



Stage: 3	The prefix 'mis-' This is another prefix with negative meanings.
List: 9	

<b>Spellings</b>
misbehave
mislead
misspell
mistake
misplace
misread
mistrust
misunderstanding
misuse
mislaid

Introduction	The prefix 'mis' also creates words with negative meanings or opposites of positive words. Can the children think of any words that start with the prefix 'mis'?
Main Teaching Activity	Use the power point slide and ask children to add 'mis' to each of the words to create the negative of each root word.  Share the new words and discuss the meanings, can children tell you any of the words in a sentence?
Independent Activity	Provide a set of cards for each pair. Each set contains a 'mis' and a 'dis' prefix card. Children need to create words using the correct prefix and record them on their whiteboard. Can they think of any more 'mis' or 'dis' words to add to their lists?



Stage: 3	Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
List: 10	

<b>Spellings</b>
gardening
gardened
limited
limiting
developing
developed
listening
listened
covered
covering

<b>Introduction</b>	When adding suffixes beginning with a vowel to words with more than one syllable, the consonant letter is often doubled. However it is not doubled when the syllable is unstressed.
<b>Main Teaching Activity</b>	Use the power point slide and get the children to practise adding the prefixes 'ing' and 'ed' to each of the root words using their white boards.  Share their list of new words and discuss misconceptions.  Can anyone use any of the words in a sentence?
<b>Independent Activity</b>	Get children to write the word 'developing' across their mini white board. Set a 7 minute timer and see who can add as many of the spelling list words in to a scrabble web as possible.  You can use the example on the slide below if they need some support getting started.  Feedback and if time, draw a scrabble web on the board as a class.



Stage: 3	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
List: 11	

<b>Spellings</b>	<b>Introduction</b>	When you add a suffix (that starts with a vowel) to words of more than one syllable, and the final syllable is stressed then the final consonant will be doubled. e.g. forget/forgetting
forgetting	<b>Main Teaching Activity</b>	Get children to sort the words on the power point slide by listening to their sound and whether or not the final syllable is stressed. Should an extra consonant be added or should the suffix go straight on the end? Get the children to sort them on their whiteboards and share their results.  Discuss the answers and any misconceptions.
forgotten		
beginning	<b>Independent Activity</b>	Children to work in pairs to practise writing the words, one child picks a word and their partner writes it on the whiteboard. The first child checks the word and then they switch roles.
preferred		
permitted		
regretting		
committed		
forbidden		
propelled		
equipped		

Stage: 3

Challenge words

List: 12



Spelling Shed

Spellings

centre

decide

disappear

early

heart

learn

minute

notice

regular

therefore

Challenge Week

Choose an activity from the Challenge Activity Pack



Stage: 3	The long vowel /a/ sound spelled 'ai'
List: 13	

Spellings
straight
painter
fainted
waist
strainer
chained
claimed
failure
snail
waiter

<b>Introduction</b>	Today children will look at the long vowel /a/ spelled with the digraph 'ai'. Ask children if they can correctly identify any words with the long vowel /a/ sound. Write down the words they say with the 'ai' spelling and ask them if they can identify what digraph is making the sound.
<b>Main Teaching Activity</b>	Show children the power point slide with the images and ask them to write down on their white board what each image is.  If they need support then you can click once to make some of the letters for each word appear.  Share the answers together.
<b>Independent Activity</b>	Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:  straight – rats – this strainer – rain – rent



Stage: 3	Spelling Rule: The long /a/ vowel sound spelled 'ei.'
List: 14	

Spellings

vein
weigh
eight
neighbour
sleigh
reign
freight
reins
veil
eighteen

Introduction	Today children will look at the long vowel /a/ spelled with the digraph 'ei'.
Main Teaching Activity	<p>Give children 3 minutes to work in pairs to write down as many words as they can with the long vowel /a/ sound.</p> <p>Feedback all of the words. Ask children if they can group words based on their spellings. 'ai' words, 'ei' words 'ay' words, 'a__e' words, 'ey' words.</p> <p>Explain that today you will look at words spelled using the 'ei' spelling.</p>
Independent Activity	<p>Get the children to look at the spelling test that Jane has done on the power point slide. She has only got 2 out of 10. Can they see the 8 mistakes she has made? Get them to write all of the correct spellings on their whiteboards.</p> <p>Share the correct spellings together.</p> <p>To extend children they can also write 3 sentences using words from the spelling list.</p>