

Spelling Journal

Rush Green Primary
School

Name:



Year 3 - Spring Term

Dear Parents/Carers,

Please work with your child to help them become good spellers. Use their spelling journal to practise spellings that are set for them each week. Help them learn the spelling rule and apply it and talk about exceptions to each rule. Help your child with the tricky part of words and also discuss how word patterns, endings, etc., can help them remember how to spell certain words. Put each word into a sentence so they can see the word in context. This often makes it easier for a child to remember.

At Rush Green Primary School we have high expectations of learners at all times. Included in this journal is a list of 'Zero Tolerance' words that children are expected to spell correctly at all times in their work. Please practise these words with your child regularly too. Spelling rules and patterns have been taught on a weekly basis and are based on what children may be learning in class during phonic lessons, spelling lessons or words they may need to know for a particular topic. There may be additional spellings sent home should the need arise during the term.

The ability to spell confidently enables an individual to become a more effective and fluent writer. Learning to spell should not be just learning lists of words (although this is a necessary first phase in establishing later automatic use) but a means of applying strategies appropriately, and building on known facts. This spelling journal will help support your child in these aims.

Thank you for your continued support.

Strategy - Roots

"To learn my word I can find the word root. I can see whether the root has been changed when the new letters are added, e.g. for a prefix, suffix, or a tense change", for example



Strategy - Mnemonics

"To learn my word I can make up a sentence to help me remember it, or use sayings to help with tricky letters.

." E.g. could - o u lucky duck;

people - people eat orange peel like elephants.

because - big elephants can't always use small exits

"It's necessary to have 1 collar and 2 sleeves."



Strategy - Analogy



"To learn my word I can use words that I already know to help me."

e.g. could, would, should.

ght- light, bright, tight, might, flight, fight, uptight, lighter, sightseeing...

pl- play, plan, plastic, plenty, plain, plonk...

spr- spring, sprung, spritz, sprat, spray, sprinkle...

Good spellers know letter patterns and use them to help recall spellings or guess the spelling. Knowing common letter patterns is a fantastic strategy to help you improve your spelling and to spell well.

Strategy - Word Families

Learn word families that are linked by meaning and pattern. This is a very interesting strategy and can help spelling by helping you love words and taking in interest in them.



ject- (from Latin- throw) **reject** (throw away!), **rejection**, **projection**, (to throw light on something), **projectile**, **dejection**, **objection**, **adjective** (to throw light on nouns!), **injection**

rupt (from Latin for broken) **rupture**, **interrupt**, **disruption**, **eruption**, **bankrupt**, **corrupt**, **abrupt**...

Strategy - Handwriting



"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."

Week 1

| Group | A | B | C |
|----------------|---|---|-----------------------|
| Spelling Rule: | Adding 'ing' to verbs (doing words like close- closing) If the root word ends in 'e', drop the e and add ing. | The shot "i" sound spelt y elsewhere than at the end of words | The "i" sound spelt y |
| Example words | | | |
| 1 | game | pyramid | mystery |
| 2 | gaming | Egypt | pyramid |
| 3 | come | crypt | system |
| 4 | coming | symbol | oxygen |
| 5 | surprise | typical | synagogue |
| 6 | surprising | hymn | crystal |

Write 6 of your own words, applying the spelling rule you have learnt.

Remember, you can use a dictionary to help you.

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Explain the spelling rule in your own words:

Write 3 words that are exceptions to the rule:

Explain why these words do not follow the rule:

Include each of your own words in a sentence:

Remember - you will be tested on your ability to apply the rule, **not** on a set list of words.

Spelling Test

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| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word. |
| 3.  Write the word you covered. | 4.  Check to see if you spell your word correctly. |
| 5.  Learn the rule | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Week 2

| Group | A | B | C |
|----------------|---|---|---|
| Spelling Rule: | Adding 'ed' to change verbs to the simple past tense Rule 1: For most words, just add -ed Rule 2: If the root word ends in e, just add d. | <u>Making nouns plural</u> Rule 1: To make most nouns plural, add 's'. For example dog- dogs. Rule 2: When a word ending y becomes a plural (more than one), change the y to an i, then add -es | <u>Making nouns plural</u> Rule 1: To make most nouns plural, add 's'. For example dog- dogs. Rule 2: When a word ending y becomes a plural (more than one), change the y to an i, then add -es |
| Example words | | | |
| 1 | turn | quarters | century |
| 2 | turned | circles | centuries |
| 3 | crush | fairy | library |
| 4 | crushed | fairies | libraries |
| 5 | circle | fly | answers |
| 6 | circled | flies | exercises |

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Week 3

| Group | A | B | C |
|----------------|---|---|--|
| Spelling Rule: | Doubling the consonant when adding the suffixes <i>ing</i> or <i>-ed</i> when it has a short vowel sound (sounds like the phonic sound), then double the last consonant and add <i>-ing</i> or <i>-ed</i> . | <u>Making nouns plural</u> Rule 3: adding 'es' to words ending in <i>x</i> , <i>sh</i> , <i>ch</i> and <i>ss</i> | <u>Making nouns plural</u> Rule 3: adding 'es' to words ending in <i>x</i> , <i>sh</i> , <i>ch</i> , <i>s</i> and <i>ss</i> |
| Example words | | | |
| 1 | hop | fox - foxes | gas - gases |
| 2 | hopping | church - churches | marsh - marshes |
| 3 | drag | dress - dresses | address - addresses |
| 4 | dragged | bench - benches | suffix - suffixes |
| 5 | slip | wish - wishes | stitch - stitches |

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| 6 | slipping | tax - taxes | success - successes |
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1. 

Study the word and practise spelling it out loud.



2. Use a piece of paper to cover your word.



3. Write the word you covered.



4. Check to see if you spell your word correctly.



5. Learn the rule



6. Apply the rule (remember that there may be exceptions to this rule)

Week 4

| Group | A | B | C |
|----------------|---|---|---|
| Spelling Rule: | Adding 'ing' and ed to verbs with a long vowel sound if the word contains a long vowel sound (the vowel sounds like its letter name) then the word stays the same and you add -ing or -ed to the end. | <u>Making nouns plural</u> Rule 4: If the noun ends in 'f' or 'fe', change the 'f' or 'fe' to 'ves'. For example life = lives. | <u>Making nouns plural</u> Rule 4: If the noun ends in 'f' or 'fe', change the 'f' or 'fe' to 'ves'. For example life = lives. Rule 5: Many plurals that end in f, just add s |
| Example words | | | |
| 1 | play | half - halves | dwarf - dwarves |

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| 2 | playing | life - lives | thief - thieves |
| 3 | shout | leaf - leaves | chief - chiefs |
| 4 | shouted | wolf - wolves | belief - beliefs |
| 5 | scoop | shelf - shelves | giraffe - giraffes |
| 6 | scooping | knife - knives | loaf - loaves |

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Write 3 words that are exceptions to the rule:







Explain why these words do not follow the rule:

Include each of your own words in a sentence:

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Week 5

| Group | A | B | C |
|-------------------|---|--|--|
| Spelling Rule: | Adding the suffix 'ly' to change an adjective to an adverb Rule 1: For most root words, just add -ly | Words with the ai sound spelt ei, eigh or ey | Words with the ai sound spelt ei, eigh or ey |

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| | Rule 2: If the root word ends in a y, change the y to an i and add -ly | | |
| Example words | | | |
| 1 | soft | neighbour | neighbour |
| 2 | softly | weigh | sleigh |
| 3 | greedy | obey | rein |
| 4 | greedily | eight | freight |
| 5 | strange | they | veil |
| 6 | strangely | grey | beige |

Write 6 of your own words, applying the spelling rule you have learnt.

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Explain why these words do not follow the rule:

Include each of your own words in a sentence:

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| <p>1.  Study the word and practise spelling it out loud.</p> | <p>2.  Use a piece of paper to cover your word.</p> |
| <p>3.  Write the word you covered.</p> | <p>4.  Check to see if you spell your word correctly.</p> |
| <p>5.  Learn the rule</p> | <p>6.  Apply the rule (remember that there may be exceptions to this rule)</p> |

Week 6

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| Group | A | B | C |
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| Spelling Rule: | <p>Adding the suffix 'ly' to change an adjective to an adverb</p> <p>Rule 3: If the root word ends in -le, the -le changes to -ly</p> <p>Rule 4: If the root word ends with -ic, you need to add -ally not just -ly</p> | <p>Homophones: words that sound the same but have different meanings for example see and sea.</p> | <p>Homophones: words that sound the same but have different meanings for example see and sea.</p> |
| Example words | | | |
| 1 | simple | there/their/they're | sore/soar/saw |
| 2 | simply | to/two/too | there/their/they're |
| 3 | basic | which/witch | bored/board |
| 4 | basically | bare/bear | weather/whether |
| 5 | gentle | new/knew | stair/stare |
| 6 | gently | wood/would | aloud/allowed |

Write 6 of your own words, applying the spelling rule you have learnt.

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Explain why these words do not follow the rule:





Include each of your own words in a sentence:

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Spelling Test

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| 1.  Study the word and practise spelling it out loud. | 2.  use a piece of paper to cover your word. |
| 3.  Write the word you covered. | 4.  Check to see if you spell your word correctly. |

5.  Learn the rule

6.  Apply the rule (remember that there may be exceptions to this rule)

Week 7

| Group | A | B | C |
|----------------|---|--|--|
| Spelling Rule: | <p>The possessive apostrophe with singular words</p> <p>The possessive of a singular noun is formed by adding 'apostrophe s'</p> | <p>Possessive apostrophe with plural words</p> <p>Rule 1: If the noun is a plural NOT ENDING IN S, you add 'apostrophe s'.</p> <p>Rule 2: If the noun is plural and ends in s, you just add the apostrophe.</p> | <p>Possessive apostrophe with plural words</p> <p>Rule 1: If the noun is a plural NOT ENDING IN S, you add 'apostrophe s'.</p> <p>Rule 2: If the noun is plural and ends in s, you just add the apostrophe.</p> |
| Example words | | | |
| 1 | Ben's | children's | children's |
| 2 | cat's | men's | men's |
| 3 | man's | boys' | boys' |
| 4 | girl's | ladies' | ladies' |
| 5 | lady's | parents' | parents' |
| 6 | chicken's | geese's | geese's |

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| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word. |
| 3.  Write the word you covered. | 4.  Check to see if you spell your word correctly. |
| 5.  Learn the rule | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Week 8

| Group | A | B | C |
|----------------|--|--|--|
| Spelling Rule: | Adding -er and -est helps us compare two things Rule: When the word ends in y, we change the y to an i | Adding -er and -est helps us compare two things Rule 1: the spelling of the word does not change, we just add the letters on the end. Rule 2: When the word ends in y, we change the y to an i | Adding -er and -est helps us compare two things Rule 1: the spelling of the word does not change, we just add the letters on the end. Rule 2: When the word ends in y, we change the y to an i |
| Example words | | | |
| 1 | happy | loud- louder | quiet- quieter |
| 2 | happier | happy- happier | hungry- hungriest |
| 3 | lazy | smooth- smoothest | lucky- luckier |
| 4 | laziest | lazy- laziest | friendly- friendliest |
| 5 | scary | funny- funnier | straight - straighter |
| 6 | scariest | scary- scariest | early- earliest |

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| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word. |
| 3.  Write the word you covered. | 4.  Check to see if you spell your word correctly. |
| 5.  Learn the rule | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Week 9

| Group | A | B | C |
|----------------|--|--|--|
| Spelling Rule: | <p>Adding the suffix -ous which means 'full of'</p> <p>Rule 1: just add -ous</p> <p>Rule 2: If it ends in a y, change the y to an i and add -ous.</p> <p>Rule 3: Sometimes there is no obvious root word.</p> | <p>Adding the prefix sub or super</p> <p>The prefix 'sub-' means 'under' when you add it to a root word</p> <p>The prefix 'super-' means 'more than' or 'above' when you add it to a root word. <input type="checkbox"/></p> | <p>Adding the prefix sub or super</p> <p>The prefix 'sub-' means 'under' when you add it to a root word</p> <p>The prefix 'super-' means 'more than' or 'above' when you add it to a root word. <input type="checkbox"/></p> |
| Example words | | | |
| 1 | poison | superstar | submerge |
| 2 | poisonous | subway | superhuman |
| 3 | vary | superglue | submarine |
| 4 | various | subheading | supernatural |
| 5 | jealous | supermarket | subordinate |

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| 6 | enormous | subtotal | subconscious |
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Spelling Test

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1. **LOOK**

Study the word and practise spelling it out loud.



2. Use a piece of paper to cover your word.



3. Write the word you covered.



4. Check to see if you spell your word correctly.



5. Learn the rule



6. Apply the rule (remember that there may be exceptions to this rule)

Week 10

| Group | A | B | C |
|----------------|---|---|---|
| Spelling Rule: | Adding the suffix -ous when the root word ends with an e. Rule 4: drop the e and add ous Rule 5: if the sound of 'g' needs to be kept, the e is kept as well. | The ending sounds 'sure' and 'ture' If it is a 'sh' sound, it is spelt 'sure' (measure) If it has a 'ch' sound, it is often spelt 'ture' (creature) | The ending sounds 'sure' and 'ture' If it is a 'sh' sound, it is spelt 'sure' (measure) If it has a 'ch' sound, it is often spelt 'ture' (creature) |
| Example words | | | |
| 1 | fame | treasure | furniture |

| | | | |
|---|------------|----------|-----------|
| 2 | famous | nature | enclosure |
| 3 | nerve | creature | pleasure |
| 4 | nervous | measure | fixture |
| 5 | outrage | pressure | culture |
| 6 | outrageous | future | gesture |

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| 1.  Study the word and practise spelling it out loud. | 2.  Use a piece of paper to cover your word. |
| 3.  Write the word you covered. | 4.  Check to see if you spell your word correctly. |
| 5.  Learn the rule | 6.  Apply the rule (remember that there may be exceptions to this rule) |

Week 11

| Group | A | B | C |
|-------------------|---|--|--|
| Spelling Rule: | Understanding the suffixes <i>-ful</i> (full of) and <i>-less</i> (without) Rule 1: Just add the suffix to the root word Rule 2: If it ends in a <i>y</i> , change the <i>y</i> to an | Words with the digraph <i>ch</i> that make the 'k' or 'sh' sound | Words with the digraph <i>ch</i> that make the 'k' or 'sh' sound |

| | | | |
|---------------|----------------------|---------|------------|
| | l and add the suffix | | |
| Example words | | | |
| 1 | harm | ache | monarch |
| 2 | harmless | chaos | scheme |
| 3 | peace | machine | technology |
| 4 | peaceful | chef | character |
| 5 | colour | echo | champagne |
| 6 | colourless | stomach | brochure |

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Spelling Rules

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| The Rule: | Examples: |
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| The Rule: | Examples: |
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| The Rule: | Examples: |
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Vibrant Vocabulary

Good writers use the best words for the job! Never use a boring word just because you know how to spell it - **HAVE A GO** at using the best word. If you're not sure how to spell it - **DON'T PANIC!** Put a wiggly line underneath and look it up when you've finished writing.

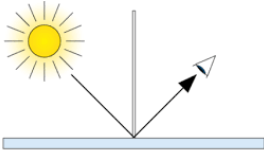



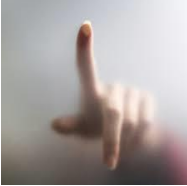

Word list – years 3 and 4

| | | | |
|----------------|--------------|----------------|-----------------|
| accident(ally) | early | knowledge | purpose |
| actual(ly) | earth | learn | quarter |
| address | eight/eighth | length | question |
| answer | enough | library | recent |
| appear | exercise | material | regular |
| arrive | experience | medicine | reign |
| believe | experiment | mention | remember |
| bicycle | extreme | minute | sentence |
| breath | famous | natural | separate |
| breathe | favourite | naughty | special |
| build | February | notice | straight |
| busy/business | forward(s) | occasion(ally) | strange |
| calendar | fruit | often | strength |
| caught | grammar | opposite | suppose |
| centre | group | ordinary | surprise |
| century | guard | particular | therefore |
| certain | guide | peculiar | though/although |
| circle | heard | perhaps | thought |
| complete | heart | popular | through |
| consider | height | position | various |
| continue | history | possess(ion) | weight |
| decide | imagine | possible | woman/women |
| describe | increase | potatoes | |
| different | important | pressure | |
| difficult | interest | probably | |
| disappear | island | promise | |


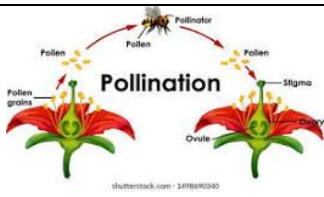
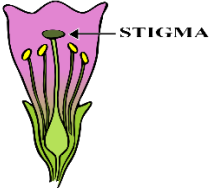
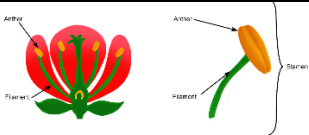
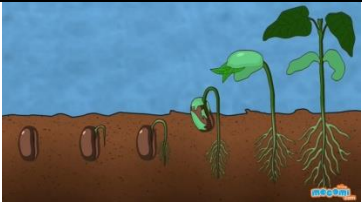

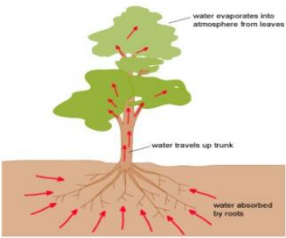
Topic Vocabulary for the Autumn Term

Here is a list of all the topic words you will come across in your lessons, along with a pictorial representation and their definition. You will come across these words over the course of the autumn term.

Spring 1 Science - Light

| | | |
|-------------|---|--|
| Reflect |  | (of a surface) throw back (heat, light, or sound) without absorbing it. |
| Surface |  | The outside part or uppermost layer of something. |
| Sun |  | The star round which the earth orbits. |
| Artificial |  | Made or produced by human beings rather than occurring naturally, especially as a copy of something natural. |
| Transparent |  | (of a material or article) allowing light to pass through so that objects behind can be distinctly seen. |
| Translucent |  | (of a substance) allowing light, but not detailed shapes, to pass through; semi-transparent. |
| Opaque |  | To not able to be seen through; not transparent. |

Spring 2 Science - Plants

| | | |
|-----------------------|---|---|
| <p>Nutrients</p> |  | <p>Nutrients are substances that nourish a plant and enable it to function.</p> |
| <p>Pollination</p> |  | <p>Pollination is the process of transferring pollen from the male part of the plant, the anther, to the female part of the plant, the stigma, to fertilize the plant and make wonderful baby plants, called seedlings.</p> |
| <p>Stigma</p> |  | <p>Part of the female reproduction of a flower.</p> |
| <p>Stamen</p> |  | <p>A stamen is the male reproductive organ of a flower</p> |
| <p>Germination</p> |  | <p>Germination is the process by which seeds begin to grow into plants. Germination can take one to two weeks for the full process to finish.</p> |
| <p>Seed Dispersal</p> |  | <p>The way seeds get away from the parent plant to a new place to give the seeds the best chance of germination.</p> |
| <p>Transpiration</p> |  | <p>Water in the soil is absorbed by plant roots, travelling through the plant and into the leaves. Plants then lose this water from their leaves, flowers or parts of their stem (anything that is exposed to the air).</p> |

Spring 1 Religious Education - How do Jews celebrate their beliefs?

Judaism



The monotheistic religion of the Jewish people.

Mitzvah



A good deed done from religious duty.

Shabbat



Judaism's day of rest on the seventh day of the week.

Havdalah



Havdalah is a Jewish religious ceremony that marks the symbolic end of Shabbat and ushers in the new week. The ritual involves lighting a special havdalah candle with several wicks, blessing a cup of wine and smelling sweet spices.

Shema









Shema Yisrael is a Jewish prayer that serves as a centerpiece of the morning and evening Jewish prayer services.

Bimah



The podium or platform in a synagogue from which the Torah and Prophets are read.

Spring 2 Religious Education – Holi

| | | |
|----------------------|---|---|
| <p>Holi</p> |  | <p>Holi, also known as the Festival of Colours, the Festival of Spring, and the Festival of Love, is an ancient Hindu religious festival and one of the most popular festivals in Hinduism.</p> |
| <p>Krishna</p> |  | <p>A deity or deified hero of later Hinduism worshipped as an incarnation of Vishnu.</p> |
| <p>Hindu</p> |  | <p>A follower of Hinduism.</p> |
| <p>Festival</p> |  | <p>A day or period of celebration, typically for religious reasons.</p> |
| <p>Omniscience</p> |  | <p>defined as the power to know about all beings simultaneously</p> |
| <p>Immateriality</p> |  | <p>Things that are immaterial have no physical form (like a ghost) or are unimportant</p> |
| <p>Offering</p> |  | <p>A gift that a Hindu person offers to god/goddesses to show their devotion/love/worship</p> |

Spring 1 History - Ancient Egyptians

Civilisation



A civilisation is the society, culture and way of life a particular area. It is usually used to refer to a society that has reached a high level of social development and organisation - people who live there are using laws and have people in charge to make the rules and to make sure people stick to them

Pyramid



A massive structure built especially in ancient Egypt that usually has a square base and four triangular sides meeting at a point

Pharaoh



A ruler in ancient Egypt.

Mummification



The process of preserving a dead body as a mummy

Dynasty







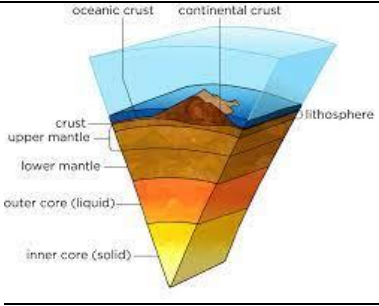
A series of rulers or leaders who are all from the same family

Agriculture



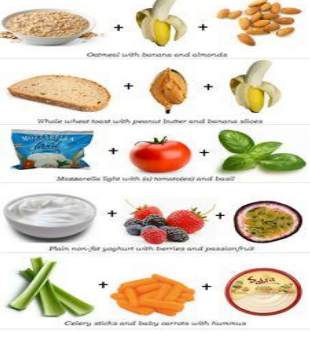




Agriculture is farming and the methods used to look after crops and animals

Spring 2 Geography - Mountains



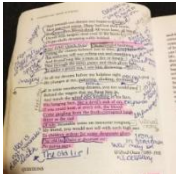

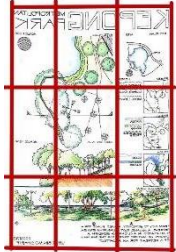
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| Mountain |  | <p>Landform that rises prominently above its surroundings, generally exhibiting steep slopes, a relatively confined summit area, and considerable local relief.</p> |
| Peak |  | <p>The pointed top of a mountain or a mountain with a pointed summit (the highest part)</p> |
| Ridge |  | <p>A ridge or a mountain ridge is a geographical feature consisting of a chain of mountains or hills that form a continuous elevated crest for an extended distance. The sides of the ridge slope away from the narrow top on either side.</p> |
| Valley |  | <p>A low area of land between hills or mountains, typically with a river or stream flowing through it.</p> |
| Crust |  | <p>The Earth's crust is the Earth's hard outer layer. It is less than 1% of Earth's volume. The crust is made up of different types of rocks: igneous, metamorphic, and sedimentary rocks.</p> |

| | | |
|----------------|---|--|
| Tectonic Plate |  | Tectonic plates are gigantic pieces of the Earth's crust and uppermost mantle which have been slowly moving since about 3.4 billion years ago. |
|----------------|---|--|

| <u>Spring 1 DT - Sandwiches and wraps</u> | | |
|---|---|---|
| Nutritious |  | <p><u>Containing substances your body needs</u> and can use to <u>stay healthy</u></p> |
| Balanced Diet |  | A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health |
| Combination |  | The result of an act of combining; things that are brought together or combined |
| Design |  | A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made |


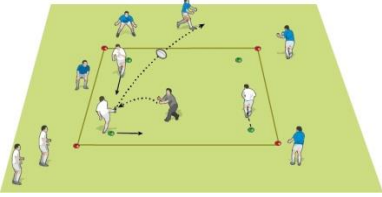

| | | |
|------------------------|--|---|
| <p>The bridge hold</p> |  | <p>A way of using a knife safely to cut food, especially circular items into halves and quarters.</p> |
|------------------------|--|---|

Spring 2 Art - Henri Rosseau




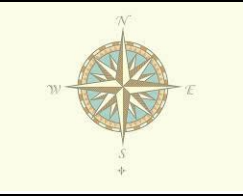

| | | |
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| <p>Observation/ observational</p> |  | <p>The action or process of closely <u>looking at</u> or monitoring something or someone.</p> |
| <p>Sketch</p> |  | <p>A rough or unfinished drawing or painting, often made to assist in making a more finished picture</p> |
| <p>Annotate</p> |  | <p>Add notes to (a text or diagram) giving explanation or comment.</p> |
| <p>Patterning</p> |  | <p>In art, pattern is used in organizing and decorating designs.</p> |
| <p>Composition</p> |  | <p>The way in which all its elements work together to produce an overall effect.</p> |



| | | |
|---------|--|--|
| Foliage |  | The representation of leaves, flowers, and branches often in paintings |
|---------|--|--|









| Spring 1 PE - Rounders and Dodgeball | | |
|--------------------------------------|---|--|
| Return |  | To successfully hit a ball back over the net, landing it in, on your opponent's side of the court |
| Space |  | It is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court. |
| Batter |  | The player trying to score rounders for their team. They do this by hitting a bowled ball and running around all 4 bases without stopping. |
| Bowler |  | The player who bowls the ball for a batter to hit. They bowl the ball underarm, and it must get to the batter between knee-high and head-height. |







| | | |
|---------------|---|--|
| Rounder |  | The scoring system in a game of rounders. When a batter hits the ball and can run around all 4 bases in one turn. |
| Fielding team |  | The team that is fielding. They are trying to restrict the number of rounders scored by the batting team in each inning. |
| Tactics |  | Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal. |

Spring 2 PE - Netball and Dance

| | | |
|--------------|---|--|
| Routine |  | A set sequence in a performance such as a dance or comedy act. |
| Control |  | remain calm and reasonable |
| Choreography |  | the sequence of steps and movements in dance or figure skating, especially in a ballet or other <u>staged</u> dance. |
| Direction |  | a course along which someone or something moves. |
| Scoring |  | gain (a point, goal, run, etc.) in a competitive game. |

| | | |
|---------|---|---|
| Passing |  | (in sport) the action of passing a ball to another team member. |
| Aim |  | Point or direct at a target. |

| Spring term- French | | |
|---------------------|---|-----------|
| rouge |  | red |
| bleu |  | blue |
| vert |  | green |
| jaune |  | yellow |
| le chocolat |  | chocolate |
| les chips |  | crisps |
| les oranges |  | oranges |
| les prunes |  | plums |

| | | |
|-------------|---|--------------|
| les fraises |  | strawberries |
| les poires |  | pears |
| les pommes |  | apples |
| délicieux |  | delicious |
| bon |  | good |
| fantastique |  | fantastic |