



Stage: 3	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
List:	

Spellings
mouth
around
sprout
sound
spout
ouch
hound
trout
found
proud

Introduction	The digraph 'ou' is pronounced as /ow/, explain that this sound is most common in the middle of words and sometimes at the start. It is rare at the end of words where the 'ow' spelling is usually found (e.g. cow).
Main Teaching Activity	Using the power point slide, discuss the meaning of the spelling list this week. Get children to come out and underline the /ow/ sound in each word. Notice that most often the sound comes in the middle of the word.
Independent Activity	<p>Get children to work in small groups, one child picks one of the spelling list words and writes the first letter on a mini whiteboard, then passes the board to their left, the next child writes the next letter of the word and so on until the word is complete.</p> <p>The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.</p>



Stage: 3	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
List: 2	

<b>Spellings</b>
touch
double
country
trouble
young
cousin
enough
encourage
flourish
couple

<b>Introduction</b>	The digraph 'ou' which is pronounced /u/ is only found in the middle of words. Ask children to think of words with an /u/ sound and write down any that they say with the 'ou' digraph in.
<b>Main Teaching Activity</b>	Using the power point slide, get the children to complete the sentences choosing an appropriate word by writing their chosen word on a mini whiteboard and holding it up. Ensure the words are being spelled with the 'ou' spelling and discuss any errors or misconceptions before moving on.
<b>Independent Activity</b>	<p>Children to become the teacher by marking Evie's work and helping her to work out which 6 words are spelled incorrectly. Remind children that the /u/ sound should be spelled with /ou/ in this week's spellings.</p> <p>After the children have had a minute to look at it, click the powerpoint slide to hide the spelling list for this activity.</p>



Stage: 3	The /i/ sound spelled with a 'y'.
List: 3	

Spellings
gym
myth
Egypt
pyramid
mystery
symbol
synonym
lyrics
system
gymnastics

Introduction	Some words contain an /i/ sound which is written with a /y/ instead on an 'i'. Very often the 'y' is the second letter of the word but not always.
Main Teaching Activity	Using the power point slide, get children to split their whiteboard with a line down the middle. Then they can sort the words on the slide in to words that use an 'i' for the /i/ sound and words that use a 'y' for it.  Discuss the results and look at misconceptions.
Independent Activity	Using the power point slide, ask children to choose five of the words in their spelling list and write a sentence containing the chosen word. For a bonus point they can try and accurately include two of the words in one sentence!  Share sentences with the class.



Stage: 3	Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.
List: 4	

<b>Spellings</b>
measure
treasure
pleasure
enclosure
displeasure
composure
leisure
exposure
closure
disclosure

Introduction	Words that end with a /ze/ sound are always spelled with 'sure' at the end. Ask children if they can think of any words that end with this sound.
Main Teaching Activity	Use the power point slide and select children to come up and draw the line between the beginning and the ending of the word. The words have been split and scrambled. A few of the words have similar endings (closure) so tell them to double check their choice!  Discuss the spelling list words and any misconceptions or errors.
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



Stage: 3	Words with endings that sound like /ch/ is often spelt -'ture' unless the root word ends in (t)ch.
List: 5	

Spellings
creature
furniture
picture
nature
adventure
capture
future
sculpture
fracture
mixture

Introduction	This week's spellings all have a /ch/ sound at the end which is spelled 'ture'.
Main Teaching Activity	<p>The words on the slide have been broken up. Ask children to add 'ture' to the end of each word and write the list of completed words on their whiteboard.</p> <p>Get children to pronounce the words and discuss the sound at the end of each word. Discuss misconceptions.</p>
Independent Activity	In small groups, one child picks a spelling list word and tells the others what it is. They must write the word on their whiteboard and the first child acts as teacher to check the spellings. The next child then becomes the teacher and they choose a word. Continue until all words have been spelled by the group.

Stage: 3

**Challenge words**

List: 6



**Spellings**

actual

answer

bicycle

circle

earth

enough

fruit

island

often

popular

Challenge Week

Choose an activity from the Challenge Activity Pack



Stage: 3	Words with the prefix 're-' 're-' means 'again' or 'back.'
List: 7	

<b>Spellings</b>
redo
refresh
return
reappear
redecorate
revenge
review
replay
reaction
rebound

Introduction	Today children will look at words starting with 're'. Ask the children if they can think of any words beginning with 're', write some on the board. Can children guess what 're' means? Explain that it means again or back.
Main Teaching Activity	Using the powerpoint slide, flick quickly through the root words (20-30 seconds per slide) and get children to write the new word by adding 're' and then hold up their whiteboard as soon as they have done it.
Independent Activity	Give children the definition cards, one set per pair. Ask them to work together to write the word that is being described on the back of the card.  Share the definitions and practice pronouncing the spellings.



Stage: 3	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
List: 8	

<b>Spellings</b>
disappoint
disagree
disobey
disable
dislike
dislocate
disappear
disadvantage
disapprove
dislodge

<b>Introduction</b>	<p>The prefix 'dis' is used to find the opposite of words and means 'does not', e.g. disobey means does not obey.</p> <p>Can the children think of any words beginning with 'dis'. Ask them if they know what they mean.</p>
<b>Main Teaching Activity</b>	<p>Use the powerpoint slide to show the root words. Ask the children to write the opposite of each word by adding the prefix 'dis'.</p> <p>Children share the new words and discuss what they think they mean.</p>
<b>Independent Activity</b>	<p>Dictate the following sentences to the children which contain some of the target words. Ask children to focus on neatly writing the sentences and spelling the 'dis' words correctly.</p> <p>The little boy was very disappointed that his ball went in the river. The girl disobeyed her mum and stayed out too late. The football team was at a disadvantage because they only had 9 players.</p> <p>Ask children to make up two more sentences using 'dis' words that haven't been used yet.</p>