

Spelling Journal

Rush Green Primary School

Name:



Year 3 – Summer 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.”

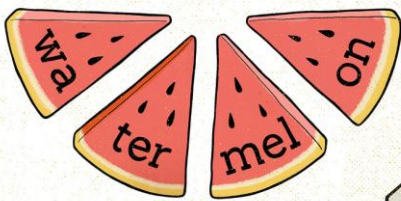


Strategy – Syllables and Phonemes

syl·la·bles







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.



Then may I eat them?



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:	Making nouns plural Rule: When a word ending y becomes a plural (more than one), change the y to an i, then add -es	Prefixes 'inter' and 're' Rule 1: 're' meaning the opposite or reversal of an action. Rule 2: 'inter' meaning between or among Most prefixes are added to the beginning of root words without any changes in spelling.	Prefixes 'inter' and 're' Rule 1: 're' meaning the opposite or reversal of an action. Rule 2: 'inter' meaning between or among Most prefixes are added to the beginning of root words without any changes in spelling.
Example words			
1	fairy	repeat	interested
2	fairies	replace	international
3	army	recycle	interconnected
4	armies	rebuild	recycle
5	family	interact	remember
6	families	intercity	reassemble

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.

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:	Making nouns plural Adding 'es' to words ending in x, sh, ch and ss	Prefixes – auto and anti Rule 1: auto- meaning 'self' or 'own' Rule 2: anti- meaning 'against' Most prefixes are added to the beginning of root words without any changes in spelling.	Prefixes – auto and anti Rule 1: auto- meaning 'self' or 'own' Rule 2: anti- meaning 'against' Most prefixes are added to the beginning of root words without any changes in spelling.
Example words			
1	fox – foxes	automatic	autobiography
2	church – churches	autograph	automation
3	dress – dresses	automobile	autograph
4	bench – benches	anticlockwise	antibacterial
5	wish – wishes	antisocial	antiseptic
6	tax – taxes	antifreeze	antisocial

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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:	Making nouns plural If the noun ends in 'f' or 'fe', change the 'f' or 'fe' to 'ves'. For example life = lives.	Prefixes in, il and im meaning not Rule 1: Add 'il' when the root word begins with l Rule 2: Add 'im' when the root word begins with m or p Rule 3: Add 'in' for root words beginning with other letters. Most prefixes are added to the beginning of root words without any changes in spelling.	Prefixes in,il and im meaning not Rule 1: Add 'il' when the root word begins with l Rule 2: Add 'im' when the root word begins with m or p Rule 3: Add 'in' for root words beginning with other letters. Most prefixes are added to the beginning of root words without any changes in spelling.
Example words			
1	half - halves	incorrect	inexpensive
2	life - lives	illegible	inaccurate
3	leaf - leaves	impractical	illiterate
4	wolf - wolves	impolite	illogical
5	shelf - shelves	impossible	impatient
6	knife- knives	incorrect	inexpensive

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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:	Words with the <i>ai</i> sound spelt <i>ei</i> , <i>eigh</i> or <i>ey</i>	<p><u>Prefixes dis and mis</u></p> <p>Rule 1: 'dis' meaning opposite of or not</p> <p>Rule 2: 'mis' meaning wrong or false</p> <p>Most prefixes are added to the beginning of root words without any changes in spelling.</p>	<p><u>Prefixes dis, mis and un</u></p> <p>Rule 1: 'dis' meaning opposite of or not</p> <p>Rule 2: 'mis' meaning wrong or false</p> <p>Rule 3: 'un' meaning not</p> <p>Most prefixes are added to the beginning of root words without any changes in spelling.</p>
Example words			
1	neighbour	disbelieve	disbelieve
2	weigh	disappoint	dishonest
3	obey	misbehave	unusual
4	eight	misunderstand	unofficial
5	they	misspell	misfortune
6	grey	disappear	mistrust

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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:	Homophones: words that sound the same but have different meanings for example see and sea.	Homophones: words that sound the same but have different meanings for example see and sea.	Homophones: words that sound the same but have different meanings for example see and sea.
Example words			
1	there/their/they're	sore/soar/saw	practise/practice
2	to/two/too	there/their/they're	stationary/stationery
3	which/witch	bored/board	wander/wonder
4	bare/bear	weather/whether	coarse/course
5	new/knew	stair/stare	peace/piece
6	wood/would	aloud/allowed	threw/through

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.  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:	Contractions Short words made by putting two words together. Letters are omitted and replaced by an apostrophe. Focus: not and are	Contractions Short words made by putting two words together. Letters are omitted and replaced by an apostrophe. Focus: not, have, will,	Contractions Short words made by putting two words together. Letters are omitted and replaced by an apostrophe.
Example words			
1	won't	shan't	he'll
2	didn't	won't	shan't
3	couldn't	should've	shouldn't
4	don't	they'll	there's
5	we're	what've	they'd
6	you're	we'll	what's

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.  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:	The short vowel sound 'u' spelt ou	Adding the suffix 'tion' or 'sion' Rule 1: If the root word ends in 't' or 'te', use -tion. Rule 2: If the root word ends in 'se' or 'd', use -sion.	Adding the suffix 'tion' or 'sion' Rule 1: If the root word ends in 't' or 'te', use -tion. Rule 2: If the root word ends in 'se' or 'd', use -sion.
Example words			
1	young	invention	hesitation
2	touch	injection	collaboration
3	double	extension	expulsion
4	country	emotion	contribution
5	cousin	division	precision
6	rough	direction	exaggeration

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 why these words do not follow the rule:

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 8

Group	A	B	C
Spelling Rule:	<u>The ending sounds 'sure' and 'ture'</u> If it is a 'sh' sound, it is spelt 'sure' (measure) If it has a 'ch' sound, it is often spelt 'ture' (creature)	<u>Adding the suffix 'cian' or 'ssion'</u> Rule 1: If the root word ends in 'ss' or 'mit', use -ssion. Rule 2: If the root word ends in 'c' or 'cs', use -cian.	<u>Adding the suffix 'cian' or 'ssion'</u> Rule 1: If the root word ends in 'ss' or 'mit', use -ssion. Rule 2: If the root word ends in 'c' or 'cs', use -cian.
Example words			
1	treasure	confession	possession
2	nature	discussion	beautician
3	creature	magician	physician
4	measure	electrician	mathematician
5	pressure	politician	obsession
6	future	permission	concussion

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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:	<u>To accurately spell words with the silent letter 'k'</u> The letter k appears in all of these words but is not heard when the word is pronounced.	<u>Adding the suffix, 'ation'</u> Rule: The silent 'e' at the end of a root word is dropped before adding -ation.	<u>Adding the suffix, 'ation'</u> Rule 1: When a word ends in a 'y' change to 'i' before the suffix -ation is added. Rule 2: The silent 'e' at the end of a root word is dropped before adding -ation.
Example words			
1	knee	sensation	transformation
2	knock	admiration	restoration
3	knight	conversation	qualification
4	knife	consideration	authorisation
5	know	information	inflammation
6	knead	observation	explanation

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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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.
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 accurately spell words with the silent letters 'g' and 'w'. The letter g or w appears in all of these words but is not heard when the word is pronounced.	Words with the 's' sound spelt sc	Words with the 's' sound spelt sc
Example words			
1	gnomes	scene	scientist
2	gnat	scissors	discipline
3	gnaw	ascend	isosceles
4	write	muscle	fascinate
5	wrong	scheme	crescent
6	wrist	science	abscess

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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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.
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:	<p><u>Prefixes dis and mis</u></p> <p>Rule 1: 'dis' meaning opposite of or not</p> <p>Rule 2: 'mis' meaning wrong or false</p> <p>Most prefixes are added to the beginning of root words without any changes in spelling.</p>	<p><u>Words ending with the 'g' sound spelt -gue and the 'k' sound spelt -que</u></p>	<p><u>Words ending with the 'g' sound spelt -gue and the 'k' sound spelt -que</u></p>
Example words			
1	mislead	league	antique
2	mistreat	unique	technique
3	disobey	tongue	boutique
4	misspell	vague	analogue
5	misbehave	mosque	colleague
6	disband	cheque	catalogue

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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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.
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:	<u>To accurately spell compound words</u> Compound words are two words that are joined together to create a new word with a new meaning. The spelling does not change when they are joined.	<u>To accurately spell compound words</u> Compound words are two words that are joined together to create a new word with a new meaning. The spelling does not change when they are joined.	<u>To accurately spell compound words</u> Compound words are two words that are joined together to create a new word with a new meaning. The spelling does not change when they are joined.
Example words			
1	anyone	everything	churchyard
2	everybody	nowhere	waistband
3	anytime	backbone	paintbrush
4	jellyfish	shortcut	bricklayer
5	sometimes	grandfather	goalkeeper
6	snowball	basketball	cupboard

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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	Spelling Test 1
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	Spelling Test 2
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	Spelling Test 3
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	Spelling Test 4
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	Spelling Test 5
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	Spelling Test 6
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	Spelling Test 7
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	Spelling Test 8
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	Spelling Test 9
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	Spelling Test 10
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	Spelling Test 11
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	Spelling Test 12
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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	