

## Year 3 Autumn 1<sup>st</sup> half spelling sheets

This week we have been looking at the prefixes dis- and un-. You could look at the examples below and practise spelling them at home. You will have a test including some un- and dis- words at the end of this half term.

# Prefixes

Year 3/4 Spelling

**dis-** and **mis-** have negative meanings.

**dis-**

disappoint  
disagree  
disobey

**mis-**

misbehave  
mislead  
misspell



## Prefix -un

A prefix is a 'beginning' used at the start of a root word to turn it into another word.

zip  
well  
fold  
pack  
even  
kind  
happy  
cover

unzip  
unwell  
unfold  
unpack  
uneven  
unkind  
unhappy  
uncover

fair  
certain  
wrap  
clear  
healthy  
safe  
lucky

unfair  
uncertain  
unwrap  
unclear  
unhealthy  
unsafe  
unlucky



# For this week's spellings...

we are looking at words ending with an /zhuh/ sound spelt with 'sure'

enclosure

pressure



treasure



measure



pleasure



fissure



leisure



closure



exposure



composure

### Year 3 spelling patterns

This week we have been looking at strategies for learning spellings.

accident(ally)	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard(h)	promise
build	heart	quarter
busy/business	height	question
calendar	history	recent
caught	imagine	regular
centre	increase	reign (h)
century	important	remember
certain	interest	sentence

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.

Drawing an image around the word



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Words without vowels

This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word *field*:

f      ld

Pyramid words

This method of learning words forces you to think of each letter separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

You can then reverse the process so that you end up with a diamond.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.

This week we have been looking at words with the 'ay' sound, spelt ei, eigh or ey. You could look at the examples below and practise spelling them at home. Can you think of any other words with these spelling patterns in? You will have a test including some 'ay' words at the end of this half term.

# Patterns

Year 3/4 Spelling

Words with the '-ay-' sound spelt -ei-,  
-eigh-, or -ey-.

*Example words:*

vein, weigh, eight,  
neighbour, they, obey



This week we have been looking at some homophones. You could look at the examples below and practise spelling them at home. Can you think of any other homophones? Do you know what each of the words mean? You will have a test including some homophones at the end of this half term.

there / their / they're

where / wear

break / brake

great / grate

sun / son

ate / eight

weight / wait