



Stage: 3	The long /a/ vowel sound spelled 'ey.'
List: 15	

<b>Spellings</b>
obey
prey
convey
survey
grey
osprey
disobey
they
surveyor
conveyor

Introduction	The next long /a/ vowel sound they children will look at is words spelled with 'ey'. Ask children if they can think of any words with 'ey' in them.
Main Teaching Activity	<p>Use the power point slide to show the spelling list. Ask children to copy the words on their whiteboards and circle the long /a/ sound in each word.</p> <p>Feedback and discuss how the /a/ sound is actually spelled with as 'ey' in these words.</p>
Independent Activity	<p>Children to write out the sentences on the slide and input the correct word from their spelling list in to the gap.</p> <p>Share sentences with the class.</p> <p>To extend the class, you could ask the children to make the sentences more exiting by adding adjectives/adverbs etc.</p>



Stage: 3	Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.
List: 16	

<b>Spellings</b>
calmly
exactly
deadly
bravely
boldly
gladly
deeply
clearly
hourly
quickly

<b>Introduction</b>	<p>Adding ly to an adjective creates an adverb that describes HOW the verb in the sentence is being done. For example</p> <p>The fox jumped quickly – the adverb quickly describes how the fox jumped.</p>
<b>Main Teaching Activity</b>	<p>Show children the slide and get them to add ‘ly’ to change each adjective in to the adverb and therefore create their spelling list.</p> <p>Discuss misconceptions and the spelling rules to check children understand them before moving on.</p>
<b>Independent Activity</b>	<p>Get children to copy the sentences from the power point slide and fill in the gap with the correct word.</p> <p>They can then try and make up a few more sentences of their own using other ‘ly’ words. Extra points if they can start the sentence with an ‘ly’ word!</p>



Stage: 3	Homophones – words which have the same pronunciation but different meanings and/or spellings.
List: 17	

Spellings
grate
great
grown
groan
main
mane
meat
meet
missed
mist

Introduction	Ask the children what the word homophone means. Can they think of any examples? Define them as words which have the same pronunciation but different meanings and/or spellings. Discuss near homophones have slightly different pronunciations.
Main Teaching Activity	<p>Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.</p> <p>After each example ask the children to share their responses and discuss any errors or misconceptions.</p> <p>Teacher can choose to reveal the two spellings before or after the pupil attempts.</p>
Independent Activity	<p>In small groups. One child writes a sentence with one of this week's spellings missing. E.g. The boy gave his gran a _____ big hug.</p> <p>The other children on their table then write down the correct spelling on whiteboards. The child who created the question shares which they thought was the right question and check each others' answers. The next child then writes a sentence and so on.</p>

Stage: 3

**Challenge Words**

List: 18



**Spelling Shed**

**Spellings**

build

describe

imagine

library

natural

ordinary

promise

recent

suppose

weight

Challenge Week

Choose an activity from the Challenge Activity Pack.





Stage: 3	The // sound spelled '-al' at the end of words. When a root word ends in 'e', remove the 'e' and then add 'al'. When a root word ends in 'y', exchange the 'y' for an 'i' and then add 'al'.
List: 19	

<b>Spellings</b>
arrival
burial
comical
emotional
national
magical
personal
optional
survival
tropical

<b>Introduction</b>	<p>Today children will learn that sometimes the // sound at the end of words can be spelled 'al'. When a root word ends in 'e', remove the 'e' and then add 'al' (arrive/arrival). When a root word ends in 'y', exchange the 'y' for an 'i' and then add 'al' (bury/burial)</p> <p>Ask children if they can think of any words ending in 'al'.</p>
<b>Main Teaching Activity</b>	<p>Use the power point slide and ask the children to follow the spelling rules and sort each root word in to the correct box so that the ending 'al' can be added successfully.</p> <p>Share the way the children have split the words and discuss any misconceptions or errors.</p>
<b>Independent Activity</b>	<p>Get the children to write the spelling list on the whiteboard and beside each word they need to select the correct definition and write that down too.</p> <p>To extend pupils you can ask them to use some of the words to write sentences.</p>





Stage: 3	The // sound spelled '-le' at the end of words.
List: 20	

<b>Spellings</b>
battle
article
struggle
possible
capable
settle
humble
terrible
example
adjustable

<b>Introduction</b>	<p>Today children will learn that sometimes the // sound at the end of words can be spelled 'le'.</p> <p>Ask children if they can think of any words ending in 'le'.</p>
<b>Main Teaching Activity</b>	<p>Show children the power point slide with the mixed up beginnings and endings. Click the mouse to hide the spelling list and see if children can copy down the correct beginning and end to create the spelling list!</p> <p>Share the words created and discuss any errors or misconceptions.</p>
<b>Independent Activity</b>	<p>Children work in small groups to spell the words a letter at a time. The first child picks a word from the spelling list and tells the group, they then write the first letter of that word and pass the board to their left. The next child writes the next letter and so on. If a mistake is made then the word is erased and the you start again on the same word. Once the word is completed and correct the next child chooses a new word and it starts again.</p>