

DINNINGTON FIRST SCHOOL



Block 1 SPELLINGS Y3

Year 3 - SPELLINGS AUTUMN 1: The children will be quizzed on a Friday. Dates are in the table below.

Red Group

<u>Week 1</u> <u>11/9/26</u>	<u>Week 2</u> <u>18/9/26</u>	<u>Week 3</u> <u>25/9/26</u>	<u>Week 4</u> <u>2/10/26</u>	<u>Week 5</u> <u>9/10/26</u>	<u>Week 6</u> <u>16/10/26</u>
mouth around sprout sound spout ouch trout hound found proud	touch double country trouble young cousin enough encourage flourish couple	gym myth stone mystery symbol synonym adjective system gatherer mammoth	measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure	creature furniture picture nature adventure capture future sculpture fracture mixture	actual answer bicycle circle earth enough fruit island often popular

Green Group

<u>Week 1</u> <u>11/9/26</u>	<u>Week 2</u> <u>18/9/26</u>	<u>Week 3</u> <u>25/9/26</u>	<u>Week 4</u> <u>2/10/26</u>	<u>Week 5</u> <u>9/10/26</u>	<u>Week 6</u> <u>16/10/26</u>
gem gym giant magic giraffe energy digit engine religion gentle	race ice cell city fancy lace space circle circus rice	knock know knee knit knew knight gnome kneel gnat gnaw	door floor poor because find kind mind behind child children	wreck written wrong wrap wren wrecked wrapped wriggle wrestle wrote	table apple bottle little middle bubble cable uncle ankle eagle

Yellow Group

<u>Week 1</u> <u>11/9/26</u>	<u>Week 2</u> <u>18/9/26</u>	<u>Week 3</u> <u>25/9/26</u>	<u>Week 4</u> <u>2/10/26</u>	<u>Week 5</u> <u>9/10/26</u>	<u>Week 6</u> <u>16/10/26</u>
puff fluff bell doll grass kiss buzz fizz clock back	bank honk tank pink think kit skin risky sketch basket	catch kitchen hutch ditch match fetch notch witch patch watch	very happy funny party family give have love five save	flowers boxes lunches apples beaches trees dishes dogs peaches clouds	hunting buzzing jumping walking shouting hunted buzzed jumped walked shouted

Spelling Diagnostic

These sentences will be used throughout the year to help teach the common exception words for each year group. It is expected that by the end of the year your child should be able to write these sentences with the correct spellings. If you would like to you could read one or two sentences to your child and ask them to write them down.

Year 3 Spelling Diagnostic

1. I have made a **mistake** by **forgetting** my **gym** kit.
2. After they found the **treasure** they lived **happily** ever after.
3. The man **intended** to use the new **machine** to mend his clothes.
4. **Sadly** there are only **eight** days left until **school** **finishes**.
5. I've **returned** my food to the **chef** as it didn't look like it did in the **picture**.
6. **They** took a piece of meat to their Grandma's and ate it **hungrily**.

(Use the prefixes un, dis-, mis-, re-, pre-)

(Add suffixes with beginning with vowel letters to words of more than one syllable)

(Use the suffix -ly)

(Spell words with endings like 'zh' and 'ch' e.g. treasure, measure, picture)

(Spell words with endings that sound like 'zhun' e.g. division)

(Spell words containing the i sound spelt y)

(Spell words with the k sound spelt ch e.g. school)

(Spell words with the 'sh' sound spelt 'ch') e.g machine

(Spell words with the 'ay' sound spelt 'ei') e.g. eight