

# Spelling Journal

Rush Green Primary School

Name:



Year 3 – Autumn 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

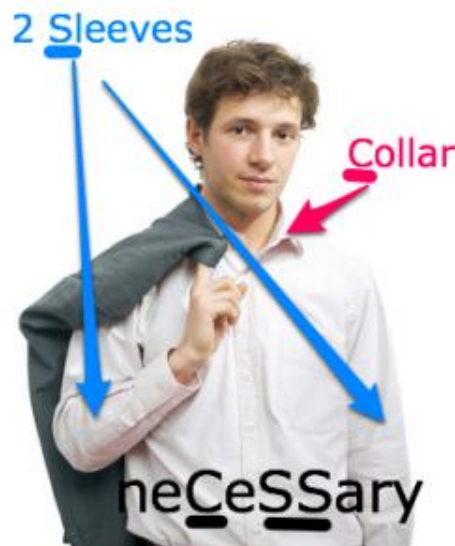
"To learn my word I can make up a sentence to help me remember it, or use sayings to help with tricky letters.

." 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) re**ject** (throw away!), re**jection**, **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**...

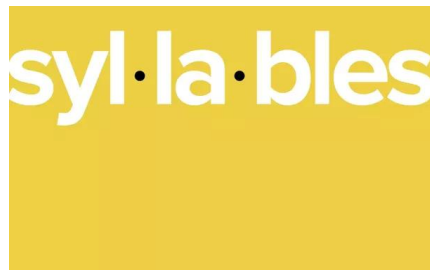
## Strategy – Handwriting



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

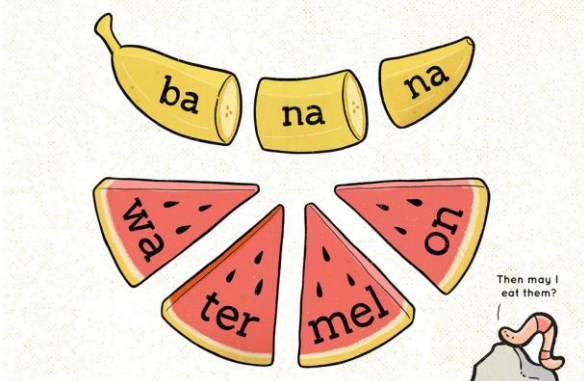


## Strategy – Syllables and Phonemes



Use syllable breakdown “To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable.” E.g. Sep-tem-ber.

**Count the syllables.**



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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 1

| Group          | A                                                     | B                                                                                                             | C                                                                                                             |
|----------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | The long vowel sound "a" using the digraphs ai and ay | Adding 'ing' to verbs (doing words like close- closing) If the root word ends in 'e', drop the e and add ing. | Adding 'ing' to verbs (doing words like close- closing) If the root word ends in 'e', drop the e and add ing. |
| Example words  |                                                       |                                                                                                               |                                                                                                               |
| 1              | rain                                                  | game                                                                                                          | advance                                                                                                       |
| 2              | stay                                                  | gaming                                                                                                        | advancing                                                                                                     |
| 3              | afraid                                                | come                                                                                                          | decide                                                                                                        |
| 4              | wait                                                  | coming                                                                                                        | deciding                                                                                                      |
| 5              | spray                                                 | surprise                                                                                                      | believe                                                                                                       |
| 6              | always                                                | surprising                                                                                                    | believing                                                                                                     |

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

|                                              |
|----------------------------------------------|
| 1.                                           |
| 2.                                           |
| 3.                                           |
| 4.                                           |
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| 6.                                           |
| 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: | The long vowel sound "e" using the digraphs ee and ea | Adding 'ed' to change verbs to the simple past tense<br><br>Rule 1: For most words, just add -ed<br><br>Rule 2: If the root word ends in e, just add d. | Adding 'ed' to change verbs to the simple past tense<br><br>Rule 1: For most words, just add -ed<br><br>Rule 2: If the root word ends in e, just add d. |
| Example words  |                                                       |                                                                                                                                                         |                                                                                                                                                         |
| 1              | three                                                 | turn                                                                                                                                                    | separate                                                                                                                                                |
| 2              | meal                                                  | turned                                                                                                                                                  | separated                                                                                                                                               |
| 3              | teach                                                 | crush                                                                                                                                                   | answer                                                                                                                                                  |
| 4              | teeth                                                 | crushed                                                                                                                                                 | answered                                                                                                                                                |
| 5              | street                                                | circle                                                                                                                                                  | breathe                                                                                                                                                 |
| 6              | weak                                                  | circled                                                                                                                                                 | breathed                                                                                                                                                |

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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| 1. |
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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 3

| Group          | A                          | B                                                                                                                                                                                 | C                                                                                                                                                                                 |
|----------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | Split digraphs a_e and e_e | Doubling the consonant when adding the suffixes ing or -ed<br>When it has a short vowel sound (sounds like the phonic sound), then double the last consonant and add -ing or -ed. | Doubling the consonant when adding the suffixes ing or -ed<br>When it has a short vowel sound (sounds like the phonic sound), then double the last consonant and add -ing or -ed. |
| Example words  |                            |                                                                                                                                                                                   |                                                                                                                                                                                   |
| 1              | cake                       | hop                                                                                                                                                                               | regret                                                                                                                                                                            |
| 2              | grape                      | hopping                                                                                                                                                                           | regretted                                                                                                                                                                         |
| 3              | fame                       | drag                                                                                                                                                                              | control                                                                                                                                                                           |
| 4              | delete                     | dragged                                                                                                                                                                           | controlling                                                                                                                                                                       |
| 5              | even                       | slip                                                                                                                                                                              | begin                                                                                                                                                                             |
| 6              | these                      | slipping                                                                                                                                                                          | beginning                                                                                                                                                                         |

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:

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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 4

| Group          | A                                                      | B                                                                                                                                                                                                     | C                                                                                                                                                                                                     |
|----------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | The long vowel sound "i" using the digraphs ie and igh | 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. | 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. |
| Example words  |                                                        |                                                                                                                                                                                                       |                                                                                                                                                                                                       |
| 1              | thigh                                                  | play                                                                                                                                                                                                  | groan                                                                                                                                                                                                 |
| 2              | night                                                  | playing                                                                                                                                                                                               | groaned                                                                                                                                                                                               |
| 3              | light                                                  | shout                                                                                                                                                                                                 | flee                                                                                                                                                                                                  |
| 4              | tie                                                    | shouted                                                                                                                                                                                               | fleeing                                                                                                                                                                                               |
| 5              | pie                                                    | scoop                                                                                                                                                                                                 | reach                                                                                                                                                                                                 |
| 6              | cried                                                  | scooping                                                                                                                                                                                              | reached                                                                                                                                                                                               |

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 5

| Group          | A                                                     | B                                                                                                                                                                                         | C                                                                                                                                                                                         |
|----------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | The long vowel sound "o" using the digraphs oe and ow | Adding the suffix 'ly' to change an adjective to an adverb<br><br>Rule 1: For most root words, just add -ly<br><br>Rule 2: If the root word ends in a y, change the y to an i and add -ly | Adding the suffix 'ly' to change an adjective to an adverb<br><br>Rule 1: For most root words, just add -ly<br><br>Rule 2: If the root word ends in a y, change the y to an i and add -ly |
| Example words  |                                                       |                                                                                                                                                                                           |                                                                                                                                                                                           |
| 1              | toe                                                   | soft                                                                                                                                                                                      | usual                                                                                                                                                                                     |
| 2              | oboe                                                  | softly                                                                                                                                                                                    | usually                                                                                                                                                                                   |
| 3              | throw                                                 | greedy                                                                                                                                                                                    | naughty                                                                                                                                                                                   |
| 4              | below                                                 | greedily                                                                                                                                                                                  | naughtily                                                                                                                                                                                 |
| 5              | slow                                                  | strange                                                                                                                                                                                   | regular                                                                                                                                                                                   |
| 6              | shadow                                                | strangely                                                                                                                                                                                 | regularly                                                                                                                                                                                 |

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:

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Write 3 words that are exceptions to the rule:

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Explain why these words do not follow the rule:

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Include each of your own words in a sentence:

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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 6

| Group          | A                          | B                                                                                                                                                                                                               | C                                                                                                                                                                                                               |
|----------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | Split digraphs i_e and o_e | Adding the suffix 'ly' to change an adjective to an adverb<br><br>Rule 3: If the root word ends in -le, the -le changes to -ly<br><br>Rule 4: If the root word ends with -ic, you need to add -ally not just-ly | Adding the suffix 'ly' to change an adjective to an adverb<br><br>Rule 3: If the root word ends in -le, the -le changes to -ly<br><br>Rule 4: If the root word ends with -ic, you need to add -ally not just-ly |
| Example words  |                            |                                                                                                                                                                                                                 |                                                                                                                                                                                                                 |
| 1              | five                       | simple                                                                                                                                                                                                          | possible                                                                                                                                                                                                        |
| 2              | inside                     | simply                                                                                                                                                                                                          | possibly                                                                                                                                                                                                        |
| 3              | smile                      | basic                                                                                                                                                                                                           | frantic                                                                                                                                                                                                         |
| 4              | rope                       | basically                                                                                                                                                                                                       | frantically                                                                                                                                                                                                     |
| 5              | alone                      | gentle                                                                                                                                                                                                          | probable                                                                                                                                                                                                        |
| 6              | broke                      | gently                                                                                                                                                                                                          | probably                                                                                                                                                                                                        |

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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| 1. |
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Explain the spelling rule in your own words:

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Write 3 words that are exceptions to the rule:

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Explain why these words do not follow the rule:

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Include each of your own words in a sentence:

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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 7

| Group          | A                                                        | B                                                                                                                                         | C                                                                                                                                             |
|----------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | Review of the long vowel sounds including split digraphs | Contractions<br>Short words made by putting two words together. Letters are omitted and replaced by an apostrophe.<br>Focus: not, are, is | Contractions<br>Short words made by putting two words together. Letters are omitted and replaced by an apostrophe.<br>Focus: not, have, will, |
| Example words  |                                                          |                                                                                                                                           |                                                                                                                                               |
| 1              | team                                                     | Won't                                                                                                                                     | shan't                                                                                                                                        |
| 2              | make                                                     | Didn't                                                                                                                                    | won't                                                                                                                                         |
| 3              | theme                                                    | You're                                                                                                                                    | should've                                                                                                                                     |
| 4              | kite                                                     | Couldn't                                                                                                                                  | they'll                                                                                                                                       |
| 5              | boat                                                     | it's                                                                                                                                      | You've                                                                                                                                        |
| 6              | sleep                                                    | we're                                                                                                                                     | we'll                                                                                                                                         |

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 8

| Group          | A                                              | B                                                                                                                                                                                       | C                                                                                                                                                                                       |
|----------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | The long oo sound using the digraphs ue and ew | Understanding the suffixes –ful (full of) and –less (without)<br><br>Rule 1: Just add the suffix to the root word<br>Rule 2: If it ends in a y, change the y to an l and add the suffix | Understanding the suffixes –ful (full of) and –less (without)<br><br>Rule 1: Just add the suffix to the root word<br>Rule 2: If it ends in a y, change the y to an l and add the suffix |
| Example words  |                                                |                                                                                                                                                                                         |                                                                                                                                                                                         |
| 1              | blue                                           | beauty                                                                                                                                                                                  | beauty                                                                                                                                                                                  |
| 2              | true                                           | beautiful                                                                                                                                                                               | beautiful                                                                                                                                                                               |
| 3              | statue                                         | harm                                                                                                                                                                                    | colour                                                                                                                                                                                  |
| 4              | chew                                           | harmless                                                                                                                                                                                | colourless                                                                                                                                                                              |
| 5              | threw                                          | peace                                                                                                                                                                                   | doubt                                                                                                                                                                                   |
| 6              | grew                                           | peaceful                                                                                                                                                                                | doubtful                                                                                                                                                                                |

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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| 1. |
| 2. |
| 3. |
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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:

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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 9

| Group          | A                                     | B                                                                                                                                                                                         | C                                                                                                                                                                                         |
|----------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | The 'ou' sound with ou or ow digraphs | Adding the suffix -ous which means 'full of'<br>Rule 1: just add -ous<br>Rule 2: If it ends in a y, change the y to an i and add ous.<br>Rule 3: Sometimes there is no obvious root word. | Adding the suffix -ous which means 'full of'<br>Rule 1: just add -ous<br>Rule 2: If it ends in a y, change the y to an i and add ous.<br>Rule 3: Sometimes there is no obvious root word. |
| Example words  |                                       |                                                                                                                                                                                           |                                                                                                                                                                                           |
| 1              | owl                                   | poison                                                                                                                                                                                    | hazard                                                                                                                                                                                    |
| 2              | brown                                 | poisonous                                                                                                                                                                                 | hazardous                                                                                                                                                                                 |
| 3              | growl                                 | vary                                                                                                                                                                                      | luxury                                                                                                                                                                                    |
| 4              | loud                                  | various                                                                                                                                                                                   | luxurious                                                                                                                                                                                 |
| 5              | mouse                                 | jealous                                                                                                                                                                                   | serious                                                                                                                                                                                   |
| 6              | count                                 | enormous                                                                                                                                                                                  | cautious                                                                                                                                                                                  |

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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| 1. |
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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:

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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 10

| Group          | A                                                                                      | B                                                                                                                                                                   | C                                                                                                                                                                   |
|----------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | To understand the two main ways to write the 'oi' sound by using the digraphs oi or oy | Adding the suffix -ous when the root word ends with an e.<br>Rule 4: drop the e and add ous<br>Rule 5: if the sound of 'g' needs to be kept, the e is kept as well. | Adding the suffix -ous when the root word ends with an e.<br>Rule 4: drop the e and add ous<br>Rule 5: if the sound of 'g' needs to be kept, the e is kept as well. |
| Example words  |                                                                                        |                                                                                                                                                                     |                                                                                                                                                                     |
| 1              | boil                                                                                   | fame                                                                                                                                                                | ridicule                                                                                                                                                            |
| 2              | tin foil                                                                               | famous                                                                                                                                                              | ridiculous                                                                                                                                                          |
| 3              | coin                                                                                   | nerve                                                                                                                                                               | adventure                                                                                                                                                           |
| 4              | toy                                                                                    | nervous                                                                                                                                                             | adventurous                                                                                                                                                         |
| 5              | en joy                                                                                 | outrage                                                                                                                                                             | courage                                                                                                                                                             |
| 6              | destroy                                                                                | outrageous                                                                                                                                                          | courageous                                                                                                                                                          |

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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3.

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5.

6.

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 11

| Group          | A                                                                                        | B                                                                                                                                                                    | C                                                                                                                                                                                                                  |
|----------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Spelling Rule: | To learn the three main ways to write the 'er' sound by using the digraphs er, ir and ur | The possessive apostrophe with singular words<br>The possessive of a singular noun is formed by adding 'apostrophe s' (you do this even when the noun ends in an s). | Possessive apostrophe with plural words<br><b>Rule 1:</b> If the noun is a plural NOT ENDING IN S, you add 'apostrophe s'.<br><br><b>Rule 2:</b> If the noun is plural and ends in s, you just add the apostrophe. |
| Example words  |                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                    |
| 1              | bird                                                                                     | George's                                                                                                                                                             | children's                                                                                                                                                                                                         |
| 2              | girl                                                                                     | cat's                                                                                                                                                                | James's                                                                                                                                                                                                            |
| 3              | Thursday                                                                                 | Chris's                                                                                                                                                              | men's                                                                                                                                                                                                              |
| 4              | fur                                                                                      | girl's                                                                                                                                                               | boys'                                                                                                                                                                                                              |
| 5              | turn                                                                                     | Grandma's                                                                                                                                                            | ladies'                                                                                                                                                                                                            |
| 6              | number                                                                                   | chicken's                                                                                                                                                            | parents'                                                                                                                                                                                                           |

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:

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Write 3 words that are exceptions to the rule:

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Explain why these words do not follow the rule:

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Include each of your own words in a sentence:

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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 12

| Group          | A                                                                                                 | B                                                                                                 | C                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Spelling Rule: | <b>Homophones:</b> words that sound the same but have different meanings for example see and sea. | <b>Homophones:</b> words that sound the same but have different meanings for example see and sea. | <b>Homophones:</b> words that sound the same but have different meanings for example see and sea. |
| Example words  |                                                                                                   |                                                                                                   |                                                                                                   |
| 1              | here                                                                                              | there                                                                                             | rain                                                                                              |
| 2              | hear                                                                                              | their                                                                                             | rein                                                                                              |
| 3              | to                                                                                                | they're                                                                                           | reign                                                                                             |
| 4              | too                                                                                               | peace                                                                                             | berry                                                                                             |
| 5              | two                                                                                               | piece                                                                                             | bury                                                                                              |
| 6              | one/won                                                                                           | groan/grown                                                                                       | past/passed                                                                                       |

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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| 1.                                           |
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| 3.                                           |
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| 5.                                           |
| 6.                                           |
| 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 13

| Group          | A                                                                                                                                                      | B                                  | C                                  |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|
| Spelling Rule: | <b>Homophones and near homophones:</b> words that sound the same (or very similar) but have different meanings for example see and sea and quite/quiet | The short vowel sound 'u' spelt ou | The short vowel sound 'u' spelt ou |
| Example words  |                                                                                                                                                        |                                    |                                    |
| 1              | there                                                                                                                                                  | young                              | encourage                          |
| 2              | their                                                                                                                                                  | touch                              | nourish                            |
| 3              | they're                                                                                                                                                | double                             | country                            |
| 4              | where                                                                                                                                                  | country                            | enough                             |
| 5              | wear                                                                                                                                                   | cousin                             | trouble                            |
| 6              | were                                                                                                                                                   | rough                              | couple                             |

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

1.

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Explain the spelling rule in your own words:

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# Spelling Test

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# Spelling Rules

|           |           |
|-----------|-----------|
| The Rule: | Examples: |
| The Rule: | Examples: |
| The Rule: | Examples: |

# 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.

Copy it below to use again another time.

[illegible]