

Homework Spelling Activities

Year 3

Below you will find the words your child will be learning in each term if they are in year 3. In addition to the activities your child has been set on spelling shed for their weekly homework, you may also wish to use the attached spelling activities as an alternative way to support your child's spelling application.

Year 3 Autumn 1

Week 1 Words with the long /eɪ/ sound spelt with ei	Week 2 Words with the long /eɪ/ sound spelt with ey	Week 3 Words with the long /eɪ/ sound spelt with ai	Week 4 Words with /əː/ sound spelt with ear	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones
eight	hey	straight	earth	here	berry
eighth	they	campaign	early	hear	bury
eighty	obey	contain	learn	heel	brake
weight	grey	brain	heard	heal	break
neighbour	prey	faint	earn	main	meet
vein	whey	waist	pearl	mane	meat
veil	survey	claim	search	mail	ball
beige	convey	praise	unearth	male	bawl
sleigh	disobey	complaint	earl	knot	fair
freight	purvey	afraid	rehearse	not	fare

Year 3 Autumn 2

Week 1 Creating adverbs using the suffix -ly (no change to root word)	Week 2 Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Week 3 Creating adverbs using the suffix -ly (root word ends in 'le')	Week 4 Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Week 5 Creating adverbs using the suffix -ly (exceptions to the rules)	Week 6 Statutory Spelling Challenge Words
kindly	happily	gently	basically	truly	believe
quickly	angrily	simply	frantically	duly	appear
safely	lazily	humbly	dramatically	wholly	often
rudely	easily	nobly	magically	fully	group
sweetly	busily	horribly	tragically	daily	breath
strongly	greedily	terribly	comically	publicly	continue
bravely	messily	possibly	actually	dryly	arrive
secretly	wearily	incredibly	accidentally	slyly	women
finally	cheekily	comfortably	occasionally	shyly	describe
usually	clumsily	probably	eventually	coily	height

Year 3 Spring 1

<p>Week 1</p> <p>Words with short /i/ sound spelt with 'y'</p>	<p>Week 2</p> <p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)</p>	<p>Week 3</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)</p>	<p>Week 4</p> <p>Creating negative meanings using prefix mis-</p>	<p>Week 5</p> <p>Creating negative meanings using prefix dis-</p>	<p>Week 6</p> <p>Words with a /k/ sound spelt with 'ch'</p>
<p>myth</p> <p>gym</p> <p>Egypt</p> <p>pyramid</p> <p>mystery</p> <p>hymn</p> <p>system</p> <p>symbol</p> <p>lyric</p> <p>typical</p>	<p>gardener</p> <p>gardening</p> <p>limited</p> <p>limiting</p> <p>offering</p> <p>offered</p> <p>benefited</p> <p>benefiting</p> <p>focused</p> <p>focusing</p>	<p>forgetting</p> <p>forgotten</p> <p>beginning</p> <p>beginner</p> <p>preferred</p> <p>preferring</p> <p>occurred</p> <p>occurring</p> <p>forbidden</p> <p>committed</p>	<p>misspell</p> <p>mislead</p> <p>mistreat</p> <p>misbehave</p> <p>mistrust</p> <p>misprint</p> <p>misuse</p> <p>misplace</p> <p>misheard</p> <p>misread</p>	<p>dislike</p> <p>disobey</p> <p>discolour</p> <p>discover</p> <p>disappear</p> <p>dishonest</p> <p>disallow</p> <p>disbelieve</p> <p>disapprove</p> <p>discontinue</p>	<p>scheme</p> <p>chorus</p> <p>echo</p> <p>character</p> <p>ache</p> <p>chaos</p> <p>stomach</p> <p>chemistry</p> <p>orchestra</p> <p>technology</p>

Year 3 Spring 2

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Week 4 Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Week 5 Words with a /sh/ sound spelt with 'ch'	Week 6 Statutory Spellings Challenge Words
grate	scent	bicycle	league	chef	address
great	sent	biplane	plague	chalet	busy
grown	vain	bisect	rogue	machine	business
groan	vein	bilingual	vague	brochure	heart
plain	rode	biannual	fatigue	crochet	fruit
plane	road	reappear	unique	ricochet	breathe
peace	steel	redecorate	antique	parachute	strange
piece	steal	reapply	mosque	moustache	complete
rain	waist	repay	cheque	champagne	extreme
reign	waste	rebuild	technique	chute	forwards

Year 3 Summer 1

Week 1 Homophones & Near Homophones	Week 2 Homophones & Near Homophones	Week 3 Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back')	Week 4 Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	Week 5 Words with a /sh/ sound spelt with 'ch'	Week 6 Statutory Spellings Challenge Words
grate	scent	bicycle	league	chef	address
great	sent	biplane	plague	chalet	busy
grown	vain	bisect	rogue	machine	business
groan	vein	bilingual	vague	brochure	heart
plain	rode	biannual	fatigue	crochet	fruit
plane	road	reappear	unique	ricochet	breathe
peace	steel	redecorate	antique	parachute	strange
piece	steal	reapply	mosque	moustache	complete
rain	waist	repay	cheque	champagne	extreme
reign	waste	rebuild	technique	chute	forwards

Year 3 Summer 2

Week 1 Words ending in the suffix -al	Week 2 Words ending with an /zhuh/ sound spelt with 'sure'	Week 3 Words ending with a /chuh/ sound spelt with 'ture'	Week 4 Words ending with a /chuh/ sound spelt as 'ture'	Week 5 Silent Letters Revision	Week 6 Silent Letters Revision
natural	treasure	creature	lecture	island	build
occasional	measure	picture	literature	answer	guide
actual	pleasure	nature	fracture	write	guard
accidental	enclosure	furniture	miniature	wrapper	wheat
medical	closure	capture	mixture	knife	whale
national	leisure	culture	puncture	knock	honest
capital	exposure	moisture	sculpture	thumb	whirl
vocal	pressure	future	signature	doubt	gnome
sensational	composure	gesture	temperature	half	gnaw
personal	fissure	structure	texture	calm	surprise

Find the correct spelling

Give your child three ways to spell a word; two incorrect spellings and one correct spelling. Challenge your child to identify the correct spelling.

Example:



nife



gnife



knife

Highlight and sort

Give your child a selection of words. Challenge them to sort them by the sound or spelling rule the words and highlight them

Example:

kn	gn	n

Pyramid Power

Challenge your child to write their spellings in a pyramid like the example shown below.

Example:



Sound buttons

Challenge your child to write the words and add the dots and dashes to the words to show the phonics sounds in each word.

Example:

kn ee

kn o t

• •

Rainbow sounds

Challenge your child to write their spellings using different colours to show each of the sounds/spelling rules in the words.

Example:

knee

know

knot

Shrinking words

Challenge your child to write their spellings and encourage them to write each word repeatedly but losing a letter each time they write out the word.

Example:

knife

nife

ife

fe

e



Alphabet Ordering

Choose a selection of spellings from the list. Challenge your child to order them alphabetically.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Scrambled Words

Choose a selection of words and write them for your child scrambled up. Challenge your child to reorder the letters correctly to create a whole word.

Example:



wokn



tnok



eekn

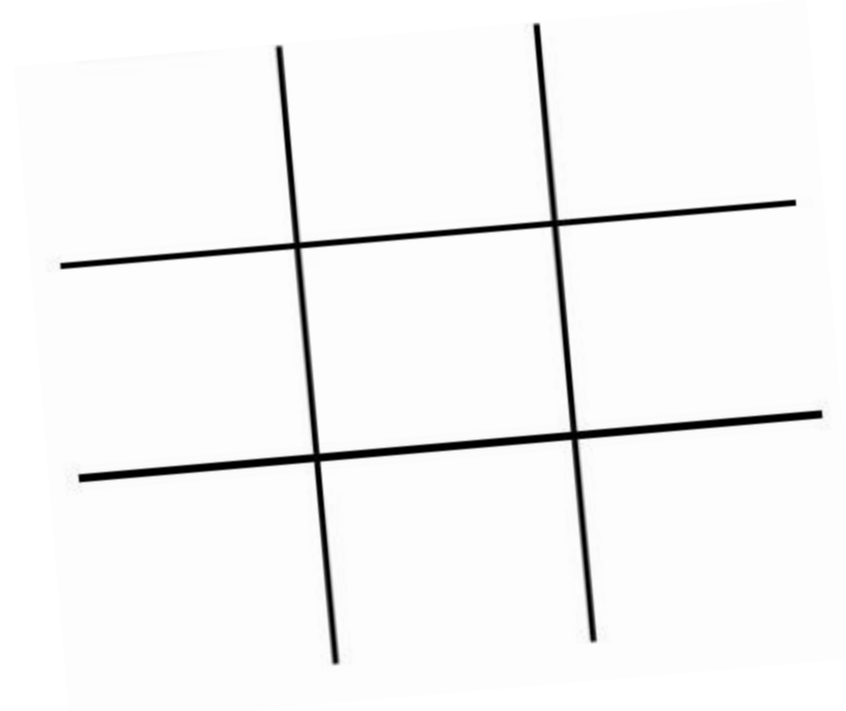
Quick Write

Choose a word from the spelling list. Challenge your child to see how many times can you write this word?



Tic Tac Toe

Using words from the spelling list, play tic tac toe with your child using two different coloured pens or pencils. The player wins when they have been able to write three words in a row.



Dictation Test

Using words from the spelling list, read your child some sentences and challenge them to write the correct spelling down.

Example:

You would say to your child...

“The word is knock. There was aat the door.”