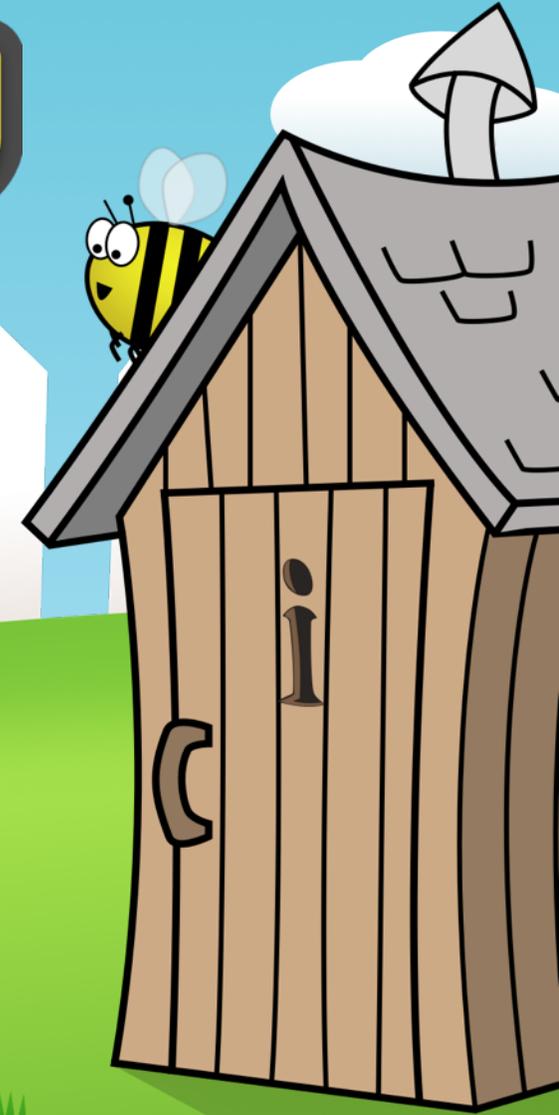


Spelling Shed

Spelling Scheme of Work



Stage 3



Welcome to The Spelling Shed Year 3 scheme of work.



Spelling Shed

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



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

Spellings
mouth
around
sprout
sound
spout
ouch
hound
trout
found
proud

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



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

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.



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	<p>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.</p> <p>Discuss the results and look at misconceptions.</p>
Independent Activity	<p>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!</p> <p>Share sentences with the class.</p>



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	<p>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!</p> <p>Discuss the spelling list words and any misconceptions or errors.</p>
Independent Activity	Children play spelling noughts and crosses (tic tac toe). On a mini whiteboard draw a nought and crosses grid (see powerpoint slide). Each child chooses a target word from the list and has to write it in one of the squares next child writes their word in another, play like noughts and crosses. First to get three words in a row wins that round. Begin again with a new word from the list.



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

Spellings	Introduction
creature	This week's spellings all have a /ch/ sound at the end which is spelled 'ture'.
furniture	
picture	Main Teaching Activity
nature	
adventure	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.
capture	
future	Independent Activity
sculpture	
fracture	
mixture	

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	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.



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



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?



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	<p>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.</p> <p>Share their list of new words and discuss misconceptions.</p> <p>Can anyone use any of the words in a sentence?</p>
Independent Activity	<p>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.</p> <p>You can use the example on the slide below if they need some support getting started.</p> <p>Feedback and if time, draw a scrabble web on the board as a class.</p>



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
forgetting
forgotten
beginning
preferred
permitted
regretting
committed
forbidden
propelled
equipped

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
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.
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.

Stage: 3

Challenge words

List: 12



Spelling Shed

Spellings

centre

decide

disappear

early

heart

learn

minute

notice

regular

therefore

Challenge Week

Choose an activity from the Challenge Activity Pack



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

Spellings
straight
painter
fainted
waist
strainer
chained
claimed
failure
snail
waiter

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



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.



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



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

Spellings
calmly
exactly
deadly
bravely
boldly
gladly
deeply
clearly
hourly
quickly

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



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

Spellings
grate
great
grown
groan
main
mane
meat
meet
missed
mist

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

Stage: 3

Challenge Words

List: 18



Spelling Shed

Spellings

build

describe

imagine

library

natural

ordinary

promise

recent

suppose

weight

Challenge Week

Choose an activity from the Challenge Activity Pack.



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

Spellings
arrival
burial
comical
emotional
national
magical
personal
optional
survival
tropical

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



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

Spellings
battle
article
struggle
possible
capable
settle
humble
terrible
example
adjustable

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



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).



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	<p>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').</p> <p>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.</p> <p>Discuss the root words and address misconceptions.</p>
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 -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.

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	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	<p>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.</p> <p>Share answers and discuss any misconceptions or questions that might arise.</p>
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).



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	<p>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.</p> <p>Share the answers and get children to come and write the word on the board in the correct place.</p>
Independent Activity	<p>Get children to try and create two new words from the letters within a spelling list word.</p> <p>For example:</p> <p>character – teach – hat monarch - moan - arch</p>



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
vague
league
plague
tongue
fatigue
antique
unique
grotesque
mosque
plaque

Introduction	Words that end with a /g/ sound but are spelled 'gue' Words that end with a /k/ sound but are spelled 'que' These words are French in origin. Can children think of any?
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.
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.



Stage: 3	Words with the /s/ sound spelled 'sc' which is Latin in its origin.
List: 28	

Spellings	Introduction	Main Teaching Activity	Independent Activity
science	Words with the /s/ sound spelt 'sc' are Latin in origin. Can children think of any?	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.	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!
scene			
discipline			To extend children you can ask them to write some sentences containing the words.
fascinate			
crescent			
scissors			
ascend			
scented			
scenery			
descend			



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	<p>Using the PowerPoint, display each example on the whiteboard. Ask the children to write down the word that they think goes in each gap.</p> <p>After each example ask the children to share their responses and discuss any errors or misconceptions.</p> <p>Teacher can choose to reveal the two spellings before or after the pupil attempts.</p>
Independent Activity	<p>In small groups, 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.</p> <p>Discussions can be had afterwards to ensure no errors have been made.</p>

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 Packs.





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.

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

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: 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: 35



Spelling Shed

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: 36



Spelling Shed

Spellings

disappear

reaction

capable

personal

specifically

misunderstanding

freight

committed

forbidden

neighbour

Revision

Choose an activity from the Challenge Activity Pack.