

Halstow Primary School

Halstow Road, Greenwich, London, SE10 0LD

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Email: hscontact@halstow.compassps.uk

Website: www.halstow.compassps.uk

Co-Head Teachers:

Tom Gray

Natasha Tilley



Dear Year 3 parents and carers,

Below are autumn term spelling lists for your child to learn at home each week. There is no need to bring spelling practise to school because we will be exploring them in class and regularly assessing how children are using them in their writing.

Also attached are some useful methods to help learn spellings in a variety of fun ways.

Kind regards

Mrs Rowe and Miss Cole.

Weekly spellings Year 3				
03/10/22	10/10/22	17/10/22	31/10/22	07/11/22
their they're there there's these	like liked didn't does doesn't	could would should couldn't wouldn't	must mustn't again always because	really going were we're where

14/11/22	21/11/22	28/11/22	05/12/22	12/12/22
beautiful people looking friends something	usual usually actual actually suddenly	appear disappear every everyone everybody	Monday Tuesday Wednesday Thursday Friday	Saturday Sunday finish final finally

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
















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<div><div> look</div><div> say</div><div> cover</div><div> write</div><div> check</div></div> <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>																																									<h3>Look, say, cover, write, check</h3> <p>Look at the whole word carefully and if there is one part of the word that is difficult, look at the part in more detail. Say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover the word up. Write the word from memory, saying the word as you do so. Check if you have spelt it correctly. If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<table><tr><td></td><td>Write your word in a sentence.</td></tr><tr><td></td><td>Draw a picture of your word.</td></tr><tr><td></td><td>Write a synonym of your word.</td></tr><tr><td></td><td>Write an antonym of your word.</td></tr><tr><td></td><td>Write the definition for your word.</td></tr><tr><td></td><td>Write your word three times.</td></tr></table>		Write your word in a sentence.		Draw a picture of your word.		Write a synonym of your word.		Write an antonym of your word.		Write the definition for your word.		Write your word three times.	<h3>Roll and Spell</h3> <p>Roll a die and complete the activity that matches the number you roll. Ideas for activities could be: Spell the word in your 'grumpy voice'. Spell the word in your 'baby voice'; 'low voice'; 'robot voice'; 'monster voice'; 'alien voice'; 'opera voice'; 'whispering voice' etc. Draw a picture of your word; write a definition; write the word 5 times; write in bubble letters; in dotted letters; write three times <i>really fast</i>; write three times <i>s l o w l y</i>; write <i>teeny tiny</i>; write the word forwards and backwards; with your other hand; in a fancy way; with your eyes closed; in a sentence; in capital letters; circle all the consonants; underline all the vowels.</p>																												
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<div>Think</div> <div>WED-NES-DAY.</div> <div>Write</div> <div>WEDNESDAY.</div>	<h3>Make it memorable</h3> <p>Try splitting the word up in to sections, to remember is better. For example conscience can be con-science, bicycle can be bi-cycle, business can be bus-i-ness and Wednesday wed-nes-day.</p>																																								

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	<p>Slide and reveal</p> <p>Ask someone to gradually slide a large copy of a word from behind a book or sheet of card. See how long it takes for you to recognise the word.</p>
<p>__ o u l d</p>	<p>What's my letter?</p> <p>Cover up the first letter on a set of words. Ask what the first letter might be and what the word would then be. Use words which have more than one possibility. As an alternative, cover up the last letter.</p>
	<p>What word am I?</p> <p>Write parts of a word, e.g. ab__e. Then try to complete the word (The example is above).</p>
	<p>Right and wrong</p> <p>Which word is spelt correctly? Write 3-4 versions of a word you need to learn (e.g. woz, was, vos) and decide which is correct. How can you recognise the correct spelling and what will help you remember it?</p>
	<p>Spot and say</p> <p>Lay a set of spellings out. Ask someone to read one of the spellings. You look for the word and then when found, put your finger on it. Now say the spelling.</p>
	<p>Spot and draw</p> <p>Lay a set of spelling out and images related to the words. Now match the image to the spelling. Alternatively, choose a spelling and draw an image to explain the meaning of the word.</p>

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<table border="1"> <tr><td>take</td><td>while</td></tr> <tr><td>skirt</td><td>nose</td></tr> <tr><td>lead</td><td>slide</td></tr> <tr><td>rage</td><td>came</td></tr> </table>	take	while	skirt	nose	lead	slide	rage	came	<p>Sort and say</p> <p>Sort words according to how many letters they have got and then read and say them.</p>
take	while								
skirt	nose								
lead	slide								
rage	came								
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> tick grew scan _ _ _ _ </div>	<p>Memory game</p> <p>Ask someone to lay a small number of words on a table. Have a look for a while before turning around and closing your eyes. The person removes a card and asks if you can tell them which card they removed. (This can also be played using a whiteboard and rubbing the word away).</p>								
	<p>Spelling Scribble</p> <p>Create a scribble shape and fill it with words. Try different colours. Try different directions. How many words can you fit in the space?</p>								
	<p>Speed write</p> <p>The aim is to write one of your spelling words as many times as possible in 1 minute. Begin by carefully copying the spelling once at the top of your page. Then off you go! How many times did you write in 1 minute? If you can't read the word, it doesn't count!</p>								
	<p>Mnemonic</p> <p>Explore strategies which can help you remember words, e.g. mnemonics. For example: <i>because</i> - <u>b</u>ig <u>e</u>lephants <u>c</u>an <u>a</u>lways <u>u</u>nderstand <u>s</u>mall <u>e</u>lephants <i>necessary</i> - one <u>c</u>ollar and two <u>s</u>leeves]ys <u>u</u>nderstand <u>s</u>mall <u>e</u>lephants <i>what</i> - <u>w</u>hat has a <u>h</u>at in it.</p>								

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	Rainbow Write First, write the words in pencil. Then trace over them in different colours. Use colours to pick out patterns in the way the words are spelt.
	Connect the dots Write your spelling words using dots. Connect the dots you've drawn by tracing over them with a coloured pencil.
	Spiral lettering Write your spellings in a spiral shape, or try writing them in a snake shape. You could use one colour, or a mix of colours.
	Sand spelling Look at your spelling. Carefully copy it as you write it in sand. Rub it out and try again, this time without looking.
	Spot the spelling When you read, how many of your focus spellings can you spot?
	Draw an image To help make the word more memorable, think of a picture that links to the meaning of the word, one that might make the spelling more recognisable. This isn't a main method for learning all spellings, but can be good for tricky words that are proving difficult to remember.
	Pyramid words Create a pyramid of a word, building the pyramid shape from the first letter, then one letter at a time until the whole word is completed.

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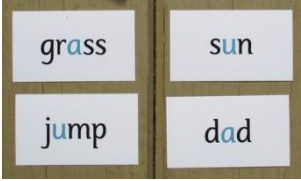
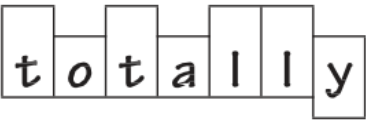

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<p>c</p> <p>ca cat catc catch</p>	<p>Waterfall words</p> <p>Create a cascading waterfall of the word, adding one letter at a time until the whole word is written.</p>
	<p>Spot the vowels</p> <p>Write each of your spelling words. Then trace over the vowels (a, e, i, o, u) in your words with a in a different colour to the rest of the word.</p>
<p>accidentaccidentallyactualactuallyaddress answerappear</p>	<p>Choo Choo words</p> <p>Write a long list of your spelling words end-to-end as one long word. Write each new word in a different colour.</p>
<p>f _ _ l d</p>	<p>Words without vowels</p> <p>Ask someone to write a word without the vowels and tell you the word. Choose the correct grapheme to put in the space. (The example is field).</p>
<p>_ t h _ r _ n s w _ r</p>	<p>What's the vowel?</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. (Examples are other and answer).</p>
	<p>Word shape</p> <p>Draw around the words making a clear distinction in size where they are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write making sure you get the same shape.</p>
	<p>Word search</p> <p>Create a word search containing focus spelling words. Alternative – create a crossword.</p>
	<p>Unjumble the jumbled</p>

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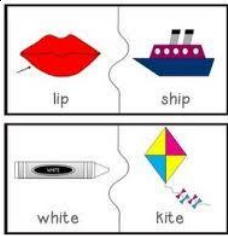
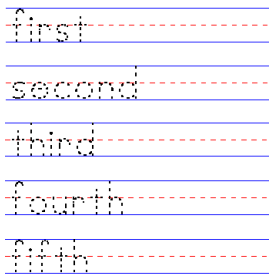

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<p>d l c u o</p>	<p>Ask a friend to say the letters you need, but jumbled up, e.g. dlcuo, then they say the spelling you need to create, e.g. 'could'. You then unjumble the letters and put them in the correct order.</p>										
 <p>lip ship white kite</p>	<p>Rhyming spellings</p> <p>Which of your spellings rhyme? If you know how to spell 'could', can you write 'would' and 'should'? Other examples include 'other', 'brother' and 'another', quiver, river, shiver and light, fright, fight, might, sight. Can you think of more?</p>										
<table border="1"> <tr><td>moat</td><td>goat</td></tr> <tr><td>dish</td><td>wish</td></tr> <tr><td>ring</td><td>sing</td></tr> <tr><td>main</td><td>pain</td></tr> <tr><td>meet</td><td>greet</td></tr> </table>	moat	goat	dish	wish	ring	sing	main	pain	meet	greet	<p>Rhyming words</p> <p>Write each of your spelling words with a rhyming word next to them, e.g. cut shut</p>
moat	goat										
dish	wish										
ring	sing										
main	pain										
meet	greet										
	<p>Trace and copy</p> <p>Write the word ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it as the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it and then check that you've spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all the word this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>										
	<p>Hangman letters</p> <p>Play Shannon's game (a version of hangman) where the letters have to be guessed in the right order, developing a sense of which letter/letter combination is most likely next. Draw a set of dashes to represent the letters in the word. Take it in turns to suggest the next letter. As the word emerges, letter-by-letter, the number of choices narrows. (To help the first letter can be given).</p>										

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	<p>See the spelling</p> <p>Write a word. Look at the word and chant the letters, trying to remember what the word LOOKS like and how it is spelt. Take a 'photo' in your head of the word by looking then closing your eyes – can you see the word in your mind? Practise a few times before eventually covering the word completely. Then write the word down and check if you've written carefully. Does it look right? Does it read back correctly? If not, which part appears wrong?</p>
	<p>Words within words</p> <p>Write each spelling word and then look for words within your spelling words. Write at least two words made from the spelling. How many hidden words can you make?</p>
	<p>Spot the syllables</p> <p>Say the word aloud, then break it up into syllables. Clap the syllables as you say them.</p>
	<p>Pattern post its</p> <p>Using post-it notes, write down the spellings. Assemble the notes on the wall, grouping any similar patterns/sounds together. Alternatively, create root words and then look at prefixes and suffixes that could be added to change the word.</p>
	<p>Highlight what's tricky</p> <p>Use a highlighter to highlight any letters of the main word that you have difficulty remembering.</p>
	<p>Finger spelling</p> <p>Spell out the word, writing it in the air with your hand. As you do this, say the letters out loud. Alternatively, try counting the number of letters in the word. Then hold up that number of fingers as you spell out the word. This will help you check you have included the right number of letters in your spelling.</p>

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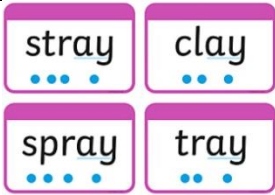

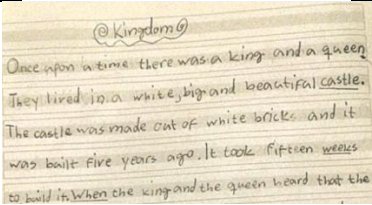
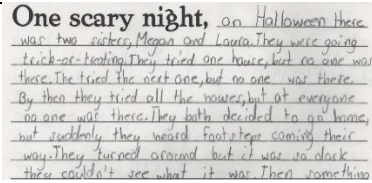
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	Guess the spelling Take it in turns to write the spelling of the word on your partner's back using your finger. Make sure you write slowly and clearly! Your partner has to guess what word you have written.
accident bicycle calender	ABC order Write your spelling words in ABC order. If words start with the same letter, look at the next letter.
	Segmentation Split the word into its phonemes, then spell the word aloud as you write it down.
	Let's play letters Play letter based games (such as Scrabble, Boggle, Anagrams and Banagrams) and together explore the words made.
<p>h</p> <p>Tortoise</p> <p>umbrella</p> <p>s s</p> <p>persuade kangaroo</p>	Scrabble spellings Make a scrabble using 5-10 of your spelling words. What other words can you think of that will connect your spellings together? For an extra challenge can you now write a sentence using some of the nonsense words you've created?
	Spelling story Write a short story using ALL of your spelling words. Be sure to underline your spelling words in the paragraph.
	Scary spellings Write the scariest story you can that includes your spelling words. Perhaps you find yourself in a haunted house or a deserted school. Maybe your story takes place on Halloween.
pressure	Odd one out

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<p>assume usually</p>	<p>Which is the odd one out and why? (Could be linked to suffix, prefix, number of vowels, consonants, letter pattern etc.).</p>
<p>answer answer answer</p>	<p>Three times</p> <p>First, write each word in pencil. Then, write each word in crayon. Finally, write each word in a marker!</p>
<p>Riddle: I am cute. I am young. I wear nappies. Answer: baby.</p>	<p>Riddles</p> <p>Write a riddle for each of your spelling words. Don't forget to answer them.</p>
	<p>Magazine words</p> <p>Use an old magazine or newspaper and find your words or letters that make up your words. Cut and glue them down.</p>
	<p>Prefixes and Suffixes</p> <p>Look at the prefix or suffix and try to change the word. E.g. -igh, -ack, un-. Example: ous- dangerous, courageous, ravenous.</p>
	<p>Word webs</p> <p>Build a word web around a word. Generate as many words as possible for the same prefix, suffix or the word meaning. How many words can you make?</p>
	<p>Pairs and Snap</p> <p>Play spelling games such as snap and pairs, using spellings written on card. This is a great way to spot spelling patterns, as well as being fun!</p>
	<p>Homophones</p> <p>Which word fits the sentence? Ask a friend to write a sentence for you with a gap for the homophone spelling. Can you write the missing homophone? E.g. whether/weather, hole/whole, aloud/allowed.</p>
<p>ear- ould- -other</p>	<p>Are they alike?</p>

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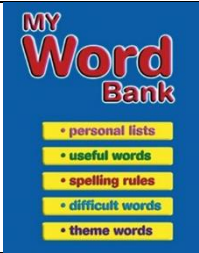
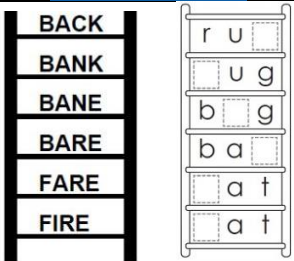

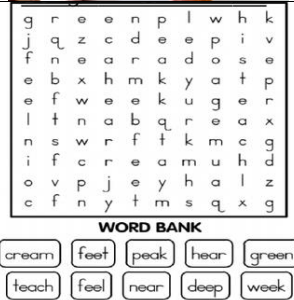
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<p>learn could bother near would brother tear shoulder another</p>	<p>Sort your spellings into which words sound alike and which words look alike, but may sound different. What words can you make from the following? -ate, -ack, -all, -ame, -ook, -ink, -ick.</p>
	<p>Word bank</p> <p>Create a spelling log/word bank of words you use a lot. This can be added to week by week. It's particularly helpful for tricky words and for new topic words.</p>
	<p>Word ladder</p> <p>Choose one of your spelling words to start with. Then try to change one letter to make a new word. Continue until you can't go any further. Alternatively, fill in the gaps on a word ladder already created.</p>
	<p>Moveable letters</p> <p>Use magnetic letters, letter shapes or letters on individual cards to build words. For example, if you begin with in, you might be able to make sin, then sing, sting, string etc. Or, try to spell one of your spelling words for the letters you have.</p>
 <p>WORD BANK</p> <p>cream feet peak hear green teach feel near deep week</p>	<p>Wordsearch</p> <p>Create a word search of your spelling words. Remember to make a key so you know which words to look for! Or, ask someone to make one for you to solve. Remember your spelling words in the wordsearch can be horizontal, vertical, diagonal.</p> <p>For an extra challenge, some of the spelling words could even be written sdrawkcab (backwards)!</p>

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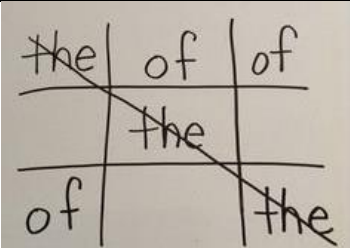
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<p>My puppy makes great pizza.</p>	<p>Silly sentence</p> <p>Write the funniest sentence you can including some of your spelling words. It could be a joke, a riddle, or just a hilarious sentence! Highlight the spellings in the sentence you come up with.</p>
	<p>Tricky work post its</p> <p>Make a poster, or display post it notes, of your tricky words. Put them somewhere you will see it regularly, so you can keep practising them.</p>
<p>PEOPLE people</p>	<p>Upper and lower</p> <p>Write each of your spelling words two times. First write each word in upper case letters. Then write each word in lower case letters.</p>
	<p>Not noughts and crosses</p> <p>On the theme of noughts and crosses, choose one of your spelling words and ask a friend to choose one of theirs. Take turns to write your word in a 3x3 grid. The aim is to complete a whole line of your word, vertically, horizontally or diagonally. The winner is the first person to complete a line and spell their word correctly.</p>