

Spelling Shed

Spelling Scheme of Work



Welcome to The Spelling Shed Year 3 scheme of work.



What is included?

- 36 weekly spelling lists (See contents) each based on National Curriculum spelling rules.
- For each list, you will find the following resources:
 - One 20 – 30 minute lesson plan.
 - Resources to aid the delivery of the lesson.
 - One spelling practice sheet.
 - One homework sheet.

Spelling lists – Stage 3



1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Words with the prefix 're-' 're-' means 'again' or 'back.'
8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. The prefix 'mis-' This is another prefix with negative meanings.
10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. 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.
12. Challenge words
13. The long vowel /a/ sound spelled 'ai'
14. The long /a/ vowel sound spelled 'ei.'
15. The long /a/ vowel sound spelled 'ey.'
16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Homophones – words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. The /l/ sound spelled '-al' at the end of words.
20. The /l/ sound spelled '-le' at the end of words.
21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Words ending in '-er' when the root word ends in (t)ch.
26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. The suffix '-sion' pronounced /ʒən/
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.



Spelling Shed

Stage: 3

List: 1

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



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	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).
mouth	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.
around		
sprout		
sound		
spout		
ouch	Independent Activity	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. The child that writes the final letter checks the spelling is correct and then picks another word from the board to start again.
hound		
trout		
found		
proud		

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word

mouth	around	sprout	sound	spout
ouch	hound	trout	outside	found

Answers:

Discuss the meanings of the words below and then ask children to come out and underline the /ow/ sound in each word



m <u>ou</u> th	ar <u>ou</u> nd	spr <u>ou</u> t	s <u>ou</u> nd	sp <u>ou</u> t
<u>ou</u> ch	h <u>ou</u> nd	tr <u>ou</u> t	<u>ou</u> tside	fo <u>u</u> nd



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: 1

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
mouth					
around					
sprout					
sound					
spout					
ouch					
hound					
trout					
found					
proud					

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: 1

Name:



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings

mouth

around

sprout

sound

spout

ouch

hound

trout

found

proud

h	t	m	o	u

n	a	r	o	u	d

t	s	u	p	o

p	r	u	t	o	s

d	n	f	o	u

t	t	r	u	o

o	p	u	d	r

o	s	u	n	d

n	u	d	o	h

h	u	c	o

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: 1

Answers:



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings

mouth

around

sprout

sound

spout

ouch

hound

trout

found

proud

h	t	m	o	u
m	o	u	t	h

n	a	r	o	u	d
a	r	o	u	n	d

t	s	u	p	o
s	p	o	u	t

p	r	u	t	o	s
s	p	r	o	u	t

d	n	f	o	u
f	o	u	n	d

t	t	r	u	o
t	r	o	u	t

o	p	u	d	r
p	r	o	u	d

o	s	u	n	d
s	o	u	n	d

n	u	d	o	h
h	o	u	n	d

h	u	c	o
o	u	c	h



Spelling Shed

Stage: 3

List: 2

The /u/ sound spelled 'ou'.

This digraph is only found in the middle of words.



Spelling Shed

Stage: 3

The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.

List: 2

Spellings

touch

double

country

trouble

young

cousin

enough

encourage

flourish

couple

Introduction

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.

Main Teaching Activity

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.

Independent Activity

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.

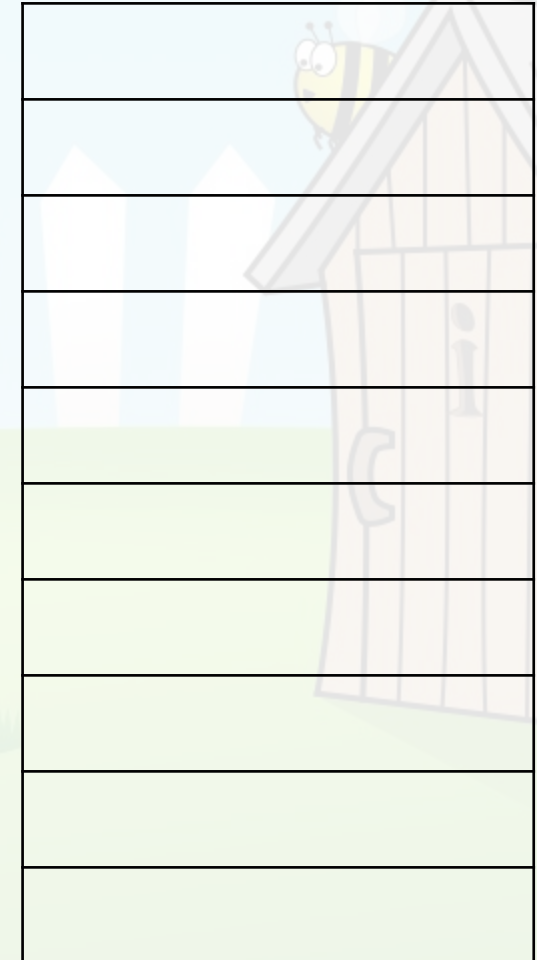
After the children have had a minute to look at it, click the powerpoint slide to hide the spelling list for this activity.



List: 2

Cover your spellings for this task

Can you help her to work out which spellings are wrong and write them correctly?



tuch
double
truble
yung
cusin
country
enough
encourage
flurish
couple



Spelling Shed

Stage: 3

List: 2

The /u/ sound spelled 'ou'. This digraph is only found in the middle of words.

Answers:

Cover your spellings for this task

Spellings

touch

double

country

trouble

young

cousin

enough

encourage

flourish

couple

Evie has scored 4/10 in her spelling test.
Can you help her to work out which spellings are wrong and write them correctly?



tuch
double
truble
yung
cusin
country
enough
encurage
flurish
couple

touch

double

country

trouble

young

cousin

enough

encourage

flourish

couple



Stage: 3

The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.

List: 2

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
touch					
double					
country					
trouble					
young					
cousin					
enough					
encourage					
flourish					
couple					



Stage: 3

The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.

List: 2

Name:

Spellings

touch

double

country

trouble

young

cousin

enough

encourage

flourish

couple

Ask someone to time you. Can you find your spellings hidden in the grid?
How long did it take? Try it again and improve your speed!

touch

torch

trouble

troupe

youth

double

flourish

flour

young

grout

cousin

enough

cloud

country

count

sound

couple

toupee

encourage

mound



Spelling Shed

Stage: 3

The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.

List: 2

Answers:

Spellings

touch

double

country

trouble

young

cousin

enough

encourage

flourish

couple

Ask someone to time you. Can you find your spellings hidden in the grid?
How long did it take? Try it again and improve your speed!

touch

torch

trouble

troupe

youth

double

flourish

flour

young

grout

cousin

enough

cloud

country

count

sound

couple

toupee

encourage

mound



Spelling Shed

Stage: 3

List: 3

Spelling Rule: The /i/ sound spelled with a 'y.'



Spelling Shed

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 of 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 into 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.



Spelling Shed

Sort the spellings in to two boxes. Words with an /i/ sound that are spelled with an 'i' and words with an /i/ sound that are spelled with a 'y'.

him	gym	hippy	pyramid	skim	system
impossible	oxygen	fringe	mystery	lyric	imposter

/i/ spelled
with an 'i'

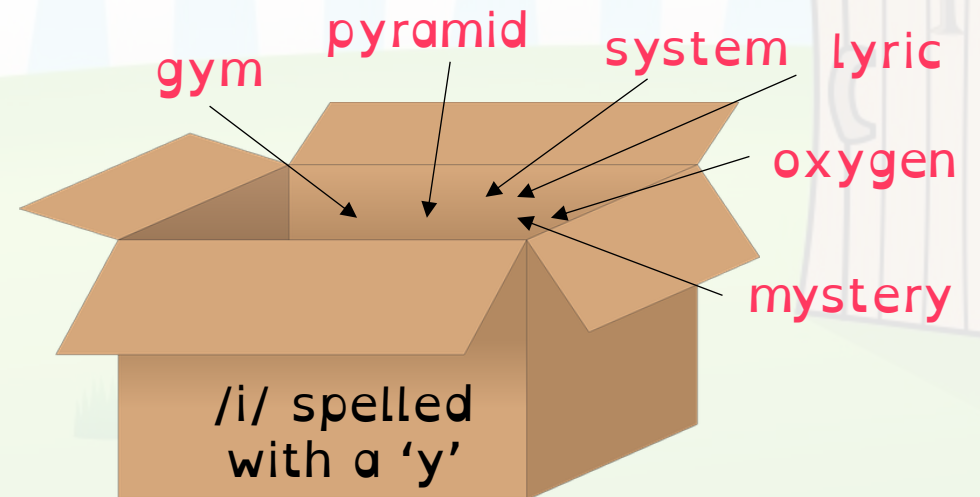
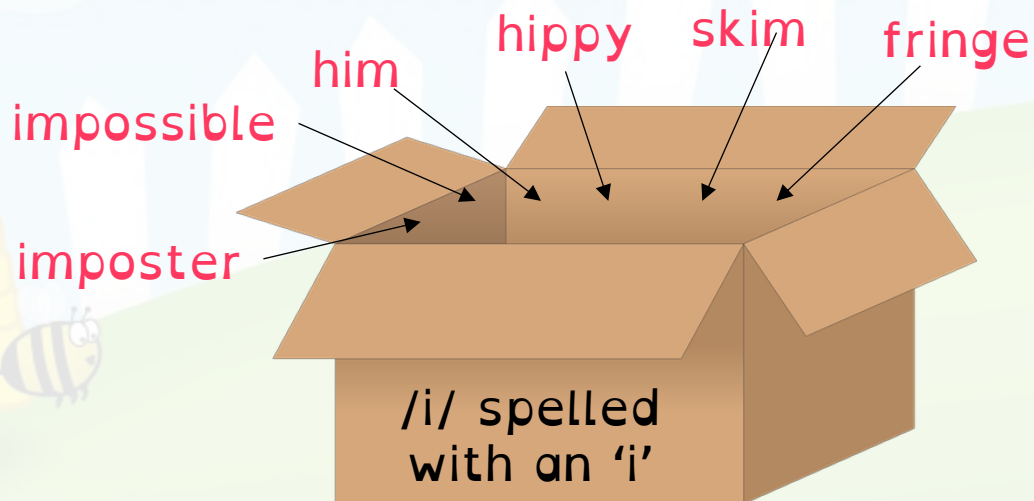
/i/ spelled
with a 'y'

Answers:

Sort the spellings in to two boxes. Words with an /i/ sound that are spelled with an 'i' and words with an /i/ sound that are spelled with a 'y'.



him	gym	hippy	pyramid	skim	system
impossible	oxygen	fringe	mystery	lyric	imposter



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



Spelling Shed

Copy down five of the words in your spelling list and write a sentence containing it.

Your sentence

Spellings
gym
myth
Egypt
pyramid
mystery
symbol
synonym
lyrics
system
gymnastics

Your word



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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
gym					
myth					
Egypt					
pyramid					
mystery					
symbol					
synonym					
lyrics					
system					
gymnastics					



Spelling Shed

Stage: 3

The /i/ sound spelled with a 'y.'

List: 3

Name:

Spellings

gym

myth

Egypt

pyramid

mystery

symbol

synonym

lyrics

system

gymnastics

			y	r				d		g		
			n									
							s			t		m
	m		s									
	b											
			i									
			c									
							y	r				
							m					

Use your spellings, and the letters in the crossword, to work out the missing words.



Spelling Shed

Stage: 3

The /i/ sound spelled with a 'y.'

List: 3

Answers:

Spellings

gym

myth

Egypt

pyramid

mystery

symbol

synonym

lyrics

system

gymnastics

			g							E		
		p	y	r	a	m	i	d		g	y	m
			m							y		
	s		n							p		
	y		a				s	y	s	t	e	m
	m	y	s	t	e	r	y					y
	b		t				n					t
	o		i				o					t
	l		c				n					
			s			l	y	r	i	c	s	
							m					

Use your spellings, and the letters in the crossword, to work out the missing words.



Spelling Shed

Stage: 3

List: 4

Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.



Stage: 3

Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.

List: 4

Spellings

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 /ze/, as in measure, are always spelled with '-sure'.

List: 4

Spellings

measure

treasure

pleasure

enclosure

displeasure

composure

leisure

exposure

closure

disclosure

mea

treas

ple

enc

displ

com

le

expo

cl

disclosu

losure

easure

sure

osure

ure

asure

posure

sure

isure

re

Match the beginning sound to its ending.



Stage: 3

Words with endings that sound like /ze/, as in measure, are always spelled with '-sure'.

List: 4

Answers:

Spellings

measure

treasure

pleasure

enclosure

displeasure

composure

leisure

exposure

closure

disclosure

mea

treas

ple

enc

displ

com

le

expo

cl

disclosu

losure

easure

sure

osure

ure

asure

posure

sure

isure

re

Match the beginning sound to its ending.

Word Tic Tac Toe



In pairs, each choose a word from the spelling list and try to write it correctly in a row of three. The winner gets three words in a line and then choose a new word and start again!

measure	treasure	
	treasure	
	treasure	measure

Stage: 3

List: 4

Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
measure					
treasure					
pleasure					
enclosure					
displeasure					
composure					
leisure					
exposure					
closure					
disclosure					



Stage: 3

Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'

List: 4

Name:

Spellings

measure

treasure

pleasure

enclosure

displeasure

composure

leisure

exposure

closure

disclosure

leasure

displeasure

enclosure

treasure

exposure

leasure

leisure

composure

closure

disclosure

Read down the columns and use the missing letters, in order, to make a new 10 letter word.

— — — — — — — — — —

Stage: 3

Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'

List: 4

Answers:



Spelling Shed

Spellings

measure

treasure

pleasure

enclosure

displeasure

composure

leisure

exposure

closure

disclosure

p l e a s u r e

d i s p l e a s u r e

e n c l o s u r e

t r e a s u r e

e x p o s u r e

m e a s u r e

l e i s u r e

c o m p o s u r e

c l o s u r e

d i s c l o s u r e

Read down the columns and use the missing letters, in order, to make a new 10 letter word.

p a n t o m i m e s



Spelling Shed

Stage: 3

List: 5

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



Spelling Shed

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

Spellings	Introduction	This week's spellings all have a /ch/ sound at the end which is spelled 'ture'.
creature	Main Teaching Activity	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. Get children to pronounce the words and discuss the sound at the end of each word. Discuss misconceptions.
furniture		
picture		
nature		
adventure		
capture	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.
future		
sculpture		
fracture		
mixture		



mix

furnit

pic

crea

+ ture

cap

fu

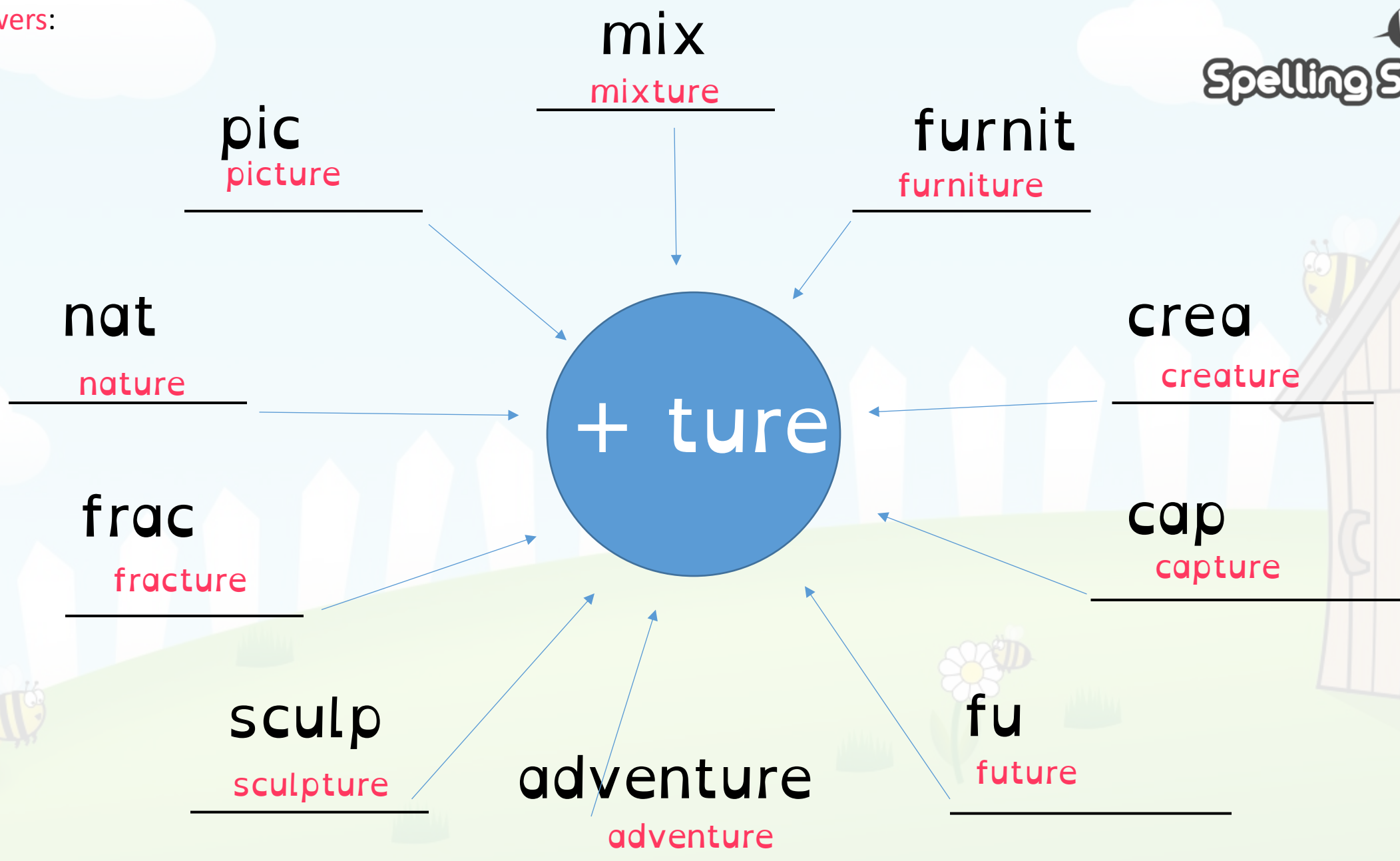
adventure

sculp

frac

nat

Answers:





Stage: 3

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

List: 5

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
creature					
furniture					
picture					
nature					
adventure					
capture					
future					
sculpture					
fracture					
mixture					



Stage: 3

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

List: 5

Name:

Spellings

creature

furniture

picture

nature

adventure

capture

future

sculpture

fracture

mixture

c	r	e	a	t	u	r	e	d	f	d	s
p	m	u	d	f	u	t	u	r	e	g	r
p	i	s	c	u	l	p	t	u	r	e	g
i	x	r	f	u	r	n	i	t	u	r	e
c	t	e	k	f	r	a	c	t	u	r	e
t	u	d	c	a	p	t	u	r	e	f	k
u	r	e	n	i	r	u	e	h	t	a	a
r	e	i	e	s	e	r	h	j	l	s	u
e	s	t	h	t	d	e	z	n	j	d	p
b	e	a	d	v	e	n	t	u	r	e	j

Can you find your spellings hidden in the word search?



Spelling Shed

Stage: 3

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

List: 5

Answers:

Spellings

creature

furniture

picture

nature

adventure

capture

future

sculpture

fracture

mixture

c	r	e	a	t	u	r	e	d	f	d	s
p	m	u	d	f	u	t	u	r	e	g	r
p	i	s	c	u	l	p	t	u	r	e	g
i	x	r	f	u	r	n	i	t	u	r	e
c	t	e	k	f	r	a	c	t	u	r	e
t	u	d	c	a	p	t	u	r	e	f	k
u	r	e	n	i	r	u	e	h	t	a	a
r	e	i	e	s	e	r	h	j	l	s	u
e	s	t	h	t	d	e	z	n	j	d	p
b	e	a	d	v	e	n	t	u	r	e	j

Can you find your spellings hidden in the word search?



Spelling Shed

Stage: 3

List: 6

Challenge words

Stage: 3

Challenge words

List: 6



Spelling Shed

Spellings

actual

answer

bicycle

circle

earth

enough

fruit

island

often

popular

Challenge Week

Choose an activity from the Challenge Activity Pack

Stage: 3

Challenge words

List: 6

Name:



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
actual					
answer					
bicycle					
circle					
earth					
enough					
fruit					
island					
often					
popular					

Stage: 3

Challenge words

List: 6

Name:



Spelling Shed

Spellings

actual

answer

bicycle

circle

earth

enough

fruit

island

often

popular

Read through your spellings. Then cover them up.
Circle the correct spelling in each row of the grid below.

actual	achual	atual
anser	answer	ansser
bisicul	bicycle	bycicle
circle	sircul	circul
erth	urth	earth
enough	enugh	enouff
froot	fruit	frewt
iland	island	irland
often	oftun	offen
poplar	populer	popular

Stage: 3

Challenge words

List: 6

Answers:



Spelling Shed

Spellings

actual

answer

bicycle

circle

earth

enough

fruit

island

often

popular

Read through your spellings. Then cover them up.
Circle the correct spelling in each row of the grid below.

actual	achual	atual
anser	answer	ansser
bisicul	bicycle	bycicle
circle	sircul	circul
erth	urth	earth
enough	enugh	enouff
froot	fruit	frewt
iland	island	irland
often	oftun	offen
poplar	populer	popular



Spelling Shed

Stage: 3

List: 7

Words with the prefix 're-' 're-' means 'again' or 'back.'



Stage: 3

Words with the prefix 're-' 're-' means 'again' or 'back.'

List: 7

Spellings

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.

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



play

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



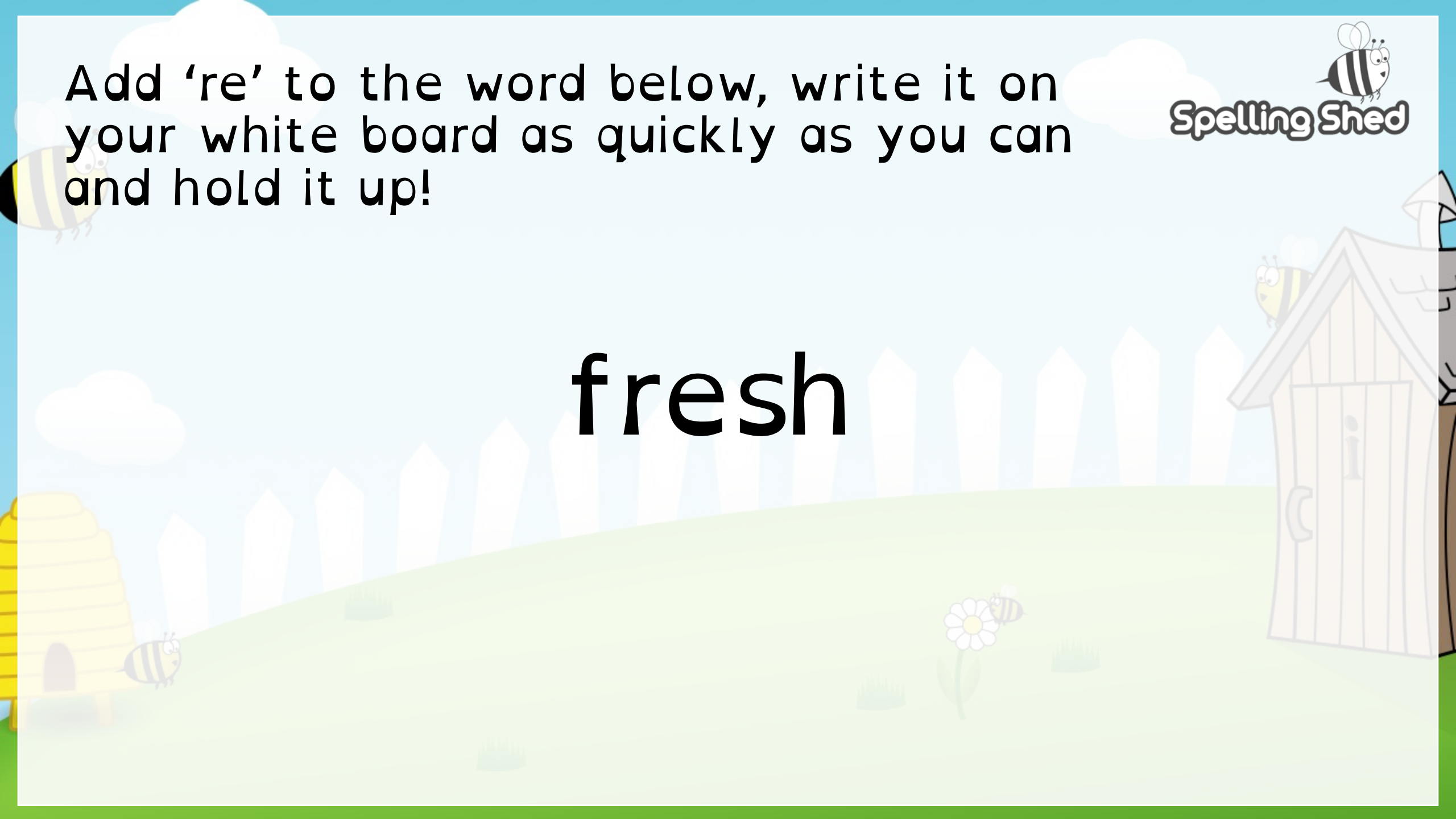
Answer:

replay

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



fresh

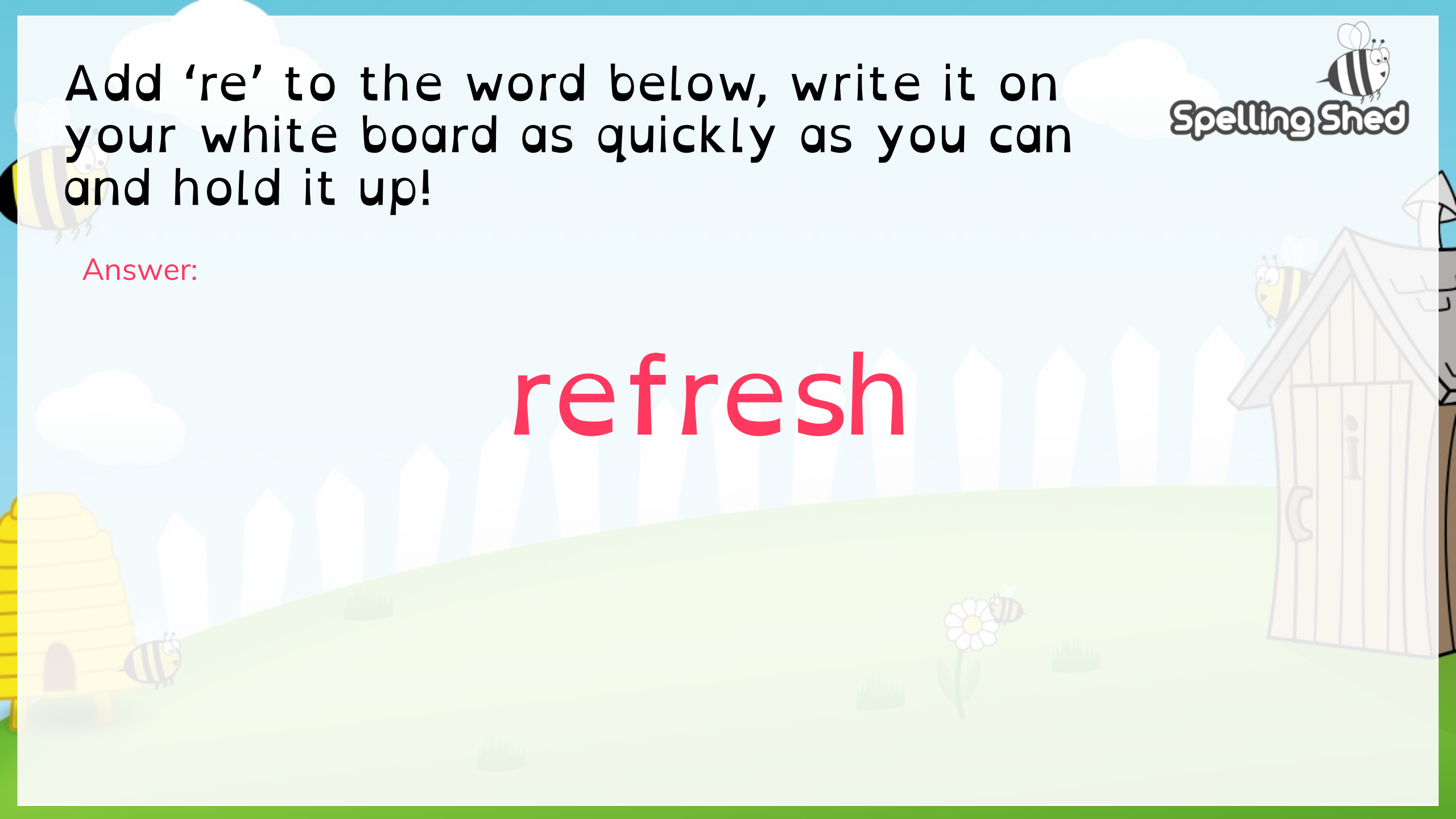


Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



Answer:

refresh



Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



appear

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



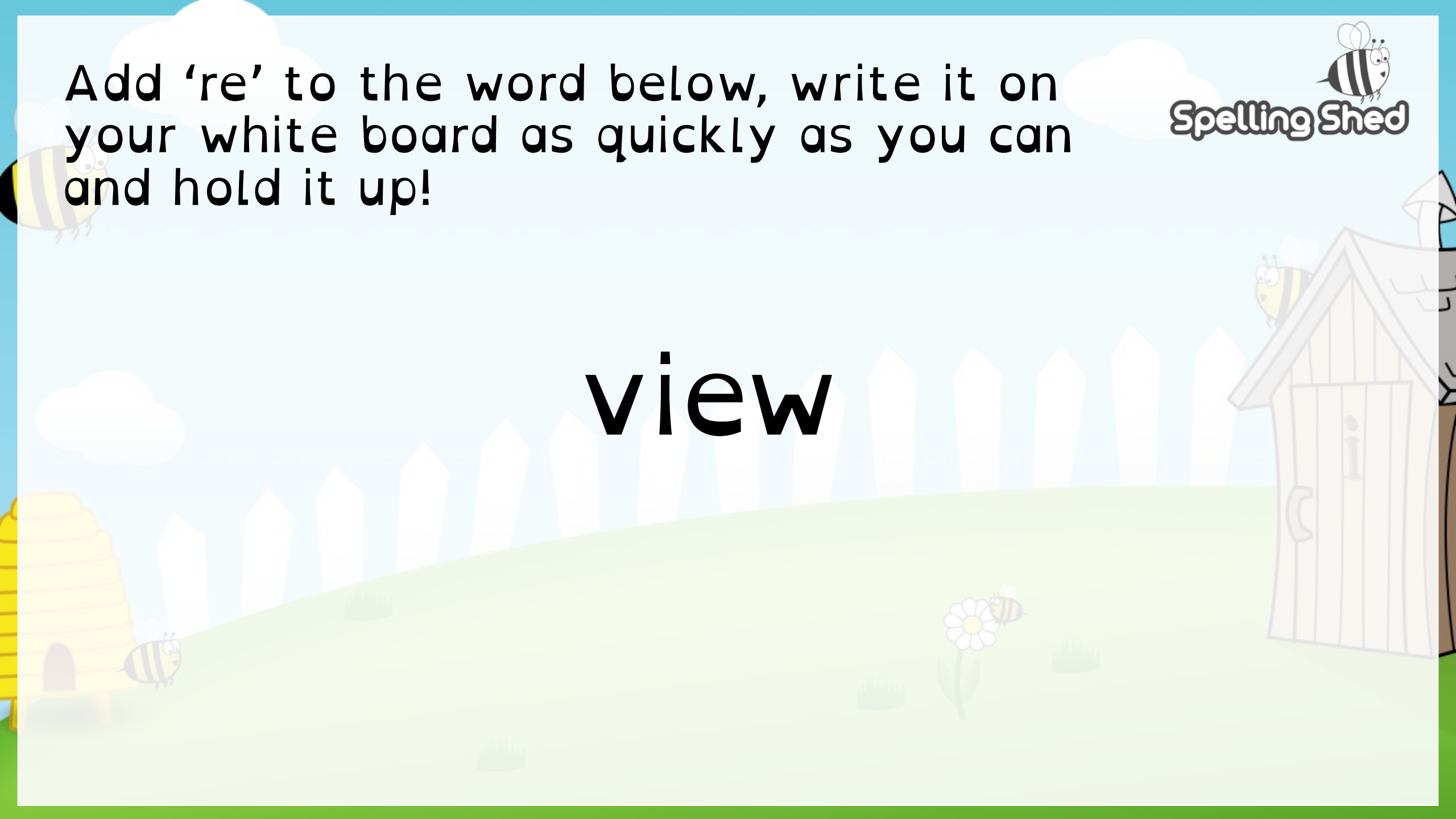
Answer:

reappear

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



view



Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



Answer:

review

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



decorate

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



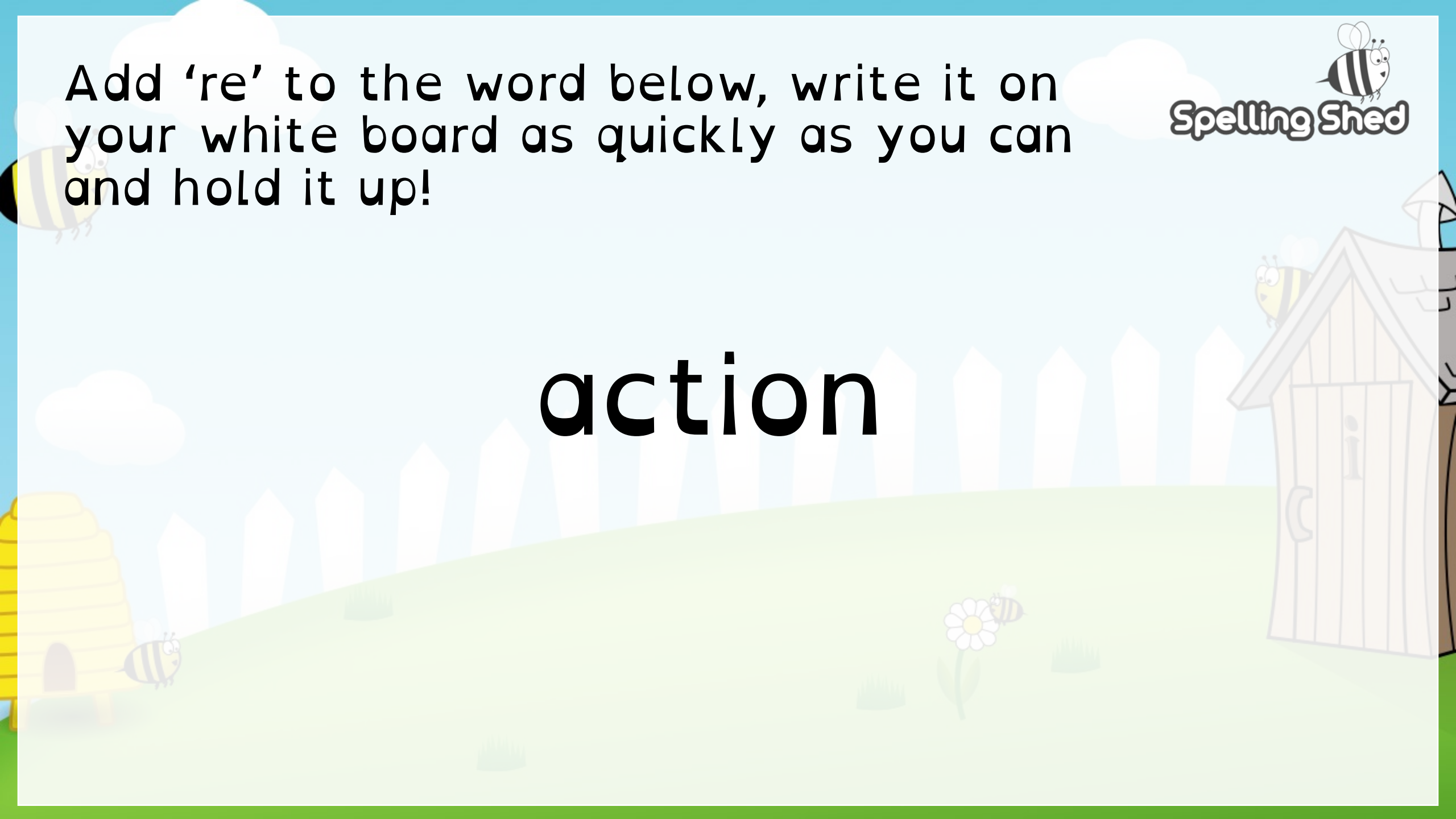
Answer:

redecorate

Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



action

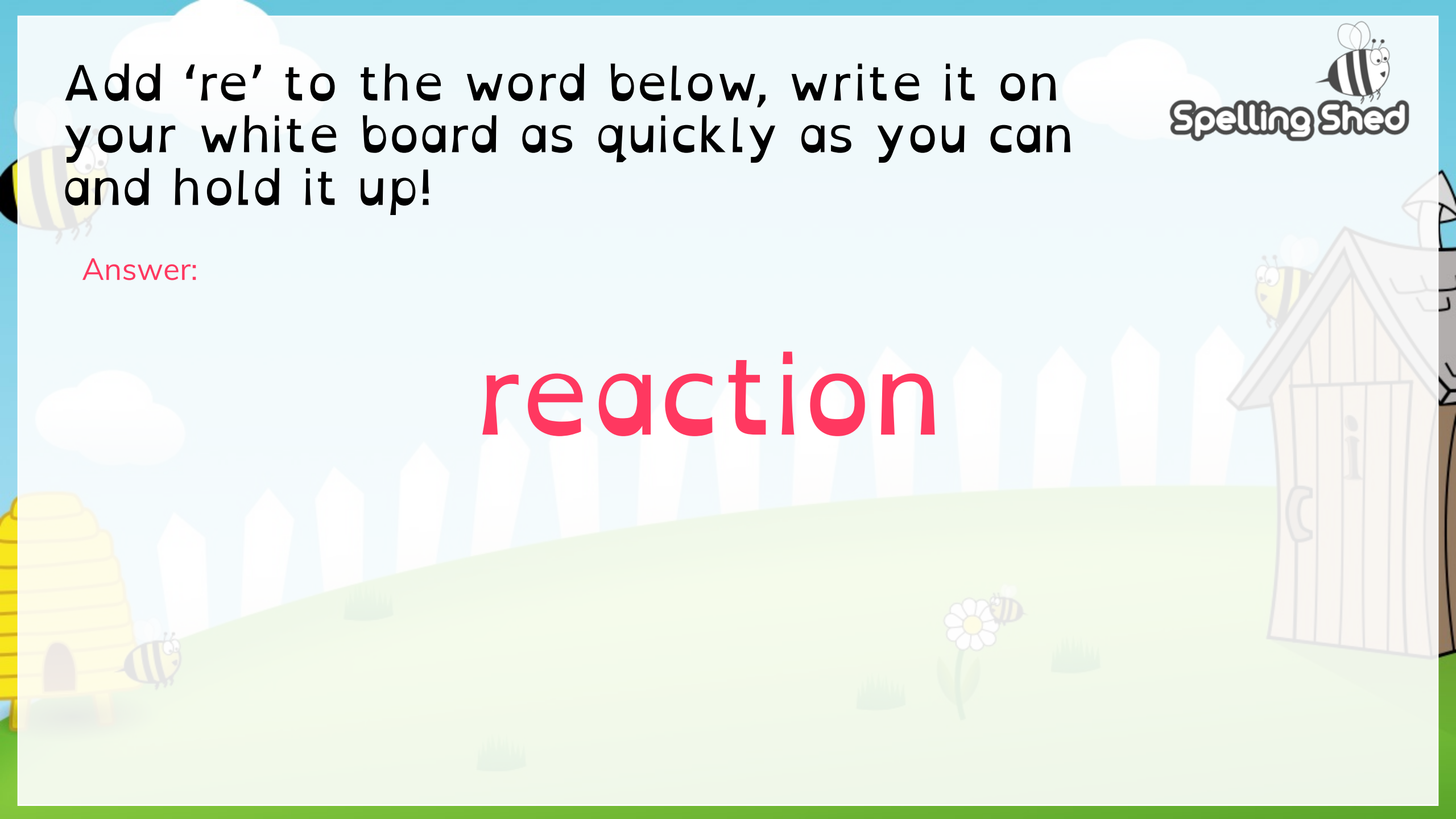


Add 're' to the word below, write it on your white board as quickly as you can and hold it up!



Answer:

reaction



Print one set of cards for each pair

To do something again.	To freshen something up.	If something makes you jump, this is a -----.	To appear again.	To get someone back for something they did.
To bounce back.	To go back somewhere.	To play it again.	To give your opinion on something.	To decorate something again.



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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
redo					
refresh					
return					
reappear					
redecorate					
revenge					
review					
replay					
reaction					
rebound					



Stage: 3

Words with the prefix 're-' 're-' means 'again' or 'back.'

List: 7

Name:

Spellings

redo

refresh

return

reappear

redecorate

revenge

review

replay

reaction

rebound

Use the 're-' prefix to create the words from your spelling list.
Can you think of any more?

re +

turn

fresh

play

do

decorate

appear

view

venge

action

bound

=



Stage: 3

Words with the prefix 're-' 're-' means 'again' or 'back.'

List: 7

Answers:

Spellings

redo

refresh

return

reappear

redecorate

revenge

review

replay

reaction

rebound

Use the 're-' prefix to create the words from your spelling list.
Can you think of any more?

re +

turn

fresh

play

do

decorate

appear

view

venge

action

bound

=

return

refresh

replay

redo

redecorate

reappear

review

revenge

reaction

rebound



Spelling Shed

Stage: 3

List: 8

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



Stage: 3

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

List: 8

Spellings

disappoint

disagree

disobey

disable

dislike

dislocate

disappear

disadvantage

disapprove

dislodge

Introduction

The prefix 'dis' is used to find the opposite of words and means 'does not', e.g. disobey means does not obey.

Can the children think of any words beginning with 'dis'. Ask them if they know what they mean.

Main Teaching Activity

Use the powerpoint slide to show the root words. Ask the children to write the opposite of each word by adding the prefix 'dis'.

Children share the new words and discuss what they think they mean.

Independent Activity

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.

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.

Ask children to make up two more sentences using 'dis' words that haven't been used yet.

Find the opposite of these words by adding the prefix 'dis'

appoint
agree
obey
able
like
mount
appear
advantage
approve
assemble



Find the opposite of these words by adding the prefix 'dis'

Answers:

appoint
agree
obey
able
like
mount
appear
advantage
approve
assemble

disappoint
disagree
disobey
disable
dislike
dismount
disappear
disadvantage
disapprove
disassemble



Stage: 3

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

List: 8

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
disappoint					
disagree					
disobey					
disable					
dislike					
dislocate					
disappear					
disadvantage					
disapprove					
dislodge					



Spelling Shed

Stage: 3

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

List: 8

Name:

Spellings

disappoint

disagree

disobey

disable

dislike

dislocate

disappear

disadvantage

disapprove

dislodge

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.



Spelling Shed

Stage: 3

List: 9

The prefix 'mis-' This is another prefix with negative meanings.



Stage: 3

The prefix 'mis-' This is another prefix with negative meanings.

List: 9

Spellings

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?



Spelling Shed

Stage: 3

The prefix 'mis-' This is another prefix with negative meanings.

List: 9

Create the words from your spelling list by adding 'mis'. Can you think of any more?

mis +

My own 'mis' words

behave

lead

spell

take

place

read

trust

understanding

use

laid

=



Spelling Shed

Stage: 3

The prefix 'mis-' This is another prefix with negative meanings.

List: 9

Answers:

Create the words from your spelling list by adding 'mis'. Can you think of any more?

mis +

My own 'mis' words

behave

lead

spell

take

place

read

trust

understanding

use

laid

=

misbehave

mislead

misspell

mistake

misplace

misread

mistrust

misunderstanding

misuse

mislaid

Print out and cut up the word cards. One set for each pair.

dis	mis	obey	take	mount
guided	appoint	spell	able	like
understand	lead	assemble	approve	read

Stage: 3

The prefix 'mis-' This is another prefix with negative meanings.

List: 9

Name:



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
misbehave					
mislead					
misspell					
mistake					
misplace					
misread					
mistrust					
misunderstanding					
misuse					
mislaid					



Spelling Shed

Stage: 3

The prefix 'mis-' This is another prefix with negative meanings.

List: 9

Name:

Spellings

misbehave

mislead

misspell

mistake

misplace

misread

mistrust

misunderstanding

misuse

mislaid

m	e	b	s
a	h	i	d
v	l	s	p
t	c	r	u
	n	g	

Using the letters in the grid, try to spell the words from your spelling list. You can use the letters as many times as you need.

One of the words cannot be spelled. Which one?



Stage: 3

The prefix 'mis-' This is another prefix with negative meanings.

List: 9

Answers:

Spellings

misbehave

mislead

misspell

mistake

misplace

misread

mistrust

misunderstanding

misuse

mislaid

m	e	b	s
a	h	i	d
v	l	s	p
t	c	r	u
	n	g	

Using the letters in the grid, try to spell the words from your spelling list. You can use the letters as many times as you need.

One of the words cannot be spelled. Which one? **mistake**



Spelling Shed

Stage: 3

List: 10

Adding suffixes beginning with vowels to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.



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

Spellings

gardening

gardened

limited

limiting

developing

developed

listening

listened

covered

covering

Introduction

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.

Main Teaching Activity

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?

Independent Activity

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.

Add 'ing' and 'ed' to each of the words below

garden
limit
develop
listen
cover



+ ing

+ ed

gardening

gardened

limiting

limited

developing

developed

listening

listened

covering

covered

developing

i
m
i
t
i
n
g

a
r
developed
e
n
e
d

Answers:

developing

Covering

Listening

gardenin g

limited

developed

l
i
s
t
e
n
d
e
d

c
o
v
e
r
e
d



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

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
gardening					
gardener					
limited					
limiting					
developing					
developed					
listening					
listened					
covered					
covering					



Spelling Shed

Stage: 3

Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled in these words.

List: 10

Name:

Spellings

gardening

gardener

limited

limiting

developing

developed

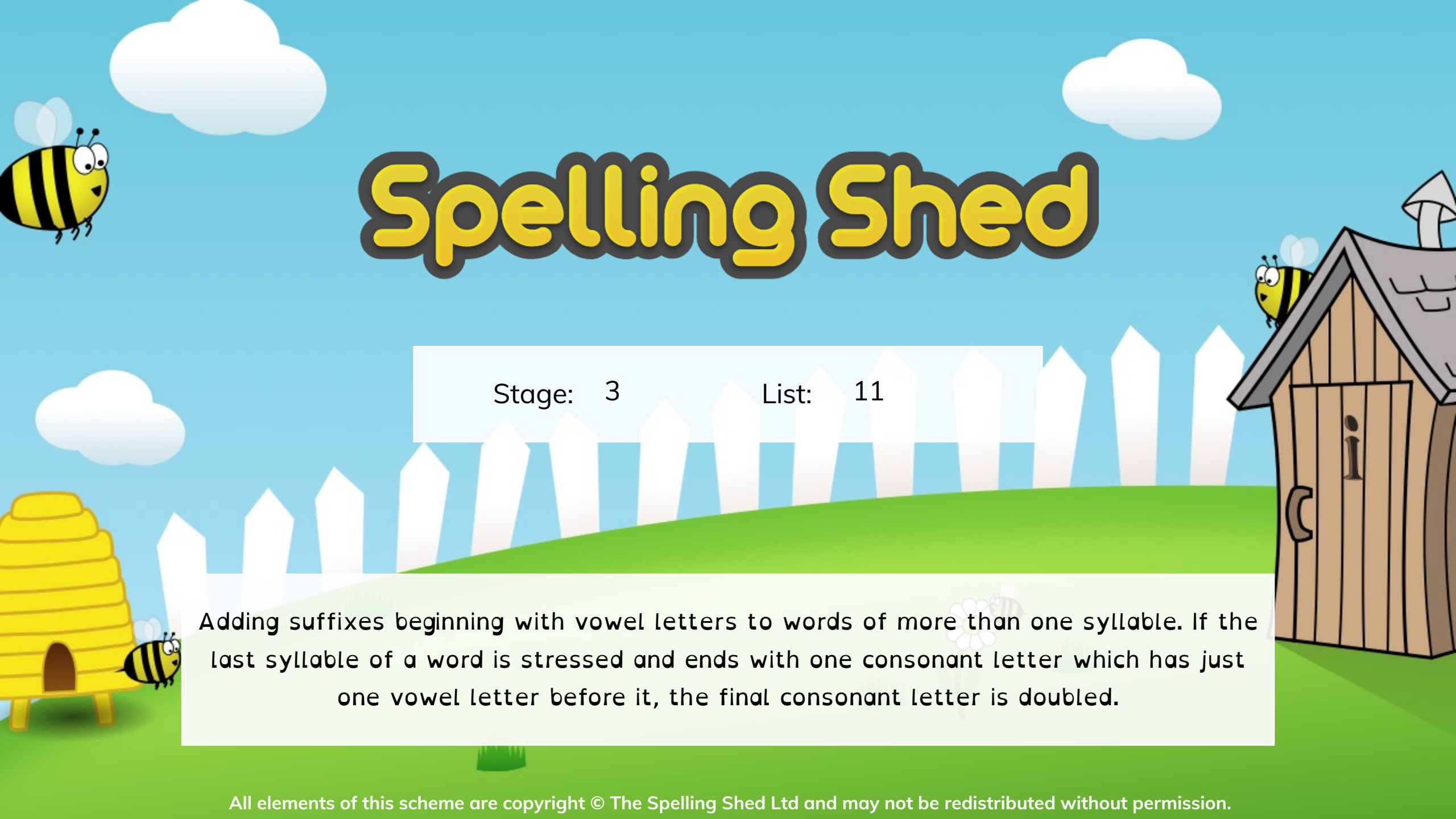
listening

listened

covered

covering

Can you select 8 of your spellings to write into sentences?



Spelling Shed

Stage: 3

List: 11

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.



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	

Spellings	Introduction	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	Main Teaching Activity	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		
preferred		
permitted		
regretting	Independent Activity	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.
committed		
forbidden		
propelled		
equipped		

Look at the root words and decide which spelling rule they should follow in order to add the suffix 'ing'.
Which box should they go in?



(tip listen to hear if the last syllable is stressed or not)

develop	forget	listen	begin	cover
garden	forbid	prefer	limit	permit

Double the final
consonant

Just add the
suffix

Look at the root words and decide which spelling rule they should follow in order to add the suffix 'ing'. Which box should they go in?

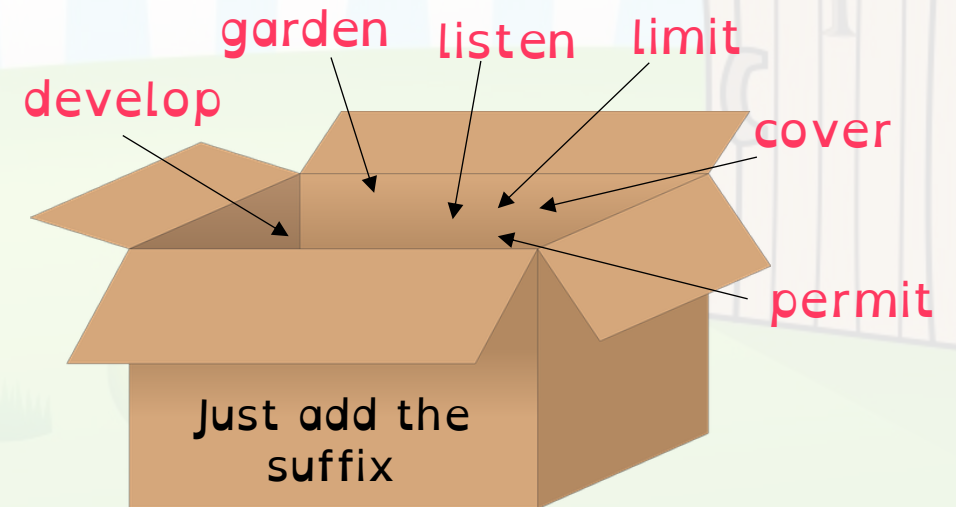
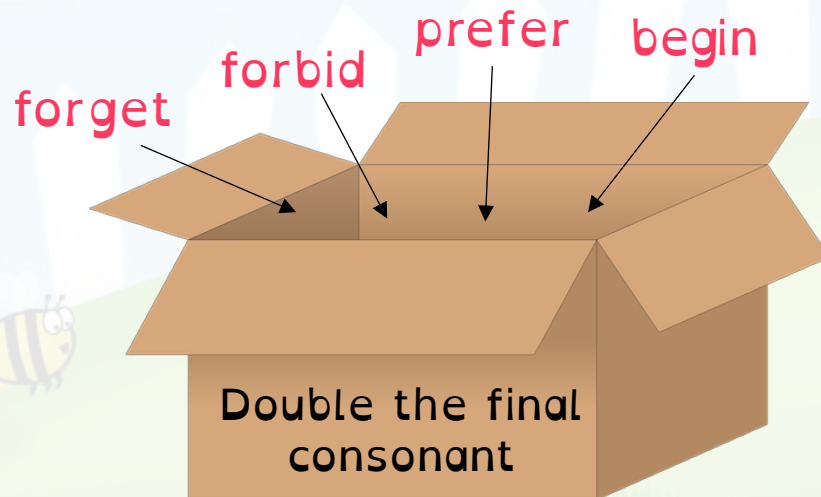


Spelling Shed

Answers:

(tip listen to hear if the last syllable is stressed or not)

develop	forget	listen	begin	cover
garden	forbid	prefer	limit	permit





Stage: 3

Adding suffixes beginning with vowel letters to words of more than one syllable.

List: 11

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
forgetting					
forgotten					
beginning					
preferred					
permitted					
regretting					
committed					
forbidden					
propelled					
equipped					



List: 11

Name:

forgetting

forgotten

beginning

preferred

permitted

regretting

committed

forbidden

propelled

equipped

Can you put the spelling words through the machine to turn them back into their root words?

Root Word

forget

Stage: 3

Adding suffixes beginning with vowel letters to words of more than one syllable.

List: 11

Answers:



Spelling Shed

Can you put the spelling words through the machine to turn them back into their root words?

Spellings

forgetting

forgotten

beginning

preferred

permitted

regretting

committed

forbidden

propelled

equipped

Root Word

forget

forgot

begin

prefer

permit

regret

commit

forbid

propel

equip



Spelling Shed

Stage: 3

List: 12

Challenge words

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	Challenge words Name:
List: 12	



Spelling Shed

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
centre					
decide					
disappear					
early					
heart					
learn					
minute					
notice					
regular					
therefore					

Stage: 3

Challenge words

List: 12

Name:



Spelling Shed

Spellings

centre

decide

disappear

early

heart

learn

minute

notice

regular

therefore

r t

i u

l e

g u

a y

e t

o t

c i

i p r

e f

Can you use
your spellings to
fill in the
missing letters?

Stage: 3

Challenge words

List: 12

Answers:



Spelling Shed

Spellings

centre

decide

disappear

early

heart

learn

minute

notice

regular

therefore

h e a r t

m i n u t e

l e a r n

r e g u l a r

e a r l y

c e n t r e

n o t i c e

d e c i d e

d i s a p p e a r

t h e r e f o r e

Can you use
your spellings to
fill in the
missing letters?



Spelling Shed

Stage: 3

List: 13

The long vowel /a/ sound spelled 'ai'



Stage: 3

The long vowel /a/ sound spelled 'ai'

List: 13

Spellings

straight

painter

fainted

waist

strainer

chained

claimed

failure

snail

waiter

Introduction

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.

Main Teaching Activity

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.

Independent Activity

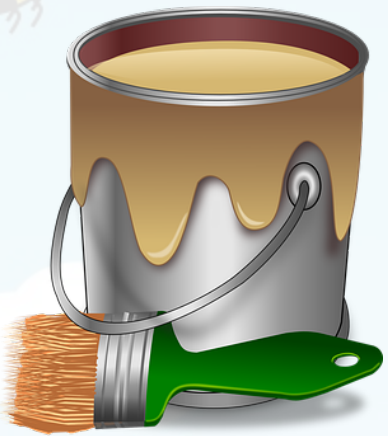
Using the spelling list words get children to work in pairs to try and find two new words that they can make from each word. For example:

straight – rats – this
strainer – rain – rent

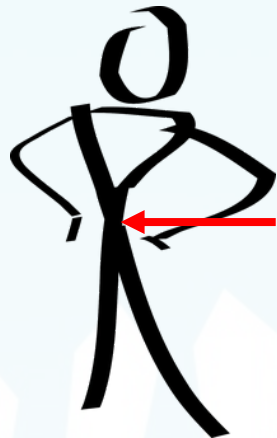


Spelling Shed

What can you see? Write down
what these images are:



_ a _ _ t



w _ _ s _



st _ _ _ _ t



ch _ _ _



f _ _ n t



s _ _ _ l



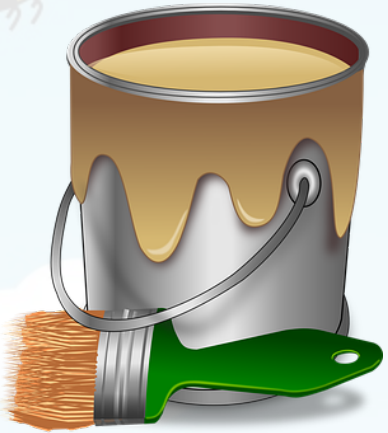
w _ _ _ _ r

Answers:

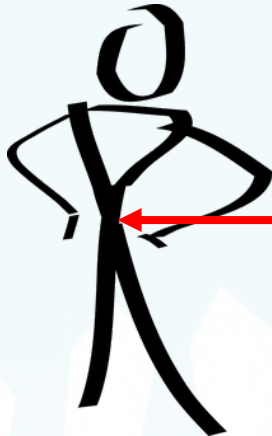
What can you see? Write down what these images are:



Spelling Shed



paint



waist



straight



chain



faint



snail



waiter



Spelling Shed

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

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
straight					
painter					
fainted					
waist					
strainer					
chained					
claimed					
failure					
snail					
waiter					



Stage: 3

The long vowel /a/ sound spelled 'ai'

List: 13

Name:

Unscramble each block to find your hidden spelling words.

Spellings

straight

painter

fainted

waist

strainer

chained

claimed

failure

snail

waiter

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f																																																	
a	e	n																																															
i	d	t																																															

Stage: 3

The long vowel /a/ sound spelled 'ai'

List: 13

Answers:



Spelling Shed

Unscramble each block to find your hidden spelling words.

Spellings

straight

painter

fainted

waist

strainer

chained

claimed

failure

snail

waiter

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snail	waist	straight	chained	waiter																																													
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i	t	e																																															
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e	i	a																																															
	l	f																																															
	u	r																																															
f																																																	
a	e	n																																															
i	d	t																																															
strainer	painter	claimed	failure	fainted																																													



Spelling Shed

Stage: 3

List: 14

The long /a/ vowel sound spelled 'ei.'



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

Give children 3 minutes to work in pairs to write down as many words as they can with the long vowel /a/ sound.

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.

Explain that today you will look at words spelled using the 'ei' spelling.

Independent Activity

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.

Share the correct spellings together.

To extend children they can also write 3 sentences using words from the spelling list.



Spelling Shed

Stage: 3

Spelling Rule: The long /a/ vowel sound spelled 'ei.'

List: 14

Answers:

Cover your spellings for this task

Spellings

vein

weigh

eight

neighbour

sleigh

reign

freight

reins

veil

eighteen

Jane has scored 2/10 in her spelling test.
Can you help her to work out which spellings are wrong and write them correctly?



naybour
weigh
aight
slaigh
rayn
frayt
reins
vayl
aighteen
vayn

neighbour

weigh

eight

sleigh

reign

freight

reins

veil

eighteen

vein



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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
vein					
weigh					
eight					
neighbour					
sleigh					
reign					
freight					
reins					
veil					
eighteen					

Stage: 3	The long /a/ vowel sound spelled 'ei.'
List: 14	
Name: _____	

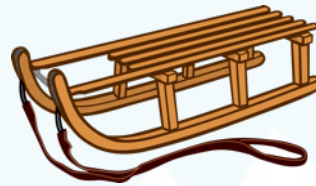


Spelling Shed

Spellings
vein
weigh
eight
neighbour
sleigh
reign
freight
reins
veil
eighteen



18



vein

neighbour

eight

sleigh

reign

weigh

freight

veil reins



eighteen



Match the image to the picture. Can you say the word in a sentence and spell it out loud?

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



Spelling Shed

Spellings
vein
weigh
eight
neighbour
sleigh
reign
freight
reins
veil
eighteen

freight



eighteen

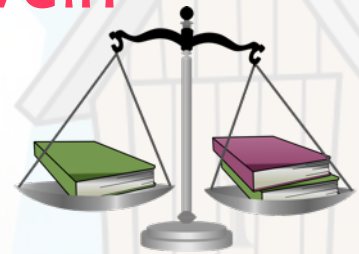
18



eight



vein



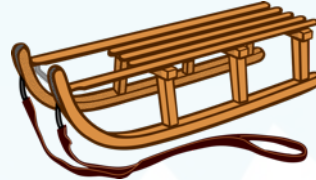
weigh

neighbour

veil



sleigh



reign



reins



Match the image to the picture. Can you say the word in a sentence and spell it out loud?



Spelling Shed

Stage: 3

List: 15

The long /a/ vowel sound spelled 'ey.'



Stage: 3

The long /a/ vowel sound spelled 'ey.'

List: 15

Spellings

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

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.

Feedback and discuss how the /a/ sound is actually spelled with as 'ey' in these words.

Independent Activity

Children to write out the sentences on the slide and input the correct word from their spelling list in to the gap.

Share sentences with the class.

To extend the class, you could ask the children to make the sentences more exiting by adding adjectives/adverbs etc.

Stage: 3

The long /a/ vowel sound spelled 'ey.'

List: 15



Spelling Shed

Spellings

obey

prey

convey

survey

grey

osprey

disobey

they

surveyor

conveyor

Write the correct spelling into each sentence.

In the past, servants had to _____ their master.

The _____ goose was chasing everyone at the park today!

A _____ looks at a house to see if it is structurally strong.

I can't believe what _____ did at the party yesterday.

An _____ is a type of bird which is also known as a sea hawk.

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

Answers:



Spelling Shed

Spellings
obey
prey
convey
survey
grey
osprey
disobey
they
surveyor
conveyor

Write the correct spelling into each sentence.

In the past, servants had to obey their master.

The grey goose was chasing everyone at the park today!

A surveyor looks at a house to see if it is structurally strong.

I can't believe what they did at the party yesterday.

An osprey is a type of bird which is also known as a sea hawk.



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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
obey					
prey					
convey					
survey					
grey					
osprey					
disobey					
they					
surveyor					
conveyor					



Spelling Shed

Stage: 3

The long /a/ vowel sound spelled 'ey.'

List: 15

Name:

Spellings

obey

prey

convey

survey

grey

osprey

disobey

they

surveyor

conveyor

Ask someone to time you. Can you find your spellings hidden in the grid?
How long did it take? Try it again and improve your speed!

convey

portray

obey

Dismay

foray

prey

betray

Away

they

holiday

survey

Conveyor

disobey

grey

Anyway

Decay

essay

display

Surveyor

Osprey

Stage: 3

The long /a/ vowel sound spelled 'ey.'

List: 15

Answers:



Spelling Shed

Spellings

obey

prey

convey

survey

grey

osprey

disobey

they

surveyor

conveyor

Ask someone to time you. Can you find your spellings hidden in the grid?
How long did it take? Try it again and improve your speed!

convey

portray

obey

dismay

foray

prey

betray

away

they

holiday

survey

conveyor

disobey

grey

anyway

decay

essay

display

surveyor

osprey



Spelling Shed

Stage: 3

List: 16

Adding the suffix **-ly**.

Adding the **-ly** suffix to an adjective turns it into an adverb.



Stage: 3

Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.

List: 16

Spellings

calmly

exactly

deadly

bravely

boldly

gladly

deeply

clearly

hourly

quickly

Introduction

Adding ly to an adjective creates an adverb that describes HOW the verb in the sentence is being done. For example

The fox jumped quickly – the adverb quickly describes how the fox jumped.

Main Teaching Activity

Show children the slide and get them to add 'ly' to change each adjective in to the adverb and therefore create their spelling list.

Discuss misconceptions and the spelling rules to check children understand them before moving on.

Independent Activity

Get children to copy the sentences from the power point slide and fill in the gap with the correct word.

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!

Add 'ly' to each of these adjectives to turn them in to adverbs

calm

exact

dead

brave

bold

glad

deep

clear

hour

quick

+ ly =

calmly

exactly

deadly

bravely

boldly

gladly

deeply

clearly

hourly

quickly

Change the words below in to adverbs by adding 'ly' and then complete the sentences using the correct word.

calmly
exactly
deadly
bravely
boldly
gladly
deeply
clearly
hourly
quickly

The cheetah ran _____ across the dusty land.

Tommy told everyone about the time he _____ helped to catch a robber.

At _____ 3pm, the wedding began.

Alfie stroked his new puppy very _____.

The poor woman _____ accepted the money from the stranger.

Change the words below in to adverbs by adding 'ly' and then complete the sentences using the correct word.



Spelling Shed

Answer:

calmly
exactly
deadly
bravely
boldly
gladly
deeply
clearly
hourly
quickly

The cheetah ran quickly across the dusty land.

Tommy told everyone about the time he bravely helped to catch a robber.

At exactly 3pm, the wedding began.

Alfie stroked his new puppy very calmly.

The poor woman quickly accepted the money from the stranger.



Stage: 3

Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.

List: 16

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
calmly					
exactly					
deadly					
bravely					
boldly					
gladly					
deeply					
clearly					
hourly					
quickly					



Stage: 3

Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.

List: 16

Name:

Spellings

calmly

exactly

deadly

bravely

boldly

gladly

deeply

clearly

hourly

quickly

Change these adjectives to adverbs by adding ly.
10 of them are your spellings. Circle them.

swift + ly =

glad + ly =

calm + ly =

exact + ly =

dead + ly =

brave + ly =

fair + ly =

honest + ly =

bold + ly =

deep + ly =

hour + ly =

quiet + ly =

serious + ly =

clear + ly =

quick + ly =

slow + ly =



Stage: 3

Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.

List: 16

Answers:

Spellings

calmly

exactly

deadly

bravely

boldly

gladly

deeply

clearly

hourly

quickly

Change these adjectives to adverbs by adding ly.
10 of them are your spellings. Circle them.

swift + ly =

swiftly

glad + ly =

gladly

calm + ly =

calmly

exact + ly =

exactly

dead + ly =

deadly

brave + ly =

bravely

fair + ly =

fairly

honest + ly =

honestly

bold + ly =

boldly

deep + ly =

deeply

hour + ly =

hourly

quiet + ly =

quietly

serious + ly =

seriously

clear + ly =

clearly

quick + ly =

quickly

slow + ly =

slowly



Spelling Shed

Stage: 3

List: 17

Homophones – words which have the same pronunciation but different meanings and/or spellings.



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

Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.

After each example ask the children to share their responses and discuss any errors or misconceptions.

Teacher can choose to reveal the two spellings before or after the pupil attempts.

Independent Activity

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.

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.



Spelling Shed

The football match was _____ last night!

Which is the correct spelling?

grate

great

Answer:



The football match was **_great_**
last night!

Which is the correct spelling?

grate

great



Spelling Shed

My children are all _____ up now.

Which is the correct spelling?

grown

groan

Answer:



My children are all **_grown_** up
now.

Which is the correct spelling?

grown

groan





Spelling Shed

The horse's _____ was beautiful
and long.

Which is the correct spelling?

mane

main

Answer:



The horse's mane was beautiful
and long.

Which is the correct spelling?

mane

main





Spelling Shed

Where should we _____ up
tomorrow morning?

Which is the correct spelling?

meat

meet

Answer:



Where should we meet up
tomorrow morning?

Which is the correct spelling?

meat

meet



Spelling Shed

It was early morning and the _____
was swirling around the boats.

Which is the correct spelling?

mist

missed

Answer:



It was early morning and the mist was swirling around the boats.

Which is the correct spelling?

mist

missed



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

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
grate					
great					
grown					
groan					
main					
mane					
meat					
meet					
missed					
mist					



Spelling Shed

Stage: 3

Homophones – words which have the same pronunciation but different meanings and/or spellings.

List: 17

Name:

Spellings

grate

great

grown

groan

main

mane

meat

meet

missed

mist

Can you circle the correct word for the sentence?

1. I told my friend that his new roller skates looked great/grate.
2. My little sister had grown/groan so much that she was far too big for her bicycle.
3. The lion roared a terrifying roar and shook his mighty main/mane.
4. I was very pleased to meat/meet my favourite football player.
5. The boat was hidden in the missed/mist.

Can you think of any other homophone pairs?



Spelling Shed

Stage: 3

Homophones – words which have the same pronunciation but different meanings and/or spellings.

List: 17

Answer:

Spellings

grate

great

grown

groan

main

mane

meat

meet

missed

mist

Can you circle the correct word for the sentence?

1. I told my friend that his new roller skates looked great/grate.
2. My little sister had grown/groan so much that she was far too big for her bicycle.
3. The lion roared a terrifying roar and shook his mighty main/mane.
4. I was very pleased to meat/meet my favourite football player.
5. The boat was hidden in the missed/mist.

Can you think of any other homophone pairs?



Spelling Shed

Stage: 3

List: 18

Challenge Words

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

Challenge Words

List: 18

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
build					
describe					
imagine					
library					
natural					
ordinary					
promise					
recent					
suppose					
weight					

Stage: 3

Challenge Words

List: 18

Name:



Spelling Shed

Spellings

build

describe

imagine

library

natural

ordinary

promise

recent

suppose

weight

Read through your spellings. Then cover them up.
Circle the correct spelling in each row of the grid below.

build	bild	billd
ordinery	ordinary	ordinry
discribe	describe	discribe
prommise	promis	promise
recent	resent	resant
natural	nachural	natchural
supose	supoze	suppose
libary	liberery	library
weigh	whay	wey
imagin	imagine	imajon

Stage: 3

Challenge Words

List: 18

Answers:



Spelling Shed

Spellings

build

describe

imagine

library

natural

ordinary

promise

recent

suppose

weight

Read through your spellings. Then cover them up.
Circle the correct spelling in each row of the grid below.

build	bild	billd
ordinery	ordinary	ordinry
discribe	describe	discribe
prommise	promis	promise
recent	resent	resant
natural	nachural	natchural
supose	supoze	suppose
libary	liberery	library
weigh	whay	wey
imagin	imagine	imajon



Spelling Shed

Stage: 3

List: 19

The /l/ sound spelled '-al' at the end of words.



Stage: 3

The /l/ 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

Spellings

arrival

burial

comical

emotional

national

magical

personal

optional

survival

tropical

Introduction

Today children will learn that sometimes the /l/ 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)

Ask children if they can think of any words ending in 'al'.

Main Teaching Activity

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.

Share the way the children have split the words and discuss any misconceptions or errors.

Independent Activity

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.

To extend pupils you can ask them to use some of the words to write sentences.



Spelling Shed

Look at the root words and decide which spelling rule they should follow and which box they should go in to when adding 'al':

arrive	bury	comic	magic	survive	logic
emotion	memory	territory	music	accident	person

Remove 'y', add 'i'
and then add 'al'

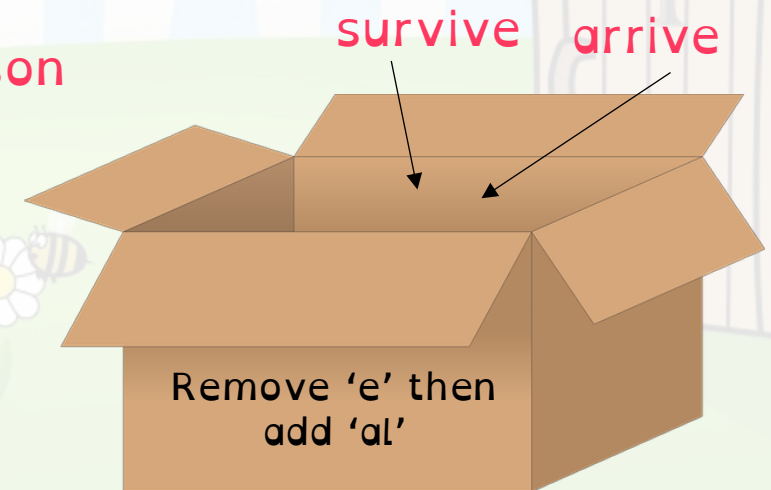
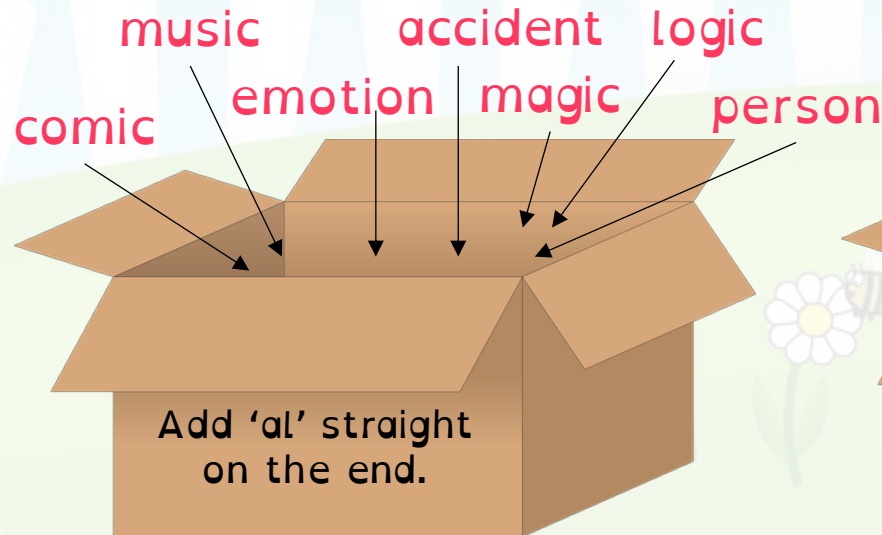
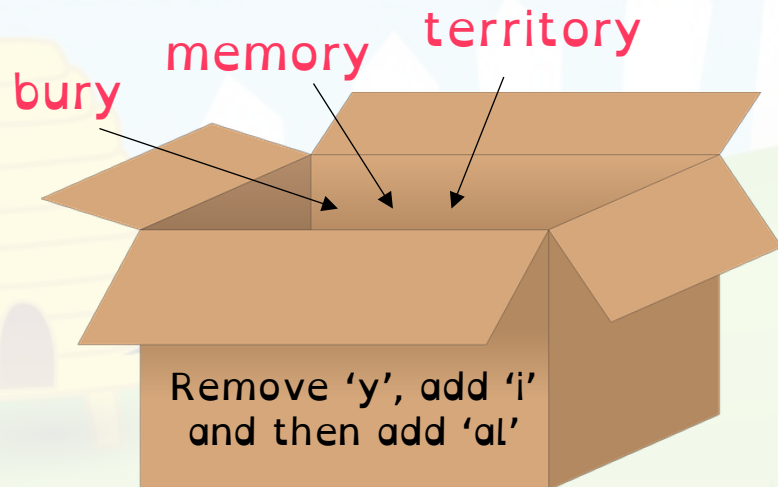
Add 'al' straight
on the end.

Remove 'e' then
add 'al'

Answers:

Look at the root words and decide which spelling rule they should follow and which box they should go in to when adding 'al':

arrive	bury	comic	magic	survive	logic
emotion	memory	territory	music	accident	person





Spelling Shed

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

Name:

Spellings

arrival

burial

comical

emotional

national

magical

personal

optional

survival

tropical

Write your spelling list on your white board and then write the definition for each word next to it.

The time
someone will get
somewhere.

When
someone is
buried.

Something
very funny.

When you feel
like you might
cry after seeing
something sad

Something that is
a choice and not
compulsory.

Something
that is
countrywide.

A person who
performs tricks
or spells is said
to be this.

Something that
is linked to the
tropics.

Continuing to
live in difficult
conditions.

Information
about you is
often called
this.



Spelling Shed

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

Answers:

Spellings

arrival

burial

comical

emotional

national

magical

personal

optional

survival

tropical

Write your spelling list on your white board and then write the definition for each word next to it.

The time someone will get somewhere.

arrival

When someone is buried.

burial

Something very funny.

comical

When you feel like you might cry after seeing something sad

emotional

Something that is a choice and not compulsory.

optional

Something that is countrywide.

national

A person who performs tricks or spells is said to be this.

magical

Something that is linked to the tropics.

tropical

Continuing to live in difficult conditions.

survival

Information about you is often called this.

personal



Stage: 3

The // sound spelled '-al' at the end of words.

List: 19

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
arrival					
burial					
comical					
emotional					
national					
magical					
personal					
optional					
survival					
tropical					



Spelling Shed

Stage: 3

The // sound spelled '-al' at the end of words.

List: 19

Name:

Spellings

arrival

burial

comical

emotional

national

magical

personal

optional

survival

tropical

m o t i o n a l

b u r i a

p r s o n a l

o m i c a l

n a i o n a l

s u v i v a l

a r r v a l

m a g i a l

o p t i o n l

t r o p i c a

Read down the columns and use the missing letters, in order, to make a new 10 letter word ending in 'al'

— — — — — — — — — —

Stage: 3

The // sound spelled '-al' at the end of words.

List: 19

Answers:



Spelling Shed

Spellings

arrival

burial

comical

emotional

national

magical

personal

optional

survival

tropical

e m o t i o n a l

b u r i a l

p e r s o n a l

c o m i c a l

n a t i o n a l

s u r v i v a l

a r r i v a l

m a g i c a l

o p t i o n a l

t r o p i c a l

Read down the columns and use the missing letters, in order, to make a new 10 letter word ending in 'al'

e l e c t r i c a l



Spelling Shed

Stage: 3

List: 20

The /l/ sound spelled '-le' at the end of words.



Stage: 3

The // sound spelled '-le' at the end of words.

List: 20

Spellings

battle

article

struggle

possible

capable

settle

humble

terrible

example

adjustable

Introduction

Today children will learn that sometimes the // sound at the end of words can be spelled 'le'.

Ask children if they can think of any words ending in 'le'.

Main Teaching Activity

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!

Share the words created and discuss any errors or misconceptions.

Independent Activity

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.



Spelling Shed

Stage: 3

The // sound spelled '-le' at the end of words.

List: 4

Click to hide
the spelling list!

Match the
beginning sound
to its ending.

bat
art
stru
pos
capa
se
humb
terr
ex
adj

icle
ggle
ttle
le
ible
ample
ustable
ble
tle
sible



Stage: 3

The // sound spelled '-le' at the end of words.

List: 4

Answers:

Click to hide
the spelling list!

Match the
beginning sound
to its ending.

Spellings

battle

article

struggle

possible

capable

settle

humble

terrible

example

adjustable

bat

art

stru

pos

capa

se

humb

terr

ex

adj

icle

ggle

ttle

le

ible

ample

ustable

ble

tle

sible



Stage: 3

The // sound spelled '-le' at the end of words.

List: 20

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
battle					
article					
struggle					
possible					
capable					
settle					
humble					
terrible					
example					
adjustable					

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



Spelling Shed

Spellings
battle
article
struggle
possible
capable
settle
humble
terrible
example
adjustable

Write the correct spelling into each sentence.

1. She wondered if it would be _____ to see the eclipse.
2. It was a brutal _____ and the opposition were tiring.
3. He was proud of the _____ he'd written.
4. She wasn't _____ of playing the guitar piece.
5. He hoped the puppy would _____ in the basket.
6. She felt _____ about dropping the glass.
7. The belt was _____ but it was a _____ to fit.
8. I showed an _____ of the work to the class.
9. Jack and his mother lived in a _____ cottage.



Spelling Shed

Stage: 3

The // sound spelled '-le' at the end of words.

List: 20

Answers:

Spellings

battle

article

struggle

possible

capable

settle

humble

terrible

example

adjustable

Write the correct spelling into each sentence.

1. She wondered if it would be possible to see the eclipse.
2. It was a brutal battle and the opposition were tiring.
3. He was proud of the article he'd written.
4. She wasn't capable of playing the guitar piece.
5. He hoped the puppy would settle in the basket.
6. She felt terrible about dropping the glass.
7. The belt was adjustable but it was a struggle to fit.
8. I showed an example of the work to the class.
9. Jack and his mother lived in a humble cottage.



Spelling Shed

Stage: 3

List: 21

Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'



Stage: 3

Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'

List: 21

Spellings

gently

simply

humbly

nobly

durably

terribly

incredibly

responsibly

wrinkly

possibly

Introduction

When adding the suffix 'ly' to root words that end in 'le' then the 'e' is dropped and 'y' added. (gentle/gently)

Main Teaching Activity

Show children the power point slides and ask them to look at the root word, apply the rule to add 'ly' to it and hold up their whiteboard with the new word on.

Discuss each word and address any misconceptions.

Independent Activity

Put the next slide up and ask children to look at the paragraph. There are lots of mistakes in it to do with adding 'ly', can they spot 8 mistakes and rewrite the paragraph to make it correct?

If children need more support then you can get them to come up and circle the mistakes. (Tip: all of the mistakes are to do with 'ly' words).



Spelling Shed

Add 'ly' to this word using the spelling rule we have learnt today:

gentle

-e then +y

gently



Spelling Shed

Add 'ly' to this word using the spelling rule we have learnt today:

simple

-e then +y

simply



Spelling Shed

Add 'ly' to this word using the spelling rule we have learnt today:

possible

-e then +y

possibly



Spelling Shed

Add 'ly' to this word using the spelling rule we have learnt today:

wrinkle

-e then +y

wrinkly



Spelling Shed

Add 'ly' to this word using the spelling rule we have learnt today:

incredible

-e then +y

incredibly

Look for the errors in Jacob's homework below, can you rewrite the paragraph correctly?

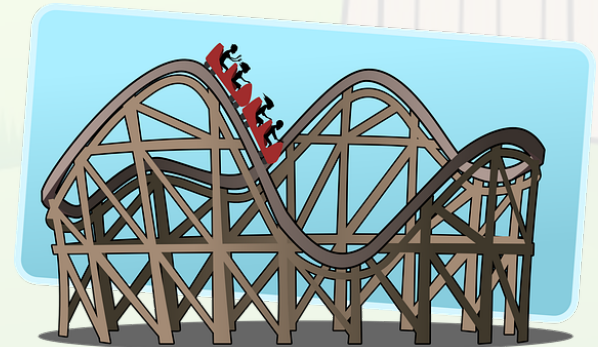


There are 8 mistakes.

Yesterday I had what was, possibly, the best day of my life! I was incredibly excited because we were going to the theme park. The first ride started very gently but then it went so fast that I became terribly scared and screamed all the way round!

For lunch we all sat comfortably on a big bench, the food was very tasty. Afterwards I asked if it we could go on more rides. We went on a water ride and got so wet our fingers became wrinkly.

After 3 hours mum said we simply had to go home as we were going to be late. I was happy to leave as I was feeling incredibly tired after my amazing day, I fell asleep in the car straight away!



Look for the errors in Jacob's homework below, can you rewrite the paragraph correctly?



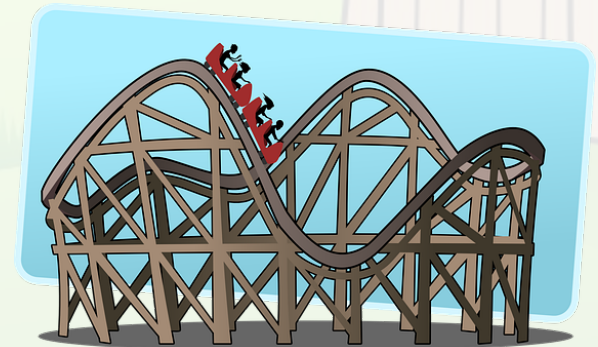
There are 8 mistakes.

Answers:

Yesterday I had what was, **possibly**, the best day of my life! I was **incredibly** excited because we were going to the theme park. The first ride started very **gently** but then it went so fast that I became **terribly** scared and screamed all the way round!

For lunch we all sat **comfortably** on a big bench, the food was very tasty. Afterwards I asked if it we could go on more rides. We went on a water ride and got so wet our fingers became **wrinkly**.

After 3 hours mum said we **simply** had to go home as we were going to be late. I was happy to leave as I was feeling **incredibly** tired after my amazing day, I fell asleep in the car straight away!





Stage: 3

Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'

List: 21

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
gently					
simply					
humbly					
nobly					
durably					
terribly					
incredibly					
responsibly					
wrinkly					
possibly					



Spelling Shed

Stage: 3

Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'

List: 21

Name:

Spellings

gently

simply

humbly

nobly

durably

terribly

incredibly

responsibly

wrinkly

possibly

Root Word

gentle + ly =

New Word

gently

simply

humbly

nobly

durably

terribly

incredibly

responsibly

wrinkly

possibly

Can you use your spellings to work out what the root word is?

Copy and complete the grid.



Stage: 3

Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'

List: 21

Answers:

Spellings
gently
simply
humbly
nobly
durably
terribly
incredibly
responsibly
wrinkly
possibly

Root Word	New Word
gentle + ly =	gently
simple	simply
humble	humbly
noble	nobly
durable	durably
terrible	terribly
incredible	incredibly
responsible	responsibly
wrinkle	wrinkly
possible	possibly

Can you use your spellings to work out what the root word is?

Copy and complete the grid.



Spelling Shed

Stage: 3

List: 22

Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic'.



Stage: 3

Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

List: 22

Spellings

basically

frantically

dramatically

historically

nationally

emotionally

accidentally

automatically

traditionally

specifically

Introduction

When a root words ends in 'ic' we don't add 'ly'. Instead we add 'ally' straight on to the end.

Main Teaching Activity

Show children spelling list on the power point slide and then show them the first two root words. Do they notice anything about the root words? Is there a pattern that links them? (they both end in 'ic').

Once they have identified the root words end in 'ic', ask them to find the root word for all of the spelling list words. Write them on their whiteboards.

Discuss the root words and address misconceptions.

Independent Activity

In small groups, spell the words one letter at a time. First child picks a word, tells the group and write the first letter then passes the board to their left. The next child adds the next letter and so on. If a mistake is made then to word is rubbed out and started again. Once the word is complete, the next child chooses a new word and it starts again.



Stage: 3

Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

List: 22

Spellings
basically
frantically
dramatically
historically
nationally
emotionally
accidentally
automatically
traditionally
specifically

Root Word
basic
frantic

Look at your spelling list and work out what each root word is.

Can you think of any more words ending with 'ally'?



Spelling Shed

Stage: 3

Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

List: 22

Answers:

Spellings
basically
frantically
dramatically
historically
nationally
emotionally
accidentally
automatically
traditionally
specifically

Root Word
basic
frantic
dramatic
historic
national
emotion
accident
automatic
tradition
specific

Look at your spelling list and work out what each root word is.

Can you think of any more words ending with 'ally'?



Stage: 3

Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

List: 22

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
basically					
frantically					
dramatically					
historically					
nationally					
emotionally					
accidentally					
automatically					
traditionally					
specifically					



Spelling Shed

Stage: 3

Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

List: 22

Name:

Match the spelling with the definition

Spellings

basically

frantically

dramatically

historically

nationally

emotionally

accidentally

automatically

traditionally

specifically

- To do something without thinking
- To do something in a theatrical or dramatic manner
- In a way that relates to strong feelings
- When something is linked to the past
- To put something simply
- To do something in a traditional way
- To do something in a panicked way because of fear
- When something unplanned happens
- When something is done for a particular reason
- Something that relates to a whole country



Stage: 3

Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

List: 22

Answers:

Match the spelling with the definition

Spellings

basically

frantically

dramatically

historically

nationally

emotionally

accidentally

automatically

traditionally

specifically

To do something without thinking

To do something in a theatrical or dramatic manner

In a way that relates to strong feelings

When something is linked to the past

To put something simply

To do something in a traditional way

To do something in a panicked way because of fear

When something unplanned happens

When something is done for a particular reason

Something that relates to a whole country



Spelling Shed

Stage: 3

List: 23

Adding the suffix -ly. Words which do not follow the rules.



Stage: 3

Adding the suffix -ly. Words which do not follow the rules.

List: 23

Spellings

truly

duly

publicly

daily

slyly

shyly

fully

wholly

coyly

happily

Introduction

Some words in English do not follow the rules when adding a suffix, these just need to just be learnt.

Main Teaching Activity

Use the dice activity with an online dice or class set and get children to work in pairs to complete it for each word.

If they want an extra challenge they could try and do each thing for more of the words!

Independent Activity

Complete the gap fill activity independently, after a minute of looking at the words, click the mouse to hide them and ask children to complete the spellings.

Share with a partner and then with the class.



Spelling Shed

Stage: 3

Adding the suffix -ly. Words which do not follow the rules.

List: 23

Name:

Spellings

truly

duly

publicly

daily

slyly

shyly

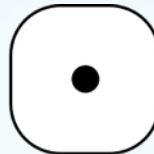
fully

wholly

coily

happily

Roll a die or ask someone to pick a number from 1-6 for each spelling.



Write your word in a full sentence.



Write your word in capital letters.



Write your word three times.



Write your word in different colours.



Write what your word means.



Spell the word out loud.

To challenge yourself, why not do all of the numbers for each spelling!

Stage: 3

Adding the suffix -ly. Words which do not follow the rules.

List: 23



Spelling Shed

Click the mouse to cover up the spelling list and see if you can work out what each of these words is!

tr _ _ _

d _ _ l _

s _ _ _ _

sh _ _ _

f _ _ _ y

_ o _ _ y

wh _ _ _ _

_ u l _

p _ b _ i _ _ y

_ a _ _ i _ y

Stage: 3

Adding the suffix -ly. Words which do not follow the rules.

List: 23

Answers:



Spelling Shed

Spellings

truly

duly

publicly

daily

slyly

shyly

fully

wholly

coyly

happily

Click the mouse to cover up the spelling list and see if you can work out what each of these words is!

tr u l y

d a i l y

s l y l y

sh y l y

f u l l y

c o y l y

wh o l l y

d u l y

p u b l i c l y

h a p p i l y



Stage: 3

Adding the suffix -ly. Words which do not follow the rules.

List: 23

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
truly					
duly					
publicly					
daily					
slyly					
shyly					
fully					
wholly					
coyly					
happily					



Spelling Shed

Stage: 3

Adding the suffix -ly. Words which do not follow the rules.

List: 23

Name:

Spellings

truly

duly

publicly

daily

slyly

shyly

fully

wholly

coyly

happily

t	r	u	l	y	f	s	f	r	i	l	d
a	h	e	e	g	s	h	f	d	k	j	a
h	a	p	p	i	l	y	x	u	d	g	i
a	s	q	z	i	r	l	e	l	n	k	l
s	d	h	s	y	u	y	i	y	o	l	y
p	u	b	l	i	c	l	y	n	k	o	j
s	e	t	y	r	c	o	y	l	y	g	n
r	t	h	l	f	g	f	u	l	l	y	r
w	q	i	y	k	a	h	t	r	g	h	k
d	g	h	j	w	h	o	l	l	y	l	i

Can you find your spellings hidden in the word search?



Spelling Shed

Stage: 3

Adding the suffix -ly. Words which do not follow the rules.

List: 23

Answers:

Spellings

truly

duly

publicly

daily

slyly

shyly

fully

wholly

coyly

happily

t	r	u	l	y	f	s	f	r	i	l	d
a	h	e	e	g	s	h	f	d	k	j	a
h	a	p	p	i	l	y	x	u	d	g	i
a	s	q	z	i	r	l	e	l	n	k	l
s	d	h	s	y	u	y	i	y	o	l	y
p	u	b	l	i	c	l	y	n	k	o	j
s	e	t	y	r	c	o	y	l	y	g	n
r	t	h	l	f	g	f	u	l	l	y	r
w	q	i	y	k	a	h	t	r	g	h	k
d	g	h	j	w	h	o	l	l	y	l	i

Can you find your spellings hidden in the word search?



Spelling Shed

Stage: 3

List: 24

Challenge Words

Stage: 3

Challenge Words

List: 24



Spelling Shed

Spellings

address

arrive

certain

experience

history

mention

occasionally

probably

reign

sentence

Challenge Week

Choose an activity from the Challenge Activity Pack.



Stage: 3

Challenge Words

List: 24

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
address					
arrive					
certain					
experience					
history					
mention					
occasionally					
probably					
reign					
sentence					

Stage: 3

Challenge Words

List: 24

Answers:



Spelling Shed

Spellings

address

arrive

certain

experience

history

mention

occasionally

probably

reign

sentence

Rewrite each of your spellings with the letters in alphabetical order

arrive

a e i r r v

address

certain

experience

history

mention

occasionally

probably

reign



Spelling Shed

Stage: 3

Challenge Words

List: 24

Answers:

Spellings

address

arrive

certain

experience

history

mention

occasionally

probably

reign

sentence

Rewrite each of your spellings with the letters in alphabetical order

arrive

a e i r r v

address

adderss

certain

aceinrt

experience

ceeeinprx

history

hiorsty

mention

eimnnot

occasionally

aaccillnoosy

probably

abblopry

reign

eginr



Spelling Shed

Stage: 3

List: 25

Words ending in '-er' when the root word ends in (t)ch.



Stage: 3

Words ending in '-er' when the root word ends in (t)ch.

List: 25

Spellings

teacher

catcher

richer

stretcher

watcher

dispatcher

butcher

preacher

cruncher

scorcher

Introduction

Words that end in 'ch' can have 'er' added straight on to the end.

Main Teaching Activity

Explain that it is easy to add 'er' on to the end of words ending in 'ch' as you can just add it straight on the end. Get children to write down the 10 root words for each of the spellings on their whiteboards.

Share answers and discuss any misconceptions or questions that might arise.

Independent Activity

Give children a set of 10 blank word cards each and get them to change the words on the power point slide in to 'er' words and write one on each card. Then in pairs children can join two sets together and play snap or pair finders (place 20 cards face down and take turns to pick up two looking for a pair).



Spelling Shed

Stage: 3

Words ending in '-er' when the root word ends in (t)ch.

List: 25

Spellings
teacher
catcher
richer
stretcher
watcher
dispatcher
butcher
preacher
cruncher
scorcher

Root Word

Look at your spelling list and work out what each root word is.

Can you think of any more words ending with 'ally'?



Spelling Shed

Stage: 3

Words ending in '-er' when the root word ends in (t)ch.

List: 25

Answers:

Spellings		Root Word
teacher	→	teach
catcher	→	catch
richer		rich
stretcher		stretch
watcher		watch
dispatcher		dispatch
butcher		butch
preacher		preach
cruncher		crunch
scorcher		scorch

Look at your spelling list and work out what each root word is.

Can you think of any more words ending with 'ally'?



Stage: 3	Words ending in '-er' when the root word ends in (t)ch.
List: 25	
Name: _____	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
teacher					
catcher					
richer					
stretcher					
watcher					
dispatcher					
butcher					
preacher					
cruncher					
scorcher					



Stage: 3

Words ending in '-er' when the root word ends in (t)ch.

List: 25

Name:

Spellings

teacher

catcher

richer

stretcher

watcher

dispatcher

butcher

preacher

cruncher

scorcher

Can you select 8 of your spellings to write into sentences?



Spelling Shed

Stage: 3

List: 26

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.



Spelling Shed

Stage: 3

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

List: 26

Spellings

scheme

chorus

chemist

echo

character

stomach

monarch

school

anchor

chaos

Introduction

Tell children that words that have a /k/ sound in them which is spelled with 'ch' are words that originate in Greek. Can the children think of any?

Main Teaching Activity

Show children the power point quiz. See if they can work in pairs to work out the 10 answers that identify their spelling list words.

Share the answers and get children to come and write the word on the board in the correct place.

Independent Activity

Get children to try and create two new words from the letters within a spelling list word.

For example:

character – teach – hat
monarch - moan - arch

Stage: 3

List: 26

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.



Spelling Shed

	Quiz	Answer
1	In a song, this is the part that is repeated after each verse.	
2	A place where you go to buy medicines or get prescriptions.	
3	You usually have a main _____ in a book who is the star.	
4	An object that ships drop to stop them moving.	
5	What you can hear when you shout in the mountains.	
6	A place you go to learn.	
7	Complete disorder or confusion!	
8	The generic name for a king or queen.	
9	The biological name for your tummy.	
10	To make plans, often in a devious way or when you might do something you shouldn't.	

Stage: 3

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

List: 26

Answers



Spelling Shed

	Quiz	Answer
1	In a song, this is the part that is repeated after each verse.	chorus
2	A place where you go to buy medicines or get prescriptions.	chemist
3	You usually have a main _____ in a book who is the star.	character
4	An object that ships drop to stop them moving.	anchor
5	What you can hear when you shout in the mountains.	echo
6	A place you go to learn.	school
7	Complete disorder or confusion!	chaos
8	The generic name for a king or queen.	monarch
9	The biological name for your tummy.	stomach
10	To make plans, often in a devious way or when you might do something you shouldn't.	scheme



Stage: 3

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

List: 26

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
scheme					
chorus					
chemist					
echo					
character					
stomach					
monarch					
school					
anchor					
chaos					



Spelling Shed

Stage: 3

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

List: 26

Name:

Spellings

scheme

chorus

chemist

echo

character

stomach

monarch

school

anchor

chaos

	s					c	h					m
										c		o
	h	a		a		t		r		h		
	m		s	c				l				
	e											c
		c		o								h
				r								
		s										

Use your spellings, and the letters in the crossword, to work out the missing words.

Stage: 3

Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.

List: 26

Answers:



Spelling Shed

Spellings

scheme

chorus

chemist

echo

character

stomach

monarch

school

anchor

chaos

	s	t	o	m	a	c	h					m
	c								e	c	h	o
c	h	a	r	a	c	t	e	r		h		n
	e			n						e		a
	m		s	c	h	o	o	l		m		r
	e			h						i		c
		c	h	o	r	u	s			s		h
		h		r						t		
		a										
		o										
		s										

Use your spellings, and the letters in the crossword, to work out the missing words.



Spelling Shed

Stage: 3

List: 27

Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelled '-que'. These words are French in origin.



Stage: 3	Words ending with the /g/ sound spelt '–gue' and the /k/ sound spelt '–que.' These words are French in origin.
List: 27	

Spellings	Introduction	Words that end with a /g/ sound but are spelled 'gue' Words that end with a /k/ sound but are spelled 'que' There words are French in origin. Can children think of any?
vague	Main Teaching Activity	Get children to divide their white boards in half and write /g/ at the top of one side and /k/ at the top of the other. Ask children to sound out the words and divide them by sound and ending. Share results and discuss any questions children may have.
league		
plague		
tongue		
fatigue		
antique	Independent Activity	Get children to write the word 'grotesque' across their whiteboard and see how many of their spelling words they can add in to a scrabble web as possible. There is a slide to support this if required.
unique		
grotesque		
mosque		
plaque		



Spelling Shed

Divide the spelling list depending on their end sounds and spellings.

vague	league	plaque	tongue	fatigue
antique	unique	grotesque	mosque	plaque

/k/ ending

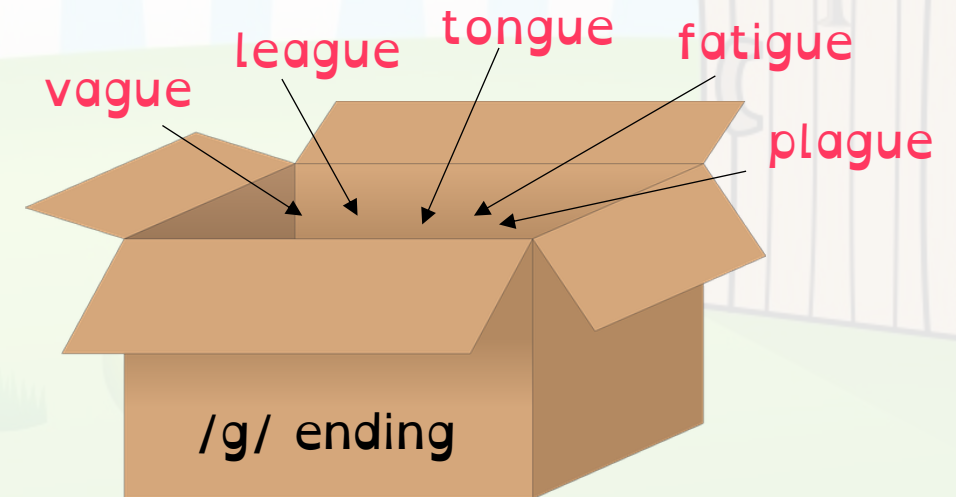
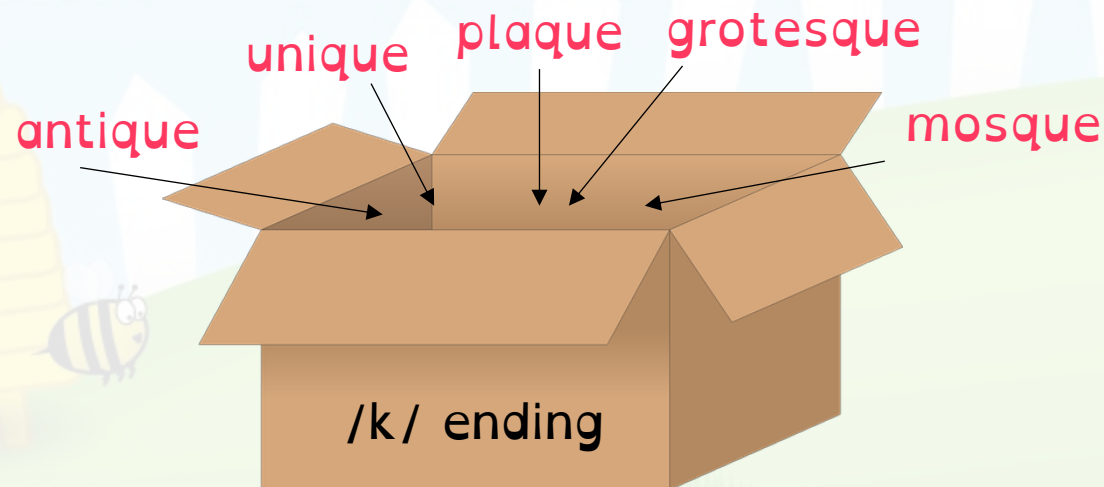
/g/ ending

Answers:

Divide the spelling list depending on their end sounds and spellings.



vague	league	plaque	tongue	fatigue
antique	unique	grotesque	mosque	plague





Spelling Shed

t
o
n
g
r
o
t
e
s
q
u
e
n
i
q
u
e

Answers:



Spelling Shed

Fatigue

o

m

n

o

v

grotesque

a

u

q

plague

e

antique

n

i

q

u

u

plaque

e

League



Stage: 3

Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelt '-que.' These words are French in origin.

List: 27

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
vague					
league					
plague					
tongue					
fatigue					
antique					
unique					
grotesque					
mosque					
plaque					



Spelling Shed

Stage: 3

Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelled '-que.' These words are French in origin.

List: 27

Name:

Spellings

vague

league

plague

tongue

fatigue

antique

unique

grotesque

mosque

plaque

v	e	l	p
a	u	t	o
g	f	n	i
q	u	m	s

Using the letters in the grid, try to spell the words from your spelling list. You can use the letters as many times as you need. One of the words cannot be spelled. Which one?



Spelling Shed

Stage: 3

Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelled '-que.' These words are French in origin.

List: 27

Answers:

Spellings

vague

league

plague

tongue

fatigue

antique

unique

grotesque

mosque

plaque

v	e	l	p
a	u	t	o
g	f	n	i
q	u	m	s

Using the letters in the grid, try to spell the words from your spelling list. You can use the letters as many times as you need. One of the words cannot be spelled. Which one? **grotesque**



Spelling Shed

Stage: 3

List: 28

Words with the /s/ sound spelled 'sc' which is Latin in its origin.



Stage: 3

Words with the /s/ sound spelled 'sc' which is Latin in its origin.

List: 28

Spellings

science

scene

discipline

fascinate

crescent

scissors

ascend

scented

scenery

descend

Introduction

Words with the /s/ sound spelt 'sc' are Latin in origin. Can children think of any?

Main Teaching Activity

Get children to come up and highlight the /s/ sound in each word.

Discuss how the 'sc' spelling is usually in the middle or at the beginning of words. It is rarely at the end.

Independent Activity

Use the power point slide and get children to use dictionaries to look up what each of the words means. Get them to copy down the definition for the 5 they like most!

To extend children you can ask them to write some sentences containing the words.



Spelling Shed

Stage: 3

Words with the /s/ sound spelled 'sc' which is Latin in its origin.

List: 28

Use a dictionary to find out what your spellings mean.
Create your own definition for 5 of your words.

Spellings

science

scene

discipline

fascinate

crescent

scissors

ascend

scented

scenery

descend

Your word

Your definition



Spelling Shed

Stage: 3

Words with the /s/ sound spelt 'sc' which is Latin in its origin.

List: 28

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
science					
scene					
discipline					
fascinate					
crescent					
scissors					
ascend					
scented					
scenery					
descend					



Spelling Shed

Stage: 3

Words with the /s/ sound spelt 'sc' which is Latin in its origin.

List: 28

Name:

Spellings

science

scene

discipline

fascinate

crescent

scissors

ascend

scented

scenery

descend

Ask someone to time you. Can you find your spellings hidden in the grid?
How long did it take? Try it again and improve your speed!

scene

screen

escape

scorned

scissors

science

discipline

describe

scented

discuss

muscle

descend

scent

ascend

fascinate

abscess

scythe

ascent

scenery

crescent



Spelling Shed

Stage: 3

Words with the /s/ sound spelt 'sc' which is Latin in its origin.

List: 28

Answers:

Spellings

science

scene

discipline

fascinate

crescent

scissors

ascend

scented

scenery

descend

Ask someone to time you. Can you find your spellings hidden in the grid?
How long did it take? Try it again and improve your speed!

scene

screen

escape

scorned

scissors

science

discipline

describe

scented

discuss

muscle

descend

scent

ascend

fascinate

abscess

scythe

ascent

scenery

crescent



Spelling Shed

Stage: 3

List: 29

Homophones: Words which have the same pronunciation but different meanings and/or spellings.



Stage: 3

Homophones: Words which have the same pronunciation but different meanings and/or spellings.

List: 29

Spellings

ball

bawl

berry

bury

brake

break

fair

fare

mail

male

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

Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.

After each example ask the children to share their responses and discuss any errors or misconceptions.

Teacher can choose to reveal the two spellings before or after the pupil attempts.

Independent Activity

In small groups, children each write two sentences and leave a gap where the homophone will go. Children then test each other to see if they choose the correct spelling.

Discussions can be had afterwards to ensure no errors have been made.



Spelling Shed

He threw the ____ up in the air
and then caught it.

Which is the correct spelling?

bawl

ball

Answers:



He threw the **ball** up in the air and then caught it.

Which is the correct spelling?

bawl

ball





Spelling Shed

The pirate said he would _____
the treasure to keep it safe.

Which is the correct spelling?

bury

berry

Answers:



The pirate said he would **bury** the treasure to keep it safe.

Which is the correct spelling?

bury

berry





Spelling Shed

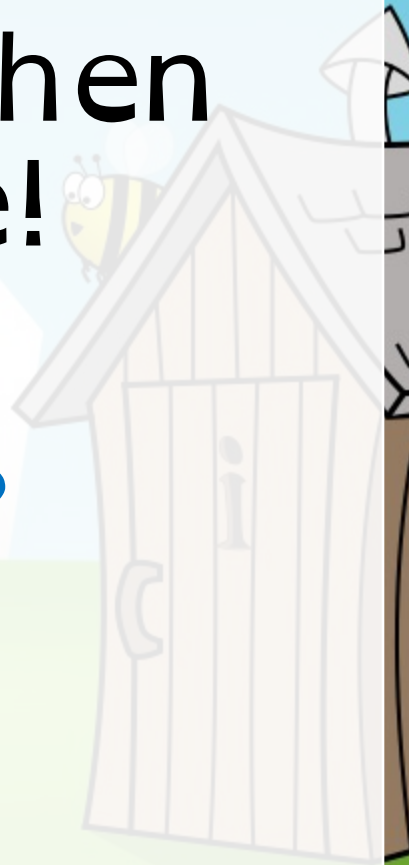


I had to slam the _____ on when
a dog ran in front of my bike!

Which is the correct spelling?

break

brake



Answers:



I had to slam the **brake** on when a dog ran in front of my bike!

Which is the correct spelling?

break

brake





Spelling Shed

“It isn’t _____”, shouted the
little girl

Which is the correct spelling?

fare

fair

Answers:



“It isn’t **fair**”, shouted the little girl

Which is the correct spelling?

fare

fair



Spelling Shed

These are the _____ toilets,
girls can't use them!

Which is the correct spelling?

mail

male

Answers:



These are the **male** toilets, girls
can't use them!

Which is the correct spelling?

mail

male



Stage: 3

Homophones: Words which have the same pronunciation but different meanings and/or spellings.

List: 29

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
ball					
bawl					
berry					
bury					
brake					
break					
fair					
fare					
mail					
male					

Stage: 3	Homophones: Words which have the same pronunciation but different meanings and/or spellings.
List: 29	
Name: _____	



Spelling Shed

Find and unscramble your spellings in the grids.

Spellings
ball
bawl
berry
bury
brake
break
fair
fare
mail
male

a	b	l	l

b	a	e	k	r

a	b	l	w

b	a	e	k	r

i	a	f	r

b	y	r	u

f	r	a	e

r	r	e	b	y

i	l	a	m

e	m	a	l

Stage: 3

List: 29

Homophones: Words which have the same pronunciation but different meanings and/or spellings.

Answers:



Spelling Shed

Spellings

ball

bawl

berry

bury

brake

break

fair

fare

mail

male

Find and unscramble your spellings in the grids.

a	b	l	l
b	a	l	l

b	a	e	k	r
b	r	e	a	k

a	b	l	w
b	a	w	l

b	a	e	k	r
b	r	a	k	e

i	a	f	r
f	a	i	r

b	y	r	u
b	u	r	y

f	r	a	e
f	a	r	e

r	r	e	b	y
b	e	r	r	y

i	l	a	m
m	a	i	l

e	m	a	l
m	a	l	e



Spelling Shed

Stage: 3

List: 30

Challenge Words

Stage: 3

Challenge Words

List: 30



Spelling Shed

Spellings

accidentally

breathe

century

consider

eight

guard

heard

peculiar

possible

quarter

Challenge Week

Choose an activity from the Challenge Activity Pack.



Stage: 3	Challenge Words
List: 30	
Name:	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
accidentally					
breathe					
century					
consider					
eight					
guard					
heard					
peculiar					
possible					
quarter					

Stage: 3

Challenge Words

List: 30

Name:



Spelling Shed

Spellings

accidentally

breathe

century

consider

eight

guard

heard

peculiar

possible

quarter

Cover your spellings up. Can you work out the missing vowels from each word? If you find it hard, ask someone to read the words.

_ c c _ d _ n t _ l l y

_ _ g h t

c _ n t _ r y

b r _ _ t h _

c _ n s _ d _ r

h _ _ r d

p _ c _ l _ a r

g _ _ r d

p _ s s _ b l _

q _ _ r t _ r

Stage: 3

Challenge Words

List: 30

Answers:



Spelling Shed

Spellings

accidentally

breathe

century

consider

eight

guard

heard

peculiar

possible

quarter

Cover your spellings up. Can you work out the missing vowels from each word? If you find it hard, ask someone to read the words.

a c c i d e n t a l l y

e i g h t

c e n t u r y

b r e a t h e

c o n s i d e r

h e a r d

p e c u l i a r

g u a r d

p o s s i b l e

q u a r t e r



Spelling Shed

Stage: 3

List: 31

The suffix '-sion' pronounced /ʒən/



Spelling Shed

Stage: 3

The suffix '–sion' pronounced /ʒən/

List: 31

Spellings

division

invasion

confusion

decision

collision

television

erosion

vision

fusion

revision

Introduction

Ask the children how you pronounce: “sion”. The words we are learning this week are all pronounced /ʒən/.

Main Teaching Activity

Show the children a selection of words with suffix –sion. Ask them to sort the words into those pronounced /ʒən/ and those with another pronunciation.

Independent Activity

Children are to choose five words, write those words and then draw a picture to represent the words. Television has been done already as an example.



Spelling Shed

Look at these words and decide which words have '-sion' pronounced like: "vision" and which do not.

television	revision	mission	invasion	expansion	comprehension
confusion	propulsion	emission	erosion	fusion	conclusion

-sion pronounced
like vision

A different
pronunciation



Look at these words and decide which words have '-sion' pronounced like: "vision" and which do not.

conclusion

fusion

emission

television

confusion

expansion

propulsion

revision

invasion

mission

comprehension

erosion

-sion pronounced
like vision

A different
pronunciation



Stage: 3

The suffix '-sion' pronounced /ʒən/

List: 31

Name:

Spellings

division

invasion

confusion

decision

collision

television

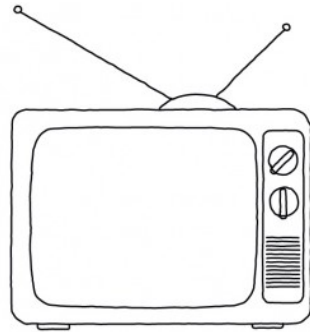
erosion

vision

fusion

revision

Choose five of your spellings, write your word then draw a picture for the word. One has been done for you.



television



Stage: 3

The suffix '-sion' pronounced /ʒən/

List: 31

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
division					
invasion					
confusion					
decision					
collision					
television					
erosion					
vision					
fusion					
revision					



Spelling Shed

Stage: 3

The suffix '-sion' pronounced /ʒən/

List: 31

Name:

Spellings

division

invasion

confusion

decision

collision

television

erosion

vision

fusion

revision

Use your list of spelling words to rewrite the list in alphabetical order.

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



Spelling Shed

Stage: 3

The suffix '-sion' pronounced /ʒən/

List: 31

Answers:

Spellings

division

invasion

confusion

decision

collision

television

erosion

vision

fusion

revision

Use your list of spelling words to rewrite the list in alphabetical order.

1. collision

6. fusion

2. confusion

7. invasion

3. decision

8. revision

4. division

9. television

5. erosion

10. vision



Spelling Shed

Stage: 3

List: 32

Challenge Words.

Stage: 3

Challenge Words.

List: 32



Spelling Shed

Spellings

difficult

important

length

perhaps

position

pressure

question

strange

special

purpose

Revision

Choose an activity from the Challenge Activity Pack.



Stage: 3

Challenge Words.

List: 32

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
difficult			
important			
length			
perhaps			
position			
pressure			
question			
strange			
special			
purpose			



Spelling Shed

Stage: 3

Challenge Words.

List: 32

Name:

Spellings

difficult

important

length

perhaps

position

pressure

question

strange

special

purpose

Use your list of spelling words to rewrite the list in alphabetical order.

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



Spelling Shed

Stage: 3

Challenge Words.

List: 32

Answers:

Spellings

difficult

important

length

perhaps

position

pressure

question

strange

special

purpose

Use your list of spelling words to rewrite the list in alphabetical order.

1. difficult

6. pressure

2. important

7. purpose

3. length

8. question

4. perhaps

9. special

5. position

10. strange



Spelling Shed

Stage: 3

List: 33

Revision – spelling rules we have learned in Stage 3.

Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 33	



Spelling Shed

Spellings
pleasure
island
dislocate
disadvantage
decide
survey
exactly
bravely
ordinary
promise

Revision

Choose an activity from the Challenge Activity Pack.





Stage: 3

Revision – spelling rules we have learned in Stage 3.

List: 33

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
pleasure					
island					
dislocate					
disadvantage					
decide					
survey					
exactly					
bravely					
ordinary					
promise					

Stage: 3

Revision – spelling rules we have learned in Stage 3.

List: 33

Name:



Spelling Shed

Unscramble each block to find your hidden spelling words.

Spellings

pleasure

island

dislocate

disadvantage

decide

survey

exactly

bravely

ordinary

promise

e	c	i
e	d	d

i	a	l
d	s	n

s	e	l
a	p	u
r	e	

e	c	t
a	x	l
		y

r	b	
a	e	
v	l	y

decide

i	d	o
a	r	n
r	y	

o	r	p
m	i	s
		e

l	i	d
c	s	o
a	e	t

s	e	r
y	u	v

a	d	s
d	i	v
t	a	a
g	n	e

Stage: 3

Revision – spelling rules we have learned in Stage 3.

List: 33

Answers:



Spelling Shed

Unscramble each block to find your hidden spelling words.

Spellings

pleasure

island

dislocate

disadvantage

decide

survey

exactly

bravely

ordinary

promise

e c i e d d	i a l d s n	s e l a p u r e	e c t a x l y	r b a e v l y
decide	island	pleasure	exactly	bravely
i d o a r n r y	o r p m i s e	l i d c s o a e t	s e r y u v	a d s d i v t a a g n e
ordinary	promise	dislocate	survey	disadvantage



Spelling Shed

Stage: 3

List: 34

Revision – spelling rules we have learned in Stage 3.

Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 34	



Spellings
freight
hourly
missed
suppose
plaque
descend
grotesque
automatically
daily
scented

Revision

Choose an activity from the Challenge Activity Pack.



Stage: 3

Revision – spelling rules we have learned in Stage 3.

List: 34

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
freight					
hourly					
missed					
suppose					
plaque					
descend					
grotesque					
automatically					
daily					
scented					

Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 34	
Name:	



Spelling Shed

Spellings
freight
hourly
missed
suppose
plaque
descend
grotesque
automatically
daily
scented

Can you select 8 of your spellings to write into sentences?



Spelling Shed

Stage: 3

List: 35

Revision – spelling rules we have learned in Stage 3.

Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 35	



Spellings
teacher
scheme
history
mention
bawl
crescent
eighteen
regular
disable
mane

Revision

Choose an activity from the Challenge Activity Pack.



Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 35	
Name:	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
teacher					
scheme					
history					
mention					
bawl					
crescent					
eighteen					
regular					
disable					
mane					



Spelling Shed

Stage: 3

Revision – spelling rules we have learned in Stage 3.

List: 35

Name:

Spellings

teacher

scheme

history

mention

bawl

crescent

eighteen

regular

disable

mane

Read through your spellings. Then cover them up.
Circle the correct spelling in each row of the grid below.

teacher

teecher

teatcher

history

histry

histoary

sckeme

scheam

scheme

bawl

barl

baal

eightteen

eighteen

eigteen

mention

menchon

menchon

disabul

dissable

disable

crescent

cresent

crezent

mayne

mane

manne

reglar

reguler

regular

Stage: 3

Revision – spelling rules we have learned in Stage 3.

List: 35

Answers:



Spelling Shed

Spellings

teacher

scheme

history

mention

bawl

crescent

eighteen

regular

disable

mane

Read through your spellings. Then cover them up.
Circle the correct spelling in each row of the grid below.

teacher

teecher

teatcher

history

histry

histoary

sckeme

scheam

scheme

bawl

barl

baal

eightteen

eighteen

eigteen

mention

menchon

menchion

disabul

dissable

disable

crescent

cresent

crezent

mayne

mane

manne

reglar

reguler

regular



Spelling Shed

Stage: 3

List: 36

Revision – spelling rules we have learned in Stage 3.

Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 36	



Spellings
disappear
reaction
capable
personal
specifically
misunderstanding
freight
committed
forbidden
neighbour

Revision

Choose an activity from the Challenge Activity Pack.



Stage: 3

Revision – spelling rules we have learned in Stage 3.

List: 36

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
disappear					
reaction					
capable					
personal					
specifically					
misunderstanding					
freight					
committed					
forbidden					
neighbour					

Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 36	
Name:	



Spelling Shed

Spellings
disappear
reaction
capable
personal
specifically
misunderstanding
freight
committed
forbidden
neighbour

Consonants are worth 1 point	b c d f g h j k l m n p q r s t v w x y z
Vowels are worth 2 points	a e i o u

Which words are worth 12 points?

How many points is misunderstanding worth?

Which word is worth 9 points?

Stage: 3	Revision – spelling rules we have learned in Stage 3.
List: 36	

Answers:



Spelling Shed

Spellings
disappear
reaction
capable
personal
specifically
misunderstanding
freight
committed
forbidden
neighbour

Consonants are worth 1 point	b c d f g h j k l m n p q r s t v w x y z
Vowels are worth 2 points	a e i o u

Which words are worth 12 points?

Reaction, committed & forbidden

How many points is misunderstanding worth?

21

Which word is worth 9 points?

Freight