

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) 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."

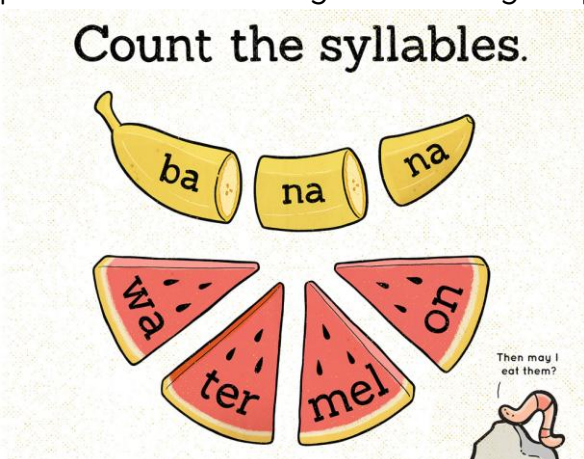








Strategy – Syllables and Phonemes



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.



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:	To learn the three main alternative ways to write the 'or' sound by using the digraphs au, al and aw	The short "i" sound spelt y elsewhere than at the end of words	The "l" sound spelt y
Example words			
1	yawn	pyramid	mystery
2	drawing	Egypt	pyramid
3	August	crypt	system
4	astronaut	symbol	oxygen
5	chalk	typical	synagogue
6	beanstalk	hymn	crystal

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

1.

2.

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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.

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.
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Week 2

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.	Making nouns plural 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	Making nouns plural 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	game	quarters	century
2	gaming	circles	centuries
3	come	fairy	library
4	coming	fairies	libraries
5	surprise	fly	answers
6	surprising	flies	exercises

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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:	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.	Making nouns plural Rule 3: adding 'es' to words ending in x, sh, ch and ss	Making nouns plural Rule 3: adding 'es' to words ending in x, sh, ch, s and ss
Example words			
1	turn	fox – foxes	gas – gases
2	turned	church – churches	marsh – marshes
3	crush	dress – dresses	address – addresses
4	crushed	bench – benches	suffix – suffixes
5	circle	wish – wishes	stitch – stitches
6	circled	tax – taxes	success – successes

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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:	Doubling the consonant when adding the suffixes ing or -ed When it has a short vowel sound (sounds like the phonic sound), then double the last consonant and add -ing or -ed.	Making nouns plural Rule 4: If the noun ends in 'f' or 'fe', change the 'f' or 'fe' to 'ves'. For example, life = lives.	Making nouns plural 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	hop	half - halves	dwarf - dwarves
2	hopping	life - lives	thief - thieves
3	drag	leaf - leaves	chief - chiefs
4	dragged	wolf - wolves	belief - beliefs
5	slip	shelf - shelves	giraffe- giraffes
6	slipping	knife- knives	loaf- loaves

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Include each of your own words in a sentence:

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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:	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.	Words with the <i>ai</i> sound spelt ei, eigh or ey	Words with the <i>ai</i> sound spelt ei, eigh or ey
Example words			
1	play	neighbour	neighbour
2	playing	weigh	sleigh
3	shout	obey	rein
4	shouted	eight	freight
5	scoop	they	veil
6	scooping	grey	beige

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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:	<p>Adding the suffix 'ly' to change an adjective to an adverb</p> <p>Rule 1: For most root words, just add -ly</p> <p>Rule 2: If the root word ends in a y, change the y to an i and add -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	soft	there/their/they're	sore/soar/saw
2	softly	to/two/too	there/their/they're
3	greedy	which/witch	bored/board
4	greedily	bare/bear	weather/whether
5	strange	new/knew	stair/stare
6	strangely	wood/would	aloud/allowed

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Include each of your own words in a sentence:

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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:	Adding the suffix 'ly' to change an adjective to an adverb Rule 3: If the root word ends in -le, the -le changes to -ly Rule 4: If the root word ends with -ic, you need to add -ally not just -ly	Possessive apostrophe with plural words Rule 1: If the noun is a plural NOT ENDING IN S, you add 'apostrophe s'. Rule 2: If the noun is plural and ends in s, you just add the apostrophe.	Possessive apostrophe with plural words Rule 1: If the noun is a plural NOT ENDING IN S, you add 'apostrophe s'. Rule 2: If the noun is plural and ends in s, you just add the apostrophe.
Example words			
1	simple	children's	children's
2	simply	men's	men's
3	basic	boys'	boys'
4	basically	ladies'	ladies'
5	gentle	parents'	parents'
6	gently	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:	The possessive apostrophe with singular words The possessive of a singular noun is formed by adding 'apostrophe s'	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	Ben's	loud- louder	quiet- quieter
2	cat's	happy- happier	hungry-hungriest
3	man's	smooth- smoothest	lucky-luckier
4	girl's	lazy- laziest	friendly-friendliest
5	lady's	funny- funnier	straight - straighter
6	chicken's	scary- scariest	early-earliest

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Week 9

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 the prefix sub or super The prefix 'sub-' means 'under' when you add it to a root word The prefix 'super-' means 'more than' or 'above' when you add it to a root word.	Adding the prefix sub or super The prefix 'sub-' means 'under' when you add it to a root word The prefix 'super-' means 'more than' or 'above' when you add it to a root word.
Example words			
1	happy	superstar	submerge
2	happier	subway	superhuman
3	lazy	superglue	submarine
4	laziest	subheading	supernatural
5	scary	supermarket	subordinate
6	scariest	subtotal	subconscious

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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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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 -ful (full of) and -less (without) Rule 1: Just add the suffix to the root word Rule 2: If it ends in a y, change the y to an i and add the suffix	Words with the digraph ch that make the 'k' or 'sh' sound	Words with the digraph ch that make the 'k' or 'sh' sound
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 Test 1
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	Spelling Test 2
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	Spelling Test 3
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	Spelling Test 8
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	Spelling Test 10
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Spelling Test II

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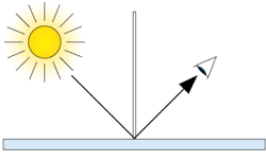




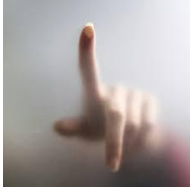

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Word list – years 3 and 4



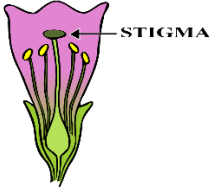
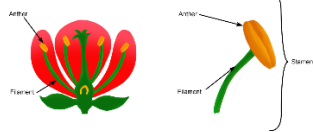
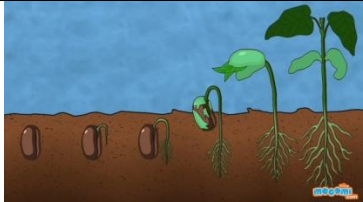

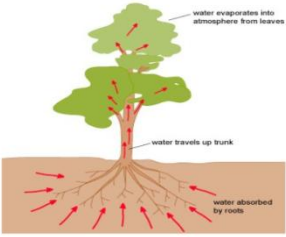
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
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 Spring 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 spring 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

Nutrients		Nutrients are substances that nourish a plant and enable it to function.
Pollination		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.
Stigma		Part of the female reproduction of a flower.
Stamen		A stamen is the male reproductive organ of a flower
Germination		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.
Seed Dispersal		The way seeds get away from the parent plant to a new place to give the seeds the best chance of germination.
Transpiration		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).







Spring I 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.





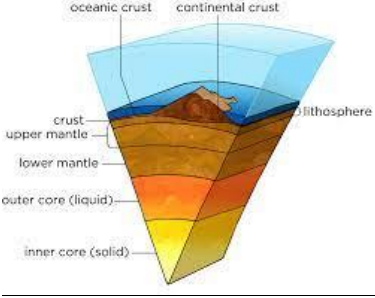

Spring 2 Religious Education – Holi

Holi		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.
Krishna		A deity or deified hero of later Hinduism worshipped as an incarnation of Vishnu.
Hindu		A follower of Hinduism.
Festival		A day or period of celebration, typically for religious reasons.
Omniscience		defined as the power to know about all beings simultaneously
Immateriality		Things that are immaterial have no physical form (like a ghost) or are unimportant
Offering		A gift that a Hindu person offers to god/goddesses to show their devotion/love/worship

Spring I 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

Mountain		Landform that rises prominently above its surroundings, generally exhibiting steep slopes, a relatively confined summit area, and considerable local relief.
Peak		The pointed top of a mountain or a mountain with a pointed summit (the highest part)
Ridge		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.
Valley		A low area of land between hills or mountains, typically with a river or stream flowing through it.
Crust		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.
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.

Spring 1 DT – Sandwiches and wraps

Nutritious



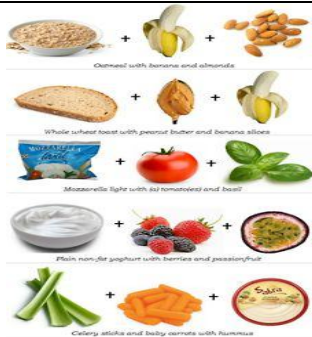
Containing substances your body needs and can use to stay healthy

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





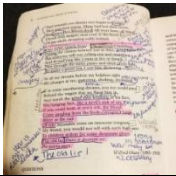
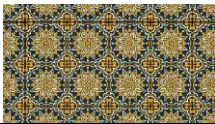
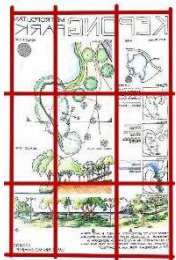

A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made

The bridge hold





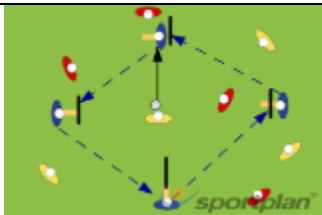
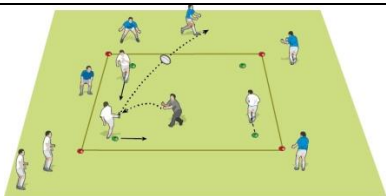



A way of using a knife safely to cut food, especially circular items into halves and quarters.




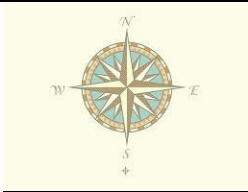



Spring 2 Art – Henri Rosseau

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















Spring I 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