

Spelling Homework at Hampton Junior School

Autumn Term – Year 3

At Hampton Junior school, we aim to build strong, accurate and confident spelling skills so that our children can communicate clearly and effectively throughout their learning journey. Within this document, you will find the following:

- 1) The year 3 spellings for the autumn term
- 2) Spelling strategies the children can use to practise their spelling words
- 3) Expectations around spelling homework

1. Spelling Overview for the term

Week Commencing	Spelling Rule/ Focus	5 Focus Words
Week 1: Monday 7th September	Recap: year 2 suffixes	payment kindness playful hopeless badly
Week 2: Monday 14 th September	Suffixes: doubling consonants	forgetting forgotten beginning beginner arrive
Week 3: Monday 21st September	Suffixes: doubling consonants	preferred preference referring referred disappeared
Week 4: Monday 28th September	Suffixes: doubling consonants (no double)	gardener gardening limiting limited limitation
Week 5: Monday 5th October	The /I/ sound spelt y in the middle	myth gym Egypt pyramid mystery
Week 6: Monday 12th October	Word Families (root words)	solve solution dissolve solvent soluble

Week 7: Monday 19th October	Recap and Dictation	beginner running hopped skipped sitting
HALF TERM W/C Monday 26th October		
Week 1: Monday 2 nd November	Recap: consonant doubling	forgotten preferred beginner running grabbing
Week 2: Monday 9 th November	Prefix: un-	unhappy undo unload unfair unlock
Wee 3: Monday 16 th November	Prefix: dis-	disappoint disagree disobey disappear dislike
Week 4: Monday 23 rd November	Prefix: mis-	misbehave mislead misspell mistake misread
Week 5: Monday 30 th November	Word List Focus (A-B)	accident actually address answer appear
Week 6: Monday 7 th December	Word List Focus (B-C)	believe bicycle breath

		breathe build
Week 7: Monday 14 th December	Recap and Dictation: Prefix application	misbehave disagree unload unlock unfair

2. Spelling Strategies

Below are a range of spelling strategies you could use to practise your spellings.

Blue Vowels!

Write each of your spelling words.
You will need a blue coloured pencil.
Trace over the vowels in each word with your blue coloured pencil.

Vowels = a e i o u

UPPER and Lower

Write your spelling words twice each.
First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.

*Example- SLIDE slide

Three Times!

Write each spelling word three times.
First, write each word in pencil.
Second write each word in crayon.
Third, write each word in marker.
You MUST write neatly!

Pyramid Writing

"Pyramid write" your spelling words.
You must write neatly!

*Example: home h
ho
hom
home

Colourful Words

Write each of your spelling words.
Write each letter using a different colored pencil

*Example- colourful

Rainbow Write

First write each word in pencil. Then trace over each word three times.
Each time you trace, you must use a DIFFERENT colour pencil. Trace neatly and you will see a rainbow!

Across and Down

Write each of your spelling words across and then down (starting with the first letter).

*Examples- w h e n f o u r
h o
e u
n r

Words Within Words

Write each spelling word and then write at least two words made from the same letters that is hidden inside the word.
Example: slide
side lie lid led etc.

3. Spelling homework expectations

At Hampton Junior School, we expect that your child practise their spelling words a minimum of x5 times per week. Spelling words must be evidenced in their home school diary in the spaces provided.

Each week, the spelling words will be posted on Google Classroom too!

We would like your child to select at least **3 different strategies** to practise their words which they can complete in a notebook or a piece of paper at home so they are ready for their weekly test which is administered in school.

In addition to the strategies above, you may choose to use alternative strategies that work for your child, please see examples below:

- Writing a definition for each word
- Using each word within a sentence
- Tracing the words in sand
- Building the words using magnetic letters
- Creating the words using blocks
- Writing words on a post it notes
- Creating mnemonics for each word
- Writing the words, using chalk, on the pavement
- Writing the words on the window using an erasable pen