in a sentence and
eighteer	n				Il it out loud?

Stage: 3 List: 15

The long /a/ vowel sound spelled 'ey.'

Stage: 3 The long /a/ List: 15	I sound spelled 'ey.'
Spellings obey	Introduction The next long /a/ vowel sound they children will look at is words spelled with 'ey'. Ask children if they can think of any words with 'ey' in them.
prey convey survey grey	Main Teaching ActivityUse the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the long /a/ sound in each word.Feedback and discuss how the /a/ sound is actually spelled with as 'ey' in these words.
osprey disobey they surveyor conveyor	Independent ActivityChildren to write out the sentences on the slide and input the correct word from their spelling list in to the gap.Share sentences with the class.To extend the class, you could ask the children to make the sentences more exiting by adding adjectives/adverbs etc.

	Stage: 3 The long /a/ vowe	el sound spelled 'ey.'				
	List: 15	Certe Culleds				
	Spellings	Write the correct spelling into each sentence.				
	obey	ČT				
	prey	In the past, servants had to their master.				
	convey					
	survey	The goose was chasing everyone at the park today!				
	grey	A looks at a house to see if it is structurally strong				
	osprey	A looks at a house to see if it is structurally strong.				
	disobey	I can't believe what did at the party yesterday.				
(	they					
	surveyor	An is a type of bird which is also known as a sea				
	conveyor	hawk.				

Stage: 3	The long /a/ vowel	sound spelled 'ey.'			
List: 15	Answers:	Certe Coillege			
Spellings	5	Write the correct spelling into each sentence.			
obey					
prey		In the past, servants had to <u>obey</u> their master.			
convey					
survey		The <u>grey</u> goose was chasing everyone at the park today!			
grey		A survey looks at a bouse to see if it is structurally strong			
<mark>os</mark> prey		A <u>surveyor</u> looks at a house to see if it is structurally strong.			
disobey	pro-	I can't believe what <u>they</u> did at the party yesterday.			
they					
surveyor		An <u>osprey</u> is a type of bird which is also known as a sea hawk.			
conveyo	r				

Stage: 3	Stage: 3       The long /a/ vowel sound spelled 'ey.'         List: 15       Name:					
List: 15						
0						
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
obey						Ö
prey						
convey						
survey						
grey						2
<mark>os</mark> prey						6
<mark>diso</mark> bey					CTCD.	
they						
surveyor						
conveyor	-					

Stage: 3 List: 15	The long /a/ vowel	sound spelled 'ey.'	ind spelled 'ey.'					
	Nume.				Spelling Shed			
Spellings	5			nd your spellings hid I improve your spee				
obey prey		convey	portray	obey	Dismay			
convey survey		foray	prey	betray	Away			
			10 <b>J</b>					
grey osprey		they	holiday	survey	Conveyor			
disobey		disobey	grey	Anyway	Decay			
they surveyor			diantau					
conveyo		essay	display	Surveyor	Osprey			

Stage: 3 List: 15		el sound spelled 'ey.'	sound spelled 'ey.'					
	Answers:				Spelling Shed			
					1			
Spelling	S			nd your spellings hie I improve your spee				
obey		convey	portray	obey	dismay			
prey			. ,					
convey		foray	prey	betray	away			
survey								
grey		they	holiday	survey	conveyor			
osprey								
<mark>diso</mark> bey	pillin	disobey	grey	anyway	decay			
they								
surveyo	r	essay	display	surveyor	osprey			
conveyo	Dr							

Stage: 3 List: 16

Adding the suffix -ly.

Adding the -ly suffix to an adjective turns it into an adverb.

Stage: 3Adding the suffix –lyList: 16	v. Adding the –ly su	uffix to an adjective turns it into an adverb.
Spellings calmly exactly	Introduction	Adding ly to an adjective creates an adverb that describes HOW the verb in the sentence is being done. For example The fox jumped quickly – the adverb quickly describes how the fox jumped.
deadly bravely boldly	Main Teaching Activity	Show children the slide and get them to add 'ly' to change each adjective in to the adverb and therefore create their spelling list. Discuss misconceptions and the spelling rules to check children understand them before moving on.
gladly deeply clearly hourly	Independent Activity	Get children to copy the sentences from the power point slide and fill in the gap with the correct word. They can then try and make up a few more sentences of their own using other 'ly' words. Extra points if they can start the sentence with an 'ly' word!
quickly		



Change the words below in to adverbs by adding 'ly' and then complete the sentences using the correct word.



calml exact dead brave boldl gladl deep clear hourl quick

ly	The cheetah ran	across the dusty land.
tly ly ely	Tommy told everyone on helped to catch a robbe	
y y	At 3pm,	the wedding began.
ly	Alfie stroked his new pu	uppy very
ly		
Ly	The poor woman	accepted the money
kly	from the stranger.	

Change the words below in to adverbs by adding 'ly' and then complete the sentences using the correct word.



#### Answer:

calmly exactly deadly bravely boldly gladly deeply clearly hourly quickly

```
The cheetah ran _quickly_ across the dusty land.
```

Tommy told everyone about the time he <u>bravely</u> helped to catch a robber.

```
At <u>exactly</u> 3pm, the wedding began.
```

Alfie stroked his new puppy very <u>calmly</u>.

The poor woman \_quickly\_ accepted the money from the stranger.

	Adding Name:		Contractions			
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
calmly						Ö
exactly deadly						
bravely boldly						ì
gladly						G
deeply clearly						
hourly						
quickly						

Stage: 3 List: 16					
Spelli	Name:	Change these adjective 10 of them are your s	es to adverbs by adding ly.		
calmly exact		swift + Ly =	glad + ly =		
deadly brave		calm + ly = $dead + ly =$	exact + ly = brave + ly =		
boldly gladly		fair + ly = bold + ly =	honest + $ly =$ deep + $ly =$		
deepty clearty	"	hour + ly =	quiet + ly =		
hourly quickl		serious + ly = quick + ly =	clear + ly = $slow + ly =$		

Stage: 3 List: 16	Adding the suffix adverb. Answers:	turns it into an	Spelling Shed		
Spellings	5		adjectives to ad your spellings.	-	gly.
calmly exactly		swift + ly =	swiftly	glad + ly =	gladly
deadly		calm + ly =	calmly	exact + ly =	exactly
bravely		dead + $ly =$	deadly	brave + ly =	bravely
boldly gladly		fair + ly = bold + ly =	fairly boldly	honest + $ly =$ deep + $ly =$	honestly deeply
deeply	prob	hour + $ly =$	hourly	quiet + ly =	quietly
clearly hourly		serious + ly =	seriously	clear + ly =	clearly
quickly		quick + ly =	quickly	slow + ly =	slowly

Stage: 3 List: 17

Homophones – words which have the same pronunciation but different meanings and/or spellings.

Stage: 3Homophones – word spellings.List: 17	ds which have the s	same pronunciation but different meanings and/or	
Spellings grate	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.	
great grown groan main mane	Main Teaching Activity	<ul> <li>Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.</li> <li>After each example ask the children to share their responses and discuss any errors or misconceptions.</li> <li>Teacher can choose to reveal the two spellings before or after the pupil attempts.</li> </ul>	
meat meet missed mist	Independent Activity	In small groups. One child writes a sentence with one of this week's spellings missing. E.g. The boy gave his gran a big hug. The other children on their table then write down the correct spelling on whiteboards. The child who created the question shares which they thought was the right question and check each others' answers. The next child then writes a sentence and so on.	

# The football match was \_\_\_\_ last night!

Spellings

#### Which is the correct spelling?

great

grate

Answer:



### The football match was \_great\_ last night!

#### Which is the correct spelling?

great

grate



### My children are all \_\_\_\_ up now.

#### Which is the correct spelling?

grown

groan



### My children are all <u>grown</u> up

#### Which is the correct spelling?

groan

grown

Answer:



# The horse's \_\_\_\_\_ was beautiful and long.

#### Which is the correct spelling?

main

mane





# The horse's <u>mane</u> was beautiful and long.

#### Which is the correct spelling?

main

mane



## Where should we \_\_\_\_\_ up tomorrow morning?

#### Which is the correct spelling?

meet

meat

Answer:



# Where should we <u>meet</u> up tomorrow morning?

#### Which is the correct spelling?

meet

meat



#### It was early morning and the \_\_\_\_\_ was swirling around the boats.

#### Which is the correct spelling?

mist missed

Answer:



#### It was early morning and the <u>mist</u> was swirling around the boats.

#### Which is the correct spelling?

mist missed

	List: 17							
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt			
grate					ÖT .			
great								
grown								
groan								
main					7			
mane					6			
meat	printin			CTED.				
meet				-205				
missed				Y				
mist								

Stage: 3	Homophones – w spellings.	ords which have the same pronunciation but different meanings and/or				
List: 17	Name:	Spelling Shed				
0		Can you circle the correct word for the sentence?				
Spelling	IS					
grate		1. I told my friend that his new roller skates looked great/grate.				
great		great, grate.				
grown		2. My little sister had grown/groan so much that she w far too big for her bicycle.				
groan		rai coo olg for her oleyete:				
main		3. The lion roared a terrifying roar and shook his mighty main/mane.				
mane						
meat		<ol> <li>I was very pleased to meat/meet my favourite footb player.</li> </ol>				
meet						
missed		5. The boat was hidden in the missed/mist.				
mist		Can you think of any other homophone pairs?				

Stage: 3 List: 17	Homophones – wo spellings. Answer:	ords whicl	h have the same pronunciation but different meanings and/or			
Spellings	5	Ca	n you circle the correct word for the sentence?			
grate		1.	I told my friend that his new roller skates looked			
great						
grown		2. My little sister had grown/groan so much that sh far too big for her bi <del>cycle</del> .				
groan			run coo olg for her oleyete.			
main		3.	The lion roared a terrifying roar and shook his mighty main/mane.			
mane						
meat		4.	I was very pleased to meat/meet my favourite football player.			
meet						
missed		5.	The boat was hidden in the missed/mist.			
mist			Can you think of any other homophone pairs?			



Stage: 3 List: 18	Challenge Words	bents gaillegs
Spellings	S	Challenge Week
build describe		Choose an activity from the Challenge Activity Pack.
imagine		
library		
natural ordinary		
promise		
recent suppose		
weight		

Stage: 3 List: 18	Challer	Challenge Words Name:							
<u>Ö</u>	List: 18 Name: Spelling Shed								
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt			
build									
describe									
imagine									
library									
natural						2			
ordinary						6			
<b>pro</b> mise					SOUTH THE SUB				
recent									
suppose									
weight									

Stage: 3Challenge WordsList: 18Name:			Conte Contine ces		
Coollings	Doad through	wave challings Than a	aver them up		
Spellings build	Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.				
describe	build	bild	billd		
imagine	ordinery	ordinary	ordinry		
library	discribe	describe	discrribe		
natural	prommise	promis	promise		
ordinary	recent	resent	resant		
	natural	nachural	natchural		
promise	supose	supoze	suppose		
recent	libary	liberery	library		
suppose	weigh	whay	wey		
weight	imagin	imagine	imajon		
Stage: 3Challenge WordsList: 18Answers:			Conte Continees		
---	----------	--	-----------------		
Spellings		your spellings. Then consistent spelling in each row a			
build					
describe	build	bild	billd		
imagine	ordinery	ordinary	ordinry		
library	discribe	describe	discrribe		
natural	prommise	promis	promise		
	recent	resent	resant		
ordinary	natural	nachural	natchural		
promise	supose	supoze	suppose		
recent	libary	liberery	library		
suppose	weigh	whay	wey		
weight	imagin	imagine	imajon		

Stage: 3 List: 19

The /l/ sound spelled '-al' at the end of words.

		words. When a root word ends in 'e', remove the 'e' ids in 'y', exchange the 'y' for an 'i' and then add 'al'.
Spellings arrival burial	Introduction	Today children will learn that sometimes the /l/ sound at the end of words can be spelled 'al'. When a root word ends in 'e', remove the 'e' and then add 'al' (arrive/arrival). When a root word ends in 'y', exchange the 'y' for an 'i' and then add 'al' (bury/burial) Ask children if they can think of any words ending in 'al'.
comical emotional national magical	Main Teaching Activity	Use the power point slide and ask the children to follow the spelling rules and sort each root word in to the correct box so that the ending 'al' can be added successfully. Share the way the children have split the words and discuss any misconceptions or errors.
personaloptionalsurvivaltropical	Independent Activity	Get the children to write the spelling list on the whiteboard and beside each word they need to select the correct definition and write that down too. To extend pupils you can ask them to use some of the words to write sentences.

Look at the root words and decide which spelling rule they should follow and which box they should go in to when adding 'al':

arrive	bury	comic	magic	survive	logic	
emotion	memory	territory	music	accident	person	
Remove 'y', a and then add	dd 'i' 'al'	Add 'al' stro on the er		Remove add		

Spe

#### Answers:

Look at the root words and decide which spelling rule they should follow and which box they should go in to when adding 'al':

	arrive	bury	comic	magic	survive	Logic
	emotion	memory	territory	music	accident	person
bu		dd 'i'		aight	Remove	survive arrive

· · ·	ed '-al' at the end of words. Whe When a root word ends in 'y', exch	ange the 'y' for a	n 'i' and then add 'al'.	Spelling Shed
Spellings	Write your spell write the d		r each word ne	
arrival burial	The time someone will get somewhere.		When someone is buried.	Something very funny.
comical emotional national	like yo cry afte	ou feel u might r seeing ning sad	Something	A person who performs tricks or spells is said
magical personal	Something that is a choice and not		that is countrywide.	to be this.
optional	compulsory.			Information about you is
survival tropical	Something that is linked to the tropics.		Continuing to ve in difficult conditions.	often called this.

	ed '-al' at the end of words. When When a root word ends in 'y', excho			Spelling Shed
Spellings	Write your spell write the de	ing list on your efinition for eacl		
arrival burial	The time someone will get somewhere.	som	When neone is uried.	Something very funny. comical
comical emotional	like yo	you feel b u might er seeing	ourial	A person who performs tricks
national magical	somethemo	ning sad So tional t	mething that is	or spells is said to be this.
personal optional	Something that is a choice and not compulsory.		ntrywide. <mark>ational</mark>	magical Information
survival	optional Something that is linked to the	live in	nuing to difficult ditions.	about you is often called this.
tropical	tropics. trop	ical	irvival	personal

Stage: 3The /l/List: 19Name:	sound spelled '-al' at th	ne end of words.			Contracts Contillege
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
arrival					
burial					
comical					
emotional					
national					7
magical					6
personal					
optional					
survival					
tropical					

Stage: 3 The /l/ sound s List: 19 Name:	pelled '-al' at the end of words.	Spelling Shed
Spellings	motional	su vival 🤇
arrival		
burial	buria	arroval
comical	_ p r s o n a l	magial
emotional		
national	— omical	option
magical	nalional	tropica
personal		
optional	Read down the columns and us make a new 10 letter word end	se the missing letters, in order, to ding in 'al'
survival		
tropical		

Stage: 3The /l/ sound sList: 19Answers:	pelled '-al' at the end of words.	Cente Confileede
Spellings	e motional	su <b>r</b> vival 🦂
arrival		
burial	burial	arrival
comical	_ personal	magical
emotional		
national	comical	optional
magical	national	tropical
personal		
optional	Read down the columns and use make a new 10 letter word end	e the missing letters, in order, to ing in 'al'
survival		•
tropical		<u>trical</u>

Stage: 3 List: 20

The /l/ sound spelled '-le' at the end of words.

	Stage: 3 The /l/ sound spelle .ist: 20	d '-le' at the end of v	words.
Ľ	Spellings Dattle	Introduction	Today children will learn that sometimes the /l/ sound at the end of words can be spelled 'le'. Ask children if they can think of any words ending in 'le'.
s F	article struggle bossible capable	IggleMainShow children the power point slide with the endings. Click the mouse to hide the spelling copy down the correct beginning and end tosibleActivityShare the words created and discuss any err	
r t	settle numble errible example adjustable	Independent Activity	Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.

Stage: 3 The /l/ sound sp List: 4	pelled '-le' at the end of words.		Spelling Shee
	the spe	to hide elling list!	
	bat	icle	Match the
	art	ggle	beginning sound to its ending.
	stru	ttle	
	pos	le	
	capa	ible	
	se	ample	
	humb	ustable	
	terr	ble	
	ex	tle	
	adj	sible	

(

_	he /l/ sound spelled '-le' c	at the end of wo	rds.		
List: 4	nswers:				Spelling Shed
Spellings			Click to hide the spelling list	ļ	
battle		bat		icle	Match the
		art		ggle	beginning sound to its ending.
article		stru		ttle	
struggle		pos		le	
possible		capa		ible	
capable		se		ample	
settle		humb		ustable	
humble	num.				
terrible		terr		ble	
example		ex		tle	
adjustable		adj		sible	

 $\frown$ 

Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt	
battle							
article							
struggle							
possible						0 t	
capable							
settle							
humble							
terrible							
example							
adjustable	9						

Stac	ge: 3	The /l/ sound spelle	ed '-le' at the end of words.	
List:		Name:		Certe Culliage
0			Write the correct spelling into each sente	ence.
Spe	ellings	5	1. She wondered if it would be	to see the eclipse
bat	ttle			
art	icle		2. It was a brutal and th	e opposition we <mark>re tiring.</mark>
str	uggle		3. He was proud of the he	e'd written.
pos	ssible		4. She wasn't of playing	the guitar piece.
cap	pable		5. He hoped the puppy would	in the basket.
set	ttle		6. She felt about droppi	na the alass
hur	mble	per la		
ter	rible		7. The belt was but it was	s a to fit.
exc	ample		8. I showed an of the wo	ork to the class.
adj	justab	le	9. Jack and his mother lived in a	cottage.

Stage: 3	The /l/ sound spelle	ed '-le' at the end of words.		
List: 20	Answers:			
<u>Q</u>		Write the correct spelling into each sentence.		
Spelling	S	1. She wondered if it would be _possible_ to see the eclipse.		
battle				
article		2. It was a brutal _battle_ and the opposition were tiring.		
struggle		3. He was proud of the <u>article</u> he'd written.		
possible		4. She wasn't <u>capable</u> of playing the guitar piece.		
capable		5. He hoped the puppy would <u>settle</u> in the basket.		
settle		6. She felt <u>terrible</u> about dropping the glass.		
humble				
terrible		7. The belt was <u>adjustable</u> but it was a <u>struggle</u> to fit.		
example	2	8. I showed an <u>example</u> of the work to the class.		
adjustat	ole	9. Jack and his mother lived in a <u>humble</u> cottage.		

Stage: 3 List: 21

Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'

Stage: 3Adding the suffix '-List: 21	ly' when the root wo	ord ends in '-le' then the '-le' is changed to '-ly.'
Spellings gently	Introduction	When adding the suffix 'ly' to root words that end in 'le' then the 'e' is dropped and 'y' added. (gentle/gently)
simply humbly nobly durably	Main Teaching Activity	Show children the power point slides and ask them to look at the root word, apply the rule to add 'ly' to it and hold up their whiteboard with the new word on. Discuss each word and address any misconceptions.
terriblyincrediblyresponsiblywrinklypossibly	Independent Activity	Put the next slide up and ask children to look at the paragraph. There are lots of mistakes in it to do with adding 'ly', can they spot 8 mistakes and rewrite the paragraph to make it correct? If children need more support then you can get them to come up and circle the mistakes. (Tip: all of the mistakes are to do with 'ly' words).



### gentle

-e then +y gently



### simple

-e then +y simply



#### possible

-e then +y possibly



#### wrinkle

-e then +y wrinkly



#### incredible

-e then +y incredibly Look for the errors in Jacob's homework below, can you rewrite the paragraph correctly?

Spelling

There are 8 mistakes.

Yesterday I had what was, possibely, the best day of my life! I was incredibely excited because we were going to the theme park. The first ride started very gentely but then it went so fast that I became terribely scared and screamed all the way round!

For lunch we all sat comfortabely on a big bench, the food was very tasty. Afterwards I asked if it we could go on more rides. We went on a water ride and got so wet our fingers became wrinkley.

After 3 hours mum said we simpley had to go home as we were going to be late. I was happy to leave as I was feeling incredibely tired after my amazing day, I fell asleep in the car straight away!



Look for the errors in Jacob's homework below, can you rewrite the paragraph correctly?

There are 8 mistakes.

Answers:

Yesterday I had what was, possibely, the best day of my life! I was incredibely excited because we were going to the theme park. The first ride started very gentely but then it went so fast that I became terribely scared and screamed all the way round!

For lunch we all sat comfortabely on a big bench, the food was very tasty. Afterwards I asked if it we could go on more rides. We went on a water ride and got so wet our fingers became wrinkley.

After 3 hours mum said we simpley had to go home as we were going to be late. I was happy to leave as I was feeling incredibely tired after my amazing day, I fell asleep in the car straight away!



Stage: 3 Ad	Adding the suffix '–ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'						
List: 21 No	ame:				Spelling Shee		
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt		
gently							
simply							
humbly							
nobly							
durably					7		
terribly					6		
incredibly	pilling -			CO CID			
responsibly	/						
wrinkly							
possibly							

Stage: 3Adding the sufList: 21Name:	fix '–ly' when the root word ends in '-le' then the '-l		Cede Colleg
			_
Spellings	Root Word	New Word	Can you use your spellings
gently	gentle + ly =	gently	to work out what the root
simply		simply	word is?
humbly		humbly	Copy and complete the
nobly		nobly	grid.
durably		durably	
terribly		terribly	
incredibly		incredibly	
responsibly		responsibly	
wrinkly		wrinkly	
possibly		possibly	

Stage: 3 Add	ing the suffix '–ly' when the root word ends in '-le' then th	ne '-le' is changed to '-ly.'	
List: 21 Ans	wers:	S	celling Shed
Spellings	Root Word	New Word	Can you use 🗸 your spellings
gently	gentle + ly =	gently	to work out what the root
simply	simple	simply	word is?
humbly	humble	humbly	Copy and complete the
nobly	noble	nobly	grid.
durably	durable	durably	7
terribly	terrible	terribly	
incredibly	incredible	incredibly	
responsibly	responsible	responsibly	
wrinkly	wrinkle	wrinkly	
possibly	possible	possibly	

Stage: 3 List: 22

Adding the suffix '-ally' which is used instead of '-ly' when

the root word ends in '-ic'.

Stage: 3Spelling RulesList: 22	s: Adding the suffix '-ally'	which is used instead of '-ly' when the root word ends			
C. Spellings	Introduction	When a root words ends in 'ic' we don't add 'ly'. Instead we add 'ally' straight on to the end.			
basically	Main Teaching	Show children spelling list on the power point slide and then show them the first two root words. Do they notice anything about the			
frantically	Activity	root words? Is there a pattern that links them? (they both end in 'ic).			
dramatically					
historically		Once they have identified the root words end in 'ic', ask them to find the root word for all of the spelling list words. Write them on their whiteboards.			
nationally		their whiteboards.			
emotionally		Discuss the root words and address misconceptions.			
accidentally	Independent           Activity	In small groups, spell the words one letter at a time. First child picks a word, tells the group and write the first letter then passes			
automatically		the board to their left. The next child adds the next letter and so on. If a mistake is made then to word is rubbed out and started			
traditionally		again. Once the word is complete, the next child chooses a new word and it starts again.			
specifically					

 $\frown$ 



Stage: 3	Adding the suffix '-ally' which is used		
List: 22	Answers:		SpellingShe
	Spellings	Root Word	
53	basically	→ basic	Look at your
	frantically	→ frantic	spelling list and work out
	dramatically	dramatic	what each root word is.
	historically	historic	
	nationally	national	
	emotionally	emotion	more words ending with
	accidentally	accident	
	automatically	automatic	
	traditionally	tradition	
	specifically	specific	

Stage: 3 Adding in '-ic.' List: 22 Name:		hich is used instead	of '-ly' when the ro		Spelling Shee
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
basically					
frantically					
dramatically					
historically					
nationally					7
emotionally					G
accidentally				CONTRACT OF CONTRACT	
automatically					
traditionally				Y.	
specifically					

Stage: 3	Adding the suff	x '-ally' which is used instead of '-ly' when the root word ends in '–ic.'
List: 22	Name:	Certs Culleds
0		Match the spelling with the definition
Spelling	IS	To do something without thinking
basically	У	To do something in a theatrical or dramatic manner
frantica	lly	In a way that relates to strong feelings
dramati	cally	When something is linked to the past
historico	ally	To put something simply
national	lly	To do something in a traditional way
emotion	nally	
accident	tally	To do something in a panicked way because of fear
automat	tically	When something unplanned happens
tradition	nally	When something is done for a particular reason
specific	ally	Something that relates to a whole country

Stage: 3	Adding the suffi	ix '-ally' which is used i	nstead of '-ly' when the root word ends in '–ic.'	
List: 22	Answers:		Certe Culleds	
<u>O</u>			Match the spelling with the definition	
Spellings	5		To do something without thinking	
basically	,		To do something in a theatrical or dramatic manner	
frantical	ly		In a way that relates to strong feelings	
dramatic	-		When something is linked to the past	
historica	lly		To put something simply	
nationall	У		To do something in a traditional way	
emotion	ally			
accident	ally		To do something in a panicked way because of fear	
automatically			When something unplanned happens	
tradition	ally		When something is done for a particular reason	
specifica	ally		Something that relates to a whole country	
Stage: 3 List: 23

Adding the suffix -ly. Words which do not follow the rules.

Stage: 3Adding the suffix -List: 23	y. Words which do	not follow the rules.
Spellings truly	Introduction	Some words in English do not follow the rules when adding a suffix, these just need to just be learnt.
duly publicly daily slyly	Main Teaching Activity	Use the dice activity with an online dice or class set and get children to work in pairs to complete it for each word. If they want an extra challenge they could try and do each thing for more of the words!
shyly fully wholly coyly happily	Independent Activity	Complete the gap fill activity independently, after a minute of looking at the words, click the mouse to hide them and ask children t complete the spellings. Share with a partner and then with the class.

Stage: 3	Adding the suffix -	-ly. Words which do not follow the rules.
List: 23	Name:	Certe Culleds
0		Roll a die or ask someone to pick a number from 1-6 for each spelling.
Spelling	S	
truly		<ul> <li>Write your word in a full sentence.</li> </ul>
duly		
publicly		Write your word in capital letters.
daily		Write your word three times.
slyly		white your word three times.
<mark>shy</mark> ly		Write your word in different colours.
fully	portes.	
wholly		Write what your word means.
coyly		Spell the word out loud.
happily		To challenge yourself, why not do all of the numbers for each spelling!

Stage: 3									
List: 23			Cont Contineds						
		Click the mouse to cover up the swork out what each of these wor							
		tr	d L _						
		s	sh						
		f y	_ o y						
		wh	_ u L _						
		p_b_i _ y	_ a _ i _ y						

Stage: 3	Adding the suff	Adding the suffix –ly. Words which do not follow the rules.								
List: 23	Answers:		Certe Culleds							
0										
Spelling	IS	Click the mouse to cover up the s								
truly		work out what each of these wor	us is:							
duly		tr <u>u l y</u>	d <u>a</u> ily							
publicly	,									
daily		s <u>l y l y</u>	sh y <u>l</u> y							
slyly										
shyly		f <u>u</u> <u>l</u> y	<u>c</u> o <u>y</u> <u>l</u> y							
fully										
wholly		wh <u>o</u> <u>l</u> <u>y</u>								
coyly										
happily		publi <u>c</u> ly	<u>h</u> appi <u>l</u> y							

Stage: 3	Adding	the suffix –ly. Words v	which do not follow the	rules.				
List: 23 Name:								
0						_		
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt		
truly								
duly								
publicly								
daily								
slyly						2		
<u>shy</u> ly						6		
fully		111 In			CO200			
wholly					200			
coyly								
happily								

Stage: 3	Adding the suffix	Adding the suffix –ly. Words which do not follow the rules.													
List: 23	Name:												S	JEC	ie
0															]
Spelling	S		t	r	u		У	f	S	f	r			d	
truly			a	h	e	e	g	S	h	f	d	k	j	a	
duly		-	h	a	p	p	i	L	У	X	u	d	g	i	
publicly		-	a	S	q	z	i	r	L	e	L	n	k	L	
daily			S	d	h	S	У	u	У	i	У	0	L	У	
slyly			q	u	b	L	i	С	L	у	n	k	0	j	2
shyly			S	e	t	У	r	С	0	У	L	У	g	n	L.
fully	present and a second		r	t	h	L	f	g	f	u	L	L	У	r	
wholly			W	q	i	У	k	a	h	t	r	g	h	k	
coyly			d	g	h	j	W	h	0	L	L	У	L	i	
happily				<b>e</b> :.											search?

Stage: 3	Adding the suffix -	Adding the suffix –ly. Words which do not follow the rules.													
List: 23	Answers:										S	Dell	lingShed		
	•									6					
Spelling	5		t	r	u	L	У	f	S	f	r		L	d	
truly			a	h	e	e	g	S	h	f	d	k	j	a	
duly			h	a	q	q	i	L	У	Х	u	d	g	i	
publicly			a	S	q	Z	i	r	L	e	L	n	k	L	
daily			S	d	h	S	У	u	У	i	У	0	L	У	
slyly			q	u	b	L	i	С	L	У	n	k	0	j	
shyly			S	e	t	У	r	C	0	У	L	У	g	n	
fully	per la		r	t	h	L	f	g	f	u	L	L	У	r	
wholly			W	q	i	У	k	a	h	t	r	g	h	k	
coyly			d	g	h	j	W	h	0	L	L	У	L	i	
happily			Can yo	u fi	nd y	our	spe	lling	gs hi	dde	n in	the	e wo	ord :	search?



Stage: 3Challenge WordsList: 24	Certe College
Spellings	<u>Challenge Week</u>
address	Choose an activity from the Challenge Activity Pack.
arrive	
certain	
experience	
history	
mention	
occasionally	
probably	
reign	
sentence	

	nge Words				
List: 24 Name:					Spelling Shed
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
address					
arrive					
certain					
experience					
history					6
mention					6
occasionally				S S D	
probably					
reign				V	
sentence					

Stage: 3Challenge WordsList: 24Answers:			Contract Contineed
Spellings	Rewrite each of your spellings wi	th the letters in al	phabetical order
address	arrive	aeirrv	ÖT /
arrive	address		
certain	certain		
experience	experience		
history	history		6
mention	mention		
occasionally	occasionally	S D	
probably			
reign	probably		
sentence	reign		

Stage: 3Challenge WList: 24Answers:	ords	Spelling Shed
Spellings	Rewrite each of your s	spellings with the letters in alphabetical order
address	arrive	aeirrv
arrive	address	adderss
certain	certain	aceinrt
experience	experience	ceeeinprx
history	history	hiorsty
mention	mention	eimnnot
occasionally	occasionally	aaccillnoosy
probably reign	probably	abblopry
sentence	reign	eginr

Stage: 3 List: 25

Words ending in '-er' when the root word ends in (t)ch.

Stage: 3Words ending in '-List: 25	er' when the root wo	ord ends in (t)ch.					
Spellings teacher	Introduction	Words that end in 'ch' can have 'er' added straight on to the end.					
catcher richer stretcher watcher dispatcher	cherTeaching Activity'ch' as you can just add it straight write down the 10 root words for whiteboards.tretcherActivity'ch' as you can just add it straight write down the 10 root words for whiteboards.atcherShare answers and discuss any r might arise.						
butcherIndepender ActivitypreacherActivitycruncherIndepender ActivityscorcherIndepender Activity		Give children a set of 10 blank word cards each and get them to change the words on the power point slide in to 'er' words and write one on each card. Then in pairs children can join two sets together and play snap or pair finders (place 20 cards face down and take turns to pick up two looking for a pair).					





Stage: 3 W	ords ending in '-er' when th	ne root word ends in (t)c	ch.							
List: 25 Na	ime:				Contractions and the second se					
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt					
teacher										
catcher										
richer										
stretcher										
watcher					7					
dispatcher					<u>s</u>					
butcher				CONTRACT OF CONTRACT.						
preacher										
cruncher										
scorcher										

Stage: 3	Words ending in '-e	er' when the root word ends in (t)ch.
List: 25	Name:	Certe Cuillege
Q		
Spellings		Can you select 8 of your spellings to write into sentences?
teacher		
catcher		
richer		
stretcher		
watcher		
dispatche	r	
butcher		
preacher		
cruncher		
scorcher		

Stage: 3 List: 26

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

Stage: 3WList: 26	ords with the /k/ sound spelled 'ch.'	These words have their origins in the Greek language.						
Spellings scheme	Introduction	Tell children that words that have a /k/ sound in them which is spelled with 'ch' are words that originate in Greek. Can the children think of any?						
chorus chemist echo character	Main Teaching Activity	Show children the power point quiz. See if they can work in pairs to work out the 10 answers that identify their spelling list words. Share the answers and get children to come and write the word on the board in the correct place.						
stomach monarch school anchor chaos	Independent Activity	Get children to try and create two new words from the letters within a spelling list word.         For example:         character – teach – hat monarch - moan - arch						

ge: 3 : 26	Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.	Spelling Sheet
	Quiz	Answer
1	In a song, this is the part that is repeated after each verse.	
2	A place where you go to buy medicines or get prescriptions.	
3	You usually have a main in a book who is the star.	
4	An object that ships drop to stop them moving.	
5	What you can hear when you shout in the mountains.	
6	A place you go to learn.	5
7	Complete disorder or confusion!	
8	The generic name for a king or queen.	
9	The biological name for your tummy.	
10	To make plans, often in a devious way or when you might do something you shouldn't.	

Stag		Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.	
List:	26	Answers	Spelling Shee
		Quiz	Answer
	1	In a song, this is the part that is repeated after each verse.	chorus
	2	A place where you go to buy medicines or get prescriptions.	chemist
	3	You usually have a main in a book who is the star.	character
	4	An object that ships drop to stop them moving.	anchor
	5	What you can hear when you shout in the mountains.	echo
	6	A place you go to learn.	school
	7	Complete disorder or confusion!	chaos
	8	The generic name for a king or queen.	monarch
	9	The biological name for your tummy.	stomach
	10	To make plans, often in a devious way or when you might do something you shouldn't.	scheme

Stage: 3 List: 26	e Greek language.	Epelling Shed									
0											
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt					
scheme						Ö					
chorus											
chemist											
echo											
characte	r					7					
stomach						6					
monarch											
school											
anchor					V.						
chaos											

Stage: 3	Words with the /k/ s	ound s	pelled	l 'ch.'	Thes	e wo	rds h	ave tł	neir o	rigins	in th	e Gre	ek laı	nguag	je.
List: 26	Name:														Certs Culleds
									h						
Spellings			S					C	h					m	
scheme												C		0	Use your
chorus			h	a		a		t		r		h			spellings, and the letters in
chemist															the crossword,
echo			m		S	C				L					to work out the missing words.
characte	r		e											С	
<mark>sto</mark> mach				С		0								h	
monarch						r									
school															
anchor															
chaos				S											

Stage: 3	Words with the /k/ s	sound s	pellec	l 'ch.'	Thes	se wo	rds h	ave tl	neir o	rigins	s in th	e Gre	ek la	nguag	ge.
List: 26	Answers:														Conte Confilede
<u>O</u>									h						
Spelling	S		S	L	0	m	Q	C	h					m	
scheme			C								е	C	h	0	Use your
chorus		C	h	a	r	a	C	t	e	r		h		n	spellings, and the letters in
chemist			e			n						e		a	the crossword,
echo			m		S	С	h	0	0	L		m		r	to work out the missing words.
characte	er		e			h						i		С	
<mark>sto</mark> mach	1			С	h	0	r	u	S			S		h	
<mark>mon</mark> arch	1			h		r						t			
school				a											
anchor				0											
chaos				S											

Stage: 3 List: 27

Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelled '-que'. These words are French in origin.

Stage: 3Words ending with French in origin.List: 27	h the /g/ sound spelt	'-gue' and the /k/ sound spelt '-que.' These words are					
Spellings vague	Introduction	Words that end with a /g/ sound but are spelled 'gue' Words that end with a /k/ sound but are spelled 'que' There words are French in origin. Can children think of any?					
league plague tongue fatigue antique	Main Teaching Activity	Get children to divide their white boards in half and write /g/ at the top of one side and /k/ at the top of the other.Ask children to sound out the words and divide them by sound and ending.Share results and discuss any questions children may have.					
unique grotesque mosque plaque	Independent Activity	Get children to write the word 'grotesque' across their whiteboard and see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support this if required.					



#### Divide the spelling list depending on their end spellings.

vague	league	plaque	tongue	fatigue
antique	unique	grotesque	mosque	plaque



**Answers:** 



vague	league	plaque	tongue	fatigue
antique	unique	grotesque	mosque	plague





#### protesque u

e

Ο

e

Answers:



Conte Contineere

List: 27	are French in origin.											
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt						
vague												
league												
plague												
tongue												
fatigue						6						
antique						6						
unique		1110			SCOD.							
grotesque	e											
mosque												
plaque												

Stage: 3	Words ending with are French in origin						
List: 27 Name:							Spelling Shec
							1
Spelling	S		V	e		q	
vague					-		
league			a	u	t	ο	
plague							
tongue			g	f	n	i	
fatigue							
antique			q	u	m	S	S
unique							
<mark>grot</mark> esq	ue					-	l the words
mosque		-	-				letters as many nnot be spelled.
plaque		Which one?	>				

Stage: 3	Words ending with are French in origin						
List: 27	Answers:	Spelling She					
04		1				i	
Spellings			V	e	1	q	
vague			-				
league			Q	u	t	0	
plague							
tongue			g	f	n	i	
fatigue							
antique			q	u	m	S	
unique					cord	6	
grotesq	ue		e letters in t				l the words letters as many
mosque							nnot be spelled.
plaque		Which o	ne? grotesqu	ie			

Stage: 3 List: 28

Words with the /s/ sound spelled 'sc' which is Latin in its origin.
Stage: 3 V List: 28	Vords with the /s	s/ sound spelled 's	sc' which is Latin in its origin.					
Spellings science		Introduction	Words with the /s/ sound spelt 'sc' are Latin in origin. Can children think of any?					
scene discipline		Main Teaching Activity	Get children to come up and highlight the /s/ sound in each word. Discuss how the 'sc' spelling is usually in the middle or at the beginning of words. It is rarely at the end.					
fascinate crescent								
scissors ascend		Independent Activity	Use the power point slide and get children to use dictionaries to look up what each of the words means. Get them to copy down					
scented scenery			the definition for the 5 they like most! To extend children you can ask them to write some sentences					
descend			containing the words.					

Stage: 3 List: 28	Words with the /s/ so	ound spelled 'sc' which is I	Latin in its origin.	Spelling Shed
Spellings		L Your word	Jse a dictionary to find out what your spellings Create your own definition for 5 of your wo Your definition	
science scene				
discipline	2			
fascinate crescent				
scissors				
ascend scented	pillin.			
scenery				
descend				

Stage: 3	Words	with the /s/ sound spel	t 'sc' which is Latin in it	s origin.		
List: 28	Name:					Conte Confiliage
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
science						
scene						
discipline	2					
fascinate	2					
crescent						7
scissors						G
<mark>asc</mark> end					C C C C C C C C C C C C C C C C C C C	
scented						
scenery					V.	
descend						

Stage: 3	Words with the /s/	sound spelt 'sc' which is Lat	in in its origin.			
List: 28	Name:				Spelling Sheet	
0						
Spelling	S		-	nd your spellings hid I improve your speed		
science						
scene		scene	screen	escape	scorned	
disciplin	e					
fascinat	e	scissors	science	discipline	describe	
crescen	t				6	
<mark>sc</mark> issors		scented	discuss	muscle	descend	
<mark>asc</mark> end	pro-			STOD.		
scented		scent	ascend	fascinate	abscess	
scenery		couthe	accent	ccenery	crescent	
descend	l	scythe	ascent	scenery	crescent	

Stage: 3Words with the /s/List: 28Answers:	sound spelt 'sc' which is La	tin in its origin.		Contracts		
Spellings		-	nd your spellings hid I improve your spee			
science scene	scene	screen	escape	scorned		
discipline fascinate	scissors	science	discipline	describe		
crescent <pre>scissors</pre>	scented	discuss	muscle	descend		
ascend scented	scent	ascend	fascinate	abscess		
scenery descend	scythe	ascent	scenery	crescent		

Stage: 3 List: 29

Homophones: Words which have the same pronunciation but different meanings and/or spellings.

Stage: 3Homophones: W spellings.List: 29	ords which have the s	same pronunciation but different meanings and/or
Spellings ball	Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
bawl berry bury brake break	Main Teaching Activity	Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap. After each example ask the children to share their responses and discuss any errors or misconceptions. Teacher can choose to reveal the two spellings before or after the
fair fare mail male	Independent Activity	pupil attempts.In small groups, children each write two sentences and leave a gap where the homophone will go. Children then test each other to see if they choose the correct spelling.Discussions can be had afterwards to ensure no errors have been made.



# He threw the \_\_\_\_ up in the air and then caught it.

#### Which is the correct spelling?

ball

bawl



# He threw the ball up in the air and then caught it.

#### Which is the correct spelling?

bawl

ball



### 

### Which is the correct spelling?

berry

bury



### The pirate said he would bury the treasure to keep it safe.

### Which is the correct spelling?

berry

bury



### I had to slam the \_\_\_\_\_ on when a dog ran in front of my bike!

### Which is the correct spelling?

break

brake



# I had to slam the brake on when a dog ran in front of my bike!

### Which is the correct spelling?

break

brake



# "It isn't \_\_\_\_\_", shouted the \_\_\_\_\_"

#### Which is the correct spelling?

fare

fair



# "It isn't fair", shouted the little girl

#### Which is the correct spelling?

fare

fair



# These are the \_\_\_\_\_ toilets, girls can't use them!

### Which is the correct spelling?

mail

male



### These are the male toilets, girls can't use them!

### Which is the correct spelling?

male

mail

Stage: 3	Homoph spelling		nave the same pronunc	iation but different mea		
List: 29	Name:					Spalling Share
			and Although		ath Althouse t	
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
ball						è
bawl						
berry						
bury						
brake						2
break						
fair					CO CO	
fare						
mail					V	
male			<u></u>			

Stage: 3 List: 29	Homophones: Wo spellings. Name:	ords which									oellin		<		Ŭ		DEALS C
Spellin	igs					]				1		]		1			
ball			b	L	L		b	a	e	k	r		a	b		W	
bawl																	
berry			I			۰ ۱		. 1				- -				H	
bury		b	a	e	k	r		I	a	f	r		b	У	r	u	2
brake																	2
break		f	r	a	e	] [	r	r	e	b	У		i	L	a	m	5
fair	provide the second s		-				-	-					-	-	<b>.</b>		
fare	5										202		al la la			4	
mail		e	m	a	L												
male																	

Stage: 3	Homophones: Wor spellings.	ds which	have t	he sar	ne pro	nuno	ciatio	n but c	differer	nt mec	inings	and	/or				
List: 29	Answers:														Sp		OShed
09			F	ind a	and i	JNS	crai	mble		ır sr	ellin	as	in t	 he o	irids		
Spelling	S		•			л I С I П Г			, , , , , , , , , , , , , , , , , , ,			י <b>ש</b> ט י				•	-
ball		a	b	L	L		b	a	e	k	r		a	b	L	W	
bawl		b	a	L	L		b	r	e	a	k		b	a	W		
berry												- -	-			///	
bury		b	a	е	k	r		i	a	f	r		b	У	r	u	
brake		b	r	a	k	e		f	a	i	r		b	u	r	У	7
break		f	r	a	e		r	r	e	b	У	] [	i	L	a	m	5
fair	prom	f	0	r			b		r	r	1900	-		C			
fare			Q	r	e		0	e	r	r	У		m	a		•	
mail		e	m	a	L												
male		m	a	L	e												



Stage: 3	Challenge Words	
List: 30		Certe Cuilleds
Č.		
Spelling	S	Challenge Week
accident	ally	Choose an activity from the Challenge Activity Pack .
breathe		
century		
consider		
eight		
guard		
heard	per la	
peculiar		
possible		
quarter		

Stage: 3	Challen	ge Words				
List: 30	Name:					Contractions and the second se
Spellings		1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
accidento	ally					
breathe						
century						
consider						
eight						6
guard						6
heard					SOCID	
peculiar						
possible						
quarter						

Stage: 3	Challenge Words		
List: 30	Name:		Certe Culliage
Č.			
Spelling	JS	Cover your spellings up. Can you work word? If you find it hard, ask someone	
accident	tally	word: If you find it hard, ask someone	
breathe		_cc_d_nt_lly	g h t
century			
conside	r	c_nt_ry	br_th_
eight			
guard		c_ns_d_r	hrd
heard	proving the second s		
peculiar		p_c_l_ar	g r d
possible	2	p_ss_bl_	q_rt_r
quarter			Ч ' ` _ '

Stage: 3	Challenge Words					
List: 30	Answers:		Certe Cuillege			
03						
Spelling	js	Cover your spellings up. Can you work out the missing vowels from each word? If you find it hard, ask someone to read the words.				
accident	tally					
breathe		<u>a</u> c c <u>i</u> d <u>e</u> n t <u>a</u> l l y	<u>e</u> ight			
century	,					
conside	r	c <u>e</u> nt <u>u</u> ry	br <u>e</u> ath <u>e</u>			
eight						
guard		c <u>o</u> nsid <u>e</u> r	h <u>e</u> <u>a</u> rd			
heard	profile.					
peculiar	-	p <u>e</u> c <u>u</u> l <u>i</u> ar	gugrd			
possible	2	noccible	<u>auarter</u>			
quarter		possible	q <u>u</u> art <u>e</u> r			

Stage: 3 List: 31

The suffix '-sion' pronounced /39n/

Stage: 3 List: 31	The suffix '–sion' pr	onounced /ʒən/	Conte contracts	
Spellings division	)	Introduction	Ask the children how you pronounce: "sion". The words we are learning this week are all pronounced $/_3 an/$ .	
invasion invasion confusion decision collision television		Main Teaching Activity	Show the children a selection of words with suffix –sion. Ask them to sort the words into those pronounced / $_3$ ən/ and those with another pronunciation.	
erosion vision fusion revision		Independent Activity	Children are to choose five words, write those words and then draw a picture to represent the words. Television has been done already as an example.	

Look at these words and decide which words have '-sion' pronounced like: "vision" and which do not.

television	revision	mission	invasion	expansion	comprehensio n
confusion	propulsion	emission	erosion	fusion	conclusion

Spellingsh

-sion pronounced like vision



Stage: 3	The suffix '-sion'	pronounced /3ən/		
List: 31	Name:	Certe College		
Č.		_ Choose five of your spellings, write your word then draw a picture for		
Spelling	S	the		
divisic	on	word. One has been done for you.		
invasi	on			
confusion				
decision				
collisi	on	television		
televi	sion			
erosion				
vision				
fusion				
revisio	on			

	The suffix '–sion' pronounced /3ən/ Name:				
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
division					
invasion					
confusion					
decision					
collision					7
television					G
erosion	and the			SOCID	
vision					
fusion					
revision					

Stage: 3 The suffix '-	-sion' pronounced /ʒən/			
List: 31 Name:		Certe Culleds		
Spellings	Use your list	of spelling words to rewrite		
division	_	the list in alphabetical order.		
invasion				
confusion		6.		
decision	2.	7.		
collision				
television	3.	8.		
erosion	4.	9.		
vision				
fusion	5.	10.		
revision				

Stage: 3 The suf	3 The suffix '–sion' pronounced / <sub>3</sub> ən/		
List: 31 Answer	rs:	Certe Culleds	
Spellings	Use your list of	spelling words to rewrite	
division	the list in alpha	-	
invasion			
confusion	<b>1.</b> collision	6. fusion	
decision	2. confusion	7. invasion	
collision			
television	3. decision	8. revision	
erosion	4. division	9. television	
vision			
fusion	5. erosion	10. vision	
revision			



Stage: 3	Challenge Words.		
List: 32		Carl Culliags	
			1
Spelling	S	Revision	F
difficu	ılt	Choose an activity from the Challenge Activity Pack.	<u> </u>
import	tant		
length			X
perha	ps		
positio	on		
pressu	Jre		
questi	ion		
strang	ge		
specio	a L		
purpo	se		

Stage: 3Challenge WoList: 32Name:					
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt		
difficult					
important					
length					
perhaps					
position			7		
pressure			6		
question	1111	S C D			
strange					
special					
purpose					
Stage: 3	Challenge Words.				
-----------------------	------------------	---------------	------------------------------		
List: 32	Name:		Certe College		
Spelling	ys 🛛	Use your list	of spelling words to rewrite		
difficult	-	-	habetical order.		
importo	nt	_			
length		1.	6.		
perhaps	5	2.	7.		
position	1				
pressur	e	3.	8.		
<mark>que</mark> stio	n	4.	9.00		
strange					
special		5.	10.		
purpose	2				

Stage: 3	Challenge Words.		
List: 32	Answers:		Spelling She
<u>O</u>			
Spelling	js	Use your list of	spelling words to rewrite
difficult		the list in alphat	
importo	Int	-	
ength		1. difficult	6. pressure
perhaps	5	2. important	7. purpose
position	1		
pressur	e	3. length	8. question
<mark>que</mark> stio	n	4. perhaps	9. special
<mark>stra</mark> nge			
special		5. position	10. strange
purpose	2		

Stage: 3 List: 33

Revision – spelling rules we have learned in Stage 3.

Stage: 3Revision – spellingList: 33	g rules we have learned in Stage 3.
Spellings	Revision
pleasure island	Choose an activity from the Challenge Activity Pack.
dislocate	
disadvantage decide	
survey exactly	
bravely	
ordinary promise	

Stage: 3	Revisio	n – spelling rules we ho	ave learned in Stage 3.							
List: 33	List: 33 Name:									
09										
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt				
pleasure										
island										
dislocate	2									
disadvan	tage									
decide						7				
<mark>sur</mark> vey						G				
<u>exa</u> ctly					COND.					
bravely										
ordinary					V.					
promise										

Stage: 3 Revision – spelling ru	Revision – spelling rules we have learned in Stage 3.								
List: 33 Name:				Spa	Cente				
	Unscramb	le each block t	o find your hi	dden spelling	words.				
Spellings									
pleasure	e c i	i a l	s e l	e c t	r b				
island	e d d	d s n	a p u	a x l	a e				
dislocate			r e	у у	V L Y				
disadvantage	decide								
decide									
survey	i d o	o r p		s e r	a d s				
exactly	a r n	m i s	C S O	y u v	div				
bravely	r y	e	a e t		t a a				
ordinary					g n e				
promise									

Stage: 3 List: 33	Revision – spelling rul Answers:	Revision – spelling rules we have learned in Stage 3. Answers:															
Ó		Ur	nscr	amble	e eac	h blo	ock t	o fin	d yo	ur hi	dden	spel					,
Spellings	5														~		] [
pleasure	2	e	С	i	i	a	L	S	e	L	e	С	t	r	b		
island		e	d	d	d	S	n	a	q	u	a	x	L	a	e		H
dislocate	2			•			••	r	e				У	V	L	У	
disadvan	ntage		decid	e	i	sland	4	nl	easu	re	e	xactl	V	h	ravel	V	
decide							-						. y			y	
survey		i	d	0	Ο	r	p		i	d	S	e	r	a	d	S	
exactly		a	r	n	m	i	S	C	S	0	У	u	V	d	i	V	
bravely		r	У				e	a	e	t				t	a	a	
ordinary								n''W						g	n	e	
promise		0	rdina	ry	p	romis	se	di	sloca	te	S	urve	у	disa	dvant	tage	

Stage: 3 List: 34

Revision – spelling rules we have learned in Stage 3.

Stage: 3 List: 34	Revision – spelling	rules we have learned in Stage 3.
Spellings		Revision
freight hourly		Choose an activity from the Challenge Activity Pack.
missed		
suppose plaque		
descend		
grotesque automatic daily		
scented		

	evision – spelling rules we h ame:		Conte confilees		
<u>O</u>					
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt
freight					
hourly					
missed					
suppose					
plaque					7
descend					G
<mark>gro</mark> tesque					
automatical	lly				
daily					
scented					

Stage: 3 Revision – spellin	g rules we have learned in Stage 3.
List: 34 Name:	Certe Colling Shed
Spellings	Can you select 8 of your spellings to write into sentences?
freight	
hourly	
missed	
suppose	
plaque	
descend	
grotesque	
automatically	
daily	
scented	

Stage: 3 List: 35

Revision – spelling rules we have learned in Stage 3.

Stage: 3 Revision – spelling	rules we have learned in Stage 3.
List: 35	Certe Culleds
Spellings	Revision
teacher	Choose an activity from the Challenge Activity Pack.
scheme	
history	
mention	
bawl	
crescent	
eighteen	
regular	
disable	
mane	

Stage: 3	Revisio	n – spelling rules we ho	ave learned in Stage 3.							
List: 35	List: 35 Name:									
0										
Spellings	5	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt				
teacher										
scheme										
history										
mention										
bawl						2				
<b>cre</b> scent										
eighteen		pilling -			COXED.					
regular										
disable										
mane										

Stage: 3	Revision – spelling r	rules we have learned in Stage 3.		
List: 35	Name:			Certs Culleds
Č.				
Spelling	JS		your spellings. Then co	
teacher			spelling in each row o	of the grid below.
scheme		teacher	teecher	teatcher
history		history	histry	histoary
mention	<u>ן</u>	sckeme	scheam	scheme
bawl		bawl	barl	baal
crescent	.+	eightteen	eighteen	eigteen
-		mention	menchon	menchion
eighteer	n	disabul	dissable	disable
regular		crescent	cresent	crezent
disable		mayne	mane	manne
mane		reglar	reguler	regular

Stage: 3 List: 35	Revision – spelling r Answers:	rules we have learned in Stage 3.		Spelling Shed	
03					
Spellings teacher		Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.			
history		history	histry	histoary	
mention		sckeme	scheam	scheme	
bawl		bawl	barl	baal	
<u> </u>		eightteen	eighteen	eigteen	
crescen		mention	menchon	menchion	
eighteen		disabul	dissable	disable	
regular disable mane		crescent	cresent	crezent	
		mayne	mane	manne	
		reglar	reguler	regular	

Stage: 3 List: 36

Revision – spelling rules we have learned in Stage 3.

Stage: 3Revision – spellingList: 36	rules we have learned in Stage 3.
Coollings	
Spellings	Revision
disappear	Choose an activity from the Challenge Activity Pack.
reaction	
capable	
personal	
specifically	
misunderstanding	
freight	
committed	
forbidden	
neighbour	

Stage: 3RevisioList: 36Name:						
Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4 <sup>th</sup> Attempt	5 <sup>th</sup> Attempt	
disappear						
reaction						
capable						
personal						
specifically					2	
misunderstan ding						
freight						
committed						
forbidden						
neighbour						

Stage: 3	Revision – spelling rules we have learned in Stage 3.			
List: 36	Name:		Spelling Shee	
0				
Spellings		Consonants are worth 1	bcdfghjklmnpqr stvwxyz	
disappear		point		
reaction		Vowels are worth 2 points	aelou	
capable		Which words are worth	12 points?	
persono	al			
specific	ally			
misunderstanding		How many points is misunderstanding worth?		
<mark>frei</mark> ght				
committed		Which word is worth 9 points?		
forbidde	en			
neighbo	our			

Stage: 3	3 Revision – spelling rules we have learned in Stage 3.			
List: 36	Answers:		Spelling She	
0				
Spellings		Consonants are worth 1	bcdfghjklmnpqr stvwxyz	
disappear		point		
reaction		Vowels are worth 2 points	aelou	
capable	<u> </u>		12	
-		Which words are worth 12 points? Reaction, committed & forbidden		
persono			dden	
specific	ally	How many points is mis	understanding worth?	
misunderstanding		21		
<mark>frei</mark> ght	provide the second s			
committed		Which word is worth 9 points? Freight		
forbidden				
neighbo				