

Spelling Buzz: Level Three Words

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|------|---------|--------|-------|
| | | | |
| one | | | |
| two | | | |
| with | | | |
| boy | | | |
| girl | | | |
| more | | | |
| new | | | |
| see | sees | seeing | |
| home | | | |
| old | | | |
| this | | | |
| then | | | |
| when | | | |
| do | doing | does | |
| look | looking | looked | looks |
| said | | | |
| they | | | |
| went | | | |
| are | | | |
| was | | | |

A few ideas that may help:

- 1) Use the spelling strategies tips explained in the “Guidance for Parents” pages.
- 2) Play games as explained in the “Games Ideas” page.
- 3) Try the following

when: The little word **hen** is hiding in the word “when”. Encourage children to say, “**when hen,**” out loud every time they write it.

two: Children may be helped with the mnemonic

two white oranges

(and get them to draw a picture of two white oranges). They must then say this mnemonic out loud every time they need to write “two”.

look: Get your child to write the word in big letters and turn the two **O**s into a pair of eyes that are looking.

girl: If this word is causing difficulty, try the mnemonic

girl is really long

and draw a picture of an incredibly tall girl to accompany it.