

HeadStart

Primary



SPELLING

YEAR 5

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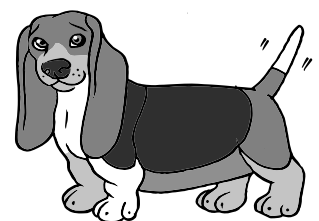
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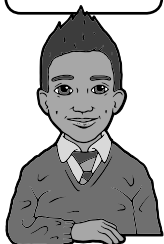
Twiggy



Buddy



Blossom



Bean



Petal



Sprout

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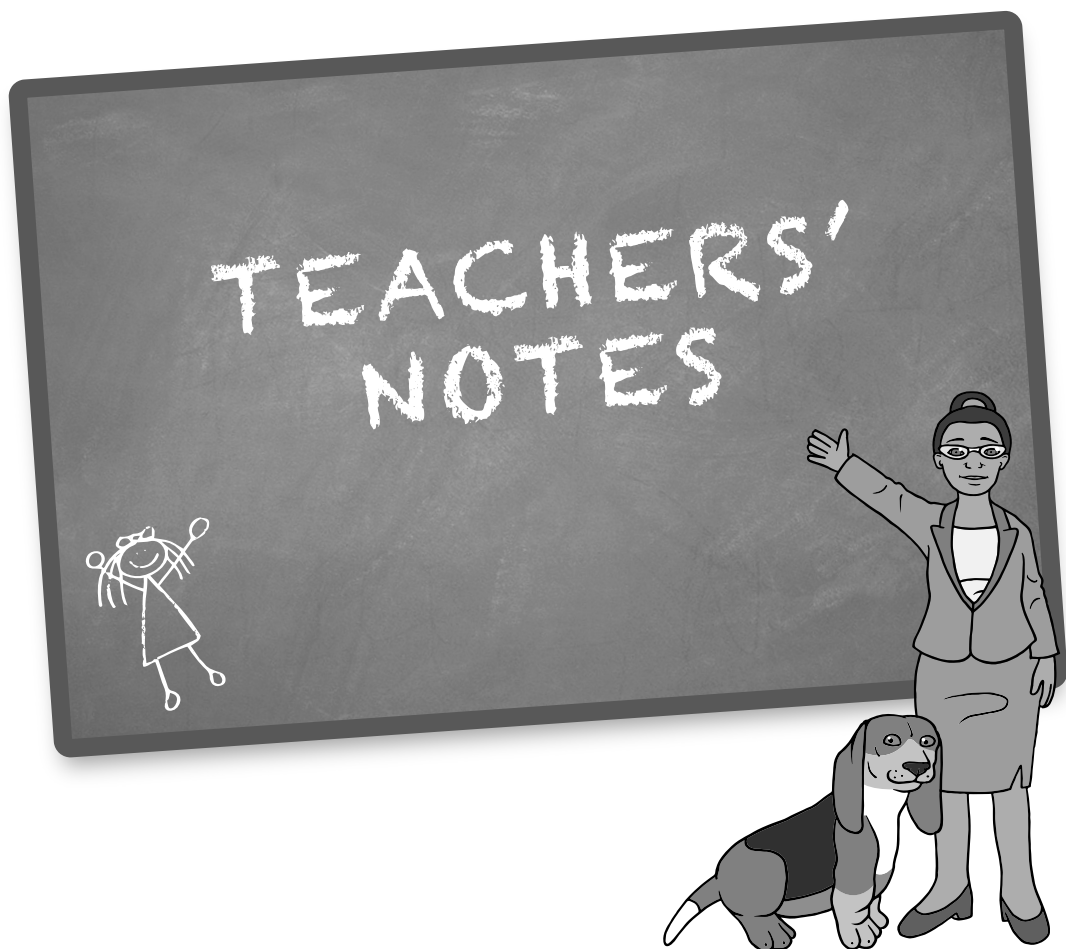
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SPELLING

Teachers' Notes – Year 5

Rationale

Research findings

Learning to spell is a complex business and educationalists are often divided on how best to teach children to spell. However, recent research indicates that children don't learn spellings by simply using rote visual memory. Instead, their ability to spell is dependent on their growing understanding of spoken and written word structure. It is crucial that these word structures and spelling patterns are taught to children, rather than sending a list of words home on a Monday to be learnt and tested on a Friday. Some children learn to spell using this method, but many don't. Children who struggle with their spellings will never succeed if they are constantly tested in this manner.

You want us to do a spelling test? Isn't there software for that sort of thing?



Common spelling patterns

There are, of course, many exceptions and irregularities in the way we spell words, but written English is based on a phonetic alphabet and most words follow common spelling patterns. Research shows that it is important to group together words with common spelling patterns and allow the children the time to practise these spellings.

At **HeadStart**, we have structured the spelling scheme so that appropriate time is given to practise the spelling patterns. Studies also suggest that young readers need to see a word between ten and fifteen times before they learn it. If this is the case with reading, then it makes sense to suggest that in order to spell a word there must be some degree of repetition.

Meaningful and purposeful activities

Although repetition is important, simply copying a word a number of times will not, on its own, help children to recall the spellings. The practice needs to be more meaningful and enjoyable for children if they are going to memorise the spellings in the long term.

The activities provided by the **HeadStart** Spelling Scheme allow the children to practise the words in a meaningful and exciting way. Many of the activities have a game element to them, so the children will not regard them as copying exercises, and most of the activities make the important link of putting the word into context. The nature of the activities becomes increasingly challenging as the children get older and is appropriate for each age level.

Long-term memory

Introducing one spelling pattern per week and then moving onto another the week after, with little chance to practise in between, will not allow the children time to assimilate the words into their long-term memory. Reading and writing the words, which are embedded in sentences or presented in a game format, over a four-week period, will provide greater support for learning than words presented in a list with one spelling pattern per week.

At **HeadStart**, we have presented the spellings in groups of four to six spelling patterns a week, which are then repeated over a four-week period. This technique has a much better chance of leading to long-term memory than just encountering the word or the pattern once and not returning to it.



Transferring spelling skills to daily writing

Teachers often observe that children do not use the spellings they have been given to learn (sometimes successfully for a test) in their independent writing. Therefore, at **HeadStart**, we have built into our scheme as many opportunities as possible for the children to use the spellings in sentences or short stories of their own.

Although there are some testing procedures incorporated into this scheme, the emphasis is on direct teaching and on spelling activities, which the children will enjoy far more than learning lists of words. The illustrations will further add to the children's enjoyment and spelling will become an enjoyable activity for all involved – including the teachers!

User Guide

Week 1

- 1 Introduce the spelling patterns from Set 1 which the children are going to learn for the next four weeks.
- 2 Allow the children time to complete the **Practice Sheet** for that week. (All the Practice Sheets are clearly labelled.)
- 3 Encourage the children to mark and correct their own work.
- 4 The children make a note of any tricky spellings in the space provided (in Spud's thought bubble).
- 5 Later in the week, give the children the **Activity Sheets** designed for Week 1. There are two Activity Sheets to complete per week, so it is suggested that two sessions are set aside for this activity. (Activity Sheets are clearly labelled.)
- 6 Go through the answers as a class, again encouraging the children to correct any mistakes.



Week 2

- 1 Remind the children of the spelling patterns they are working on.
- 2 Play a spelling game with the children using Set 1's spelling patterns (see Spelling Games and Grids).
- 3 As above. Give the children the Practice Sheet and the Activity Sheets to complete in class.

Weeks 3 and 4

- 1 Repeat the structure above used for Week 2.
- 2 At the end of Week 4, assess the children's progress by administering the test for Set 1 (see Teachers' Scripts).
- 3 Children should transfer any spellings they got wrong (or words they found tricky) to a blank Practice Sheet (at the end of this book) for reinforcement purposes.

Repeat the process for Set 2 and Set 3 spellings.

At the end of each term, administer the End-of-Term Test.

At the end of the year, administer the End-of-Year Tests.

On the next page is a suggested timetable for delivering the spelling scheme.



YEAR 5 SUGGESTED TIMETABLE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|--------------------------------------|---|--|---------------|
| Week 1 | Introduce the spelling patterns for Set 1 | Children complete the Practice Sheet | Children complete the first Activity Sheet (Week 1) | Children complete the second Activity Sheet (Week 1) | |
| Week 2 | Play a game using the spelling patterns | Children complete the Practice Sheet | Children complete the first Activity Sheet (Week 2) | Children complete the second Activity Sheet (Week 2) | |
| Week 3 | Play a game using the spelling patterns | Children complete the Practice Sheet | Children complete the first Activity Sheet (Week 3) | Children complete the second Activity Sheet (Week 3) | |
| Week 4 | Play a game using the spelling patterns | Children complete the Practice Sheet | Children complete the first Activity Sheet (Week 4) | Children complete the second Activity Sheet (Week 4) | Optional Test |

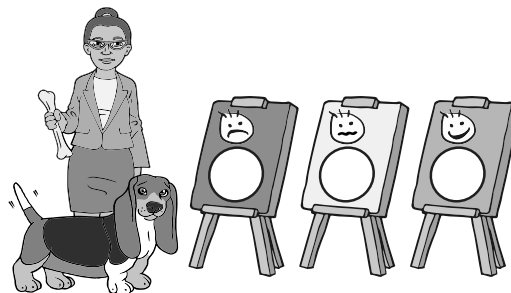


More information about the scheme

Practice sheets

At the heart of the scheme are the Practice Sheets. They are presented in a format very similar to the 'look, cover, write, check' method with which most teachers will be familiar. We suggest the children write the spellings twice as they look at and study the word, before covering up the word and attempting to spell it independently.

After checking the spelling, they then write the word a second time. When they have completed both attempts at spelling the words, they can write their score in the appropriate box at the bottom of the page and complete their self-assessment.



Any misspelt words, or spellings that the children found tricky, need to be written in Spud's thought bubble at the bottom of the page.

.....



It is important that any spelling patterns that are problematic for the children are not overlooked and forgotten, but are revisited, putting time aside for further practice. A blank Practice Sheet has been included for this purpose. Also included is a poster (with spelling hints) that can be laminated and used to cover up the words, though, of course, any book or piece of paper will suffice. Versions of the poster are included at the back of this book and in colour on the CD-ROM.

The 'exception words' for KS1 and the word lists for KS2 have been added on a weekly basis, introducing them one or two at a time, rather than in blocks.



Activity sheets

There are eight Activity Sheets for each set of spelling patterns. (One set lasts four weeks.) Included are a variety of different activities for the children to complete which get increasingly challenging as they progress through the school. The children will be asked to place the words in context or to write their own sentences containing the words. Many of the activities have a game element to them, so the children will have fun completing them.

By progressing through the Activity Sheets, the children will come across the spelling patterns numerous times, helping to embed the spellings into their long-term memory. All the words introduced in the Practice Sheets are included in the Activity Sheets as well as other words with the same spelling pattern.

It is intended that two sheets are introduced per week though this, of course, is entirely at the discretion and professional judgement of the teacher. They could be completed during a lesson or, if time is short, they could be given as a homework exercise. It is recommended, however, that these Activity Sheets are used in conjunction with direct teaching activities planned by the teacher and are not used to replace direct teaching of spellings.

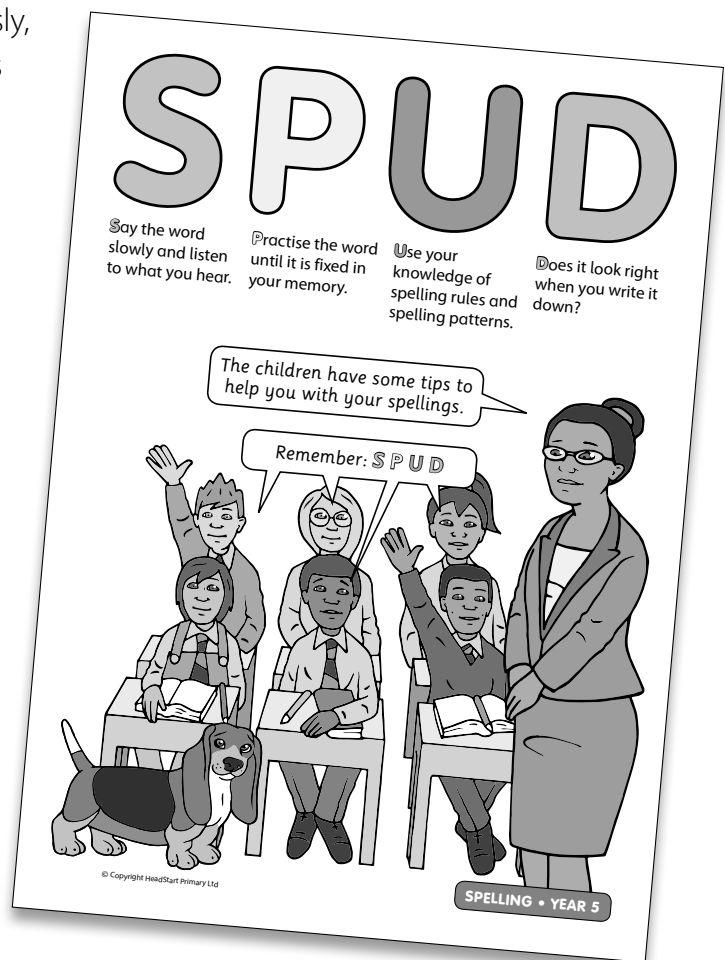
The laminated poster, referred to previously, can also be used for some of the activities the children will be required to do.

Say the word slowly and listen to what you hear.

Practise the word until it is fixed in your memory.

Use your knowledge of spelling rules and spelling patterns.

Does it look right when you write it down?



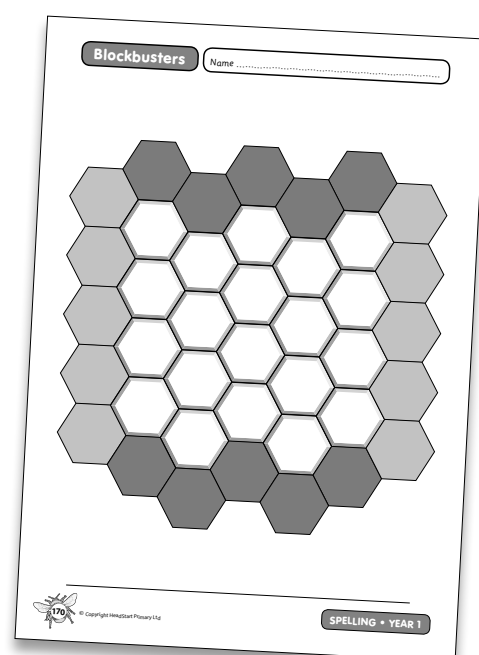
Differentiation

From Year 2 onwards, there is a set of spellings that include 'extension' words for the more able spellers in the class. These 'extension' words follow the same spelling patterns as the words introduced in that particular set. (The 'extension' words are clearly identified against a shaded background.) For the most able children, teachers may want to consider the themed spelling lists found at the back of the book. A number of themed spelling lists have been included for Year 1 and these have been added to, year by year, with increasingly complex words and age-appropriate themes.

For the less able children, who are struggling to learn the spellings for their age group, teachers should consider giving them spellings from an earlier age group. The blank Practice Sheet can be used for this purpose.

Spelling games

In the back of the book are a number of spelling games that teachers may like to play with their class. These games not only give the children the opportunity to encounter the spelling patterns in a different context, but also have the added advantage of presenting the words in a fun format. Children, for whom practising spelling patterns feels like a chore, will be far more engaged in the learning process if the spellings are presented as a game.



Assessment for learning

Spelling tests

As stated in the introduction, constant testing does not, on its own, help children learn the spellings. Therefore, there are no weekly spelling tests included in this scheme. It is essential, however, that teachers have a good knowledge of how the children are progressing. For this reason, there are three termly tests to be administered at the end of each term which test the children on the spellings learnt for that term only.

Also included is a choice of two End-of-Year Tests which test the children on a variety of spelling patterns that have been introduced throughout the course of the year. Should teachers wish to test the children on a more frequent basis, also provided is an Answer Sheet that can be used at the end of each set (every four weeks).

For the End-of-Term and the End-of-Year Tests, teachers' scripts and pupils' answer sheets have been included. If teachers wish to test the children on a four-weekly basis (at the end of each set), there are tests which can be used for this purpose along with an Answer Sheet for the children.

Marking and administration of tests

It is suggested that teachers look at the National Curriculum guidance for administering the Spelling Tests and follow the guidance notes. **HeadStart** Teachers' Scripts are designed just like the Standards and Testing Agency and the notes for administering the Spelling Tests apply in all cases.

The twenty-word Spelling Tests should take approximately 15 minutes to complete, though it is not strictly timed and it is up to the professional judgement of the teacher to decide on the exact timing and the number of times the words are repeated.

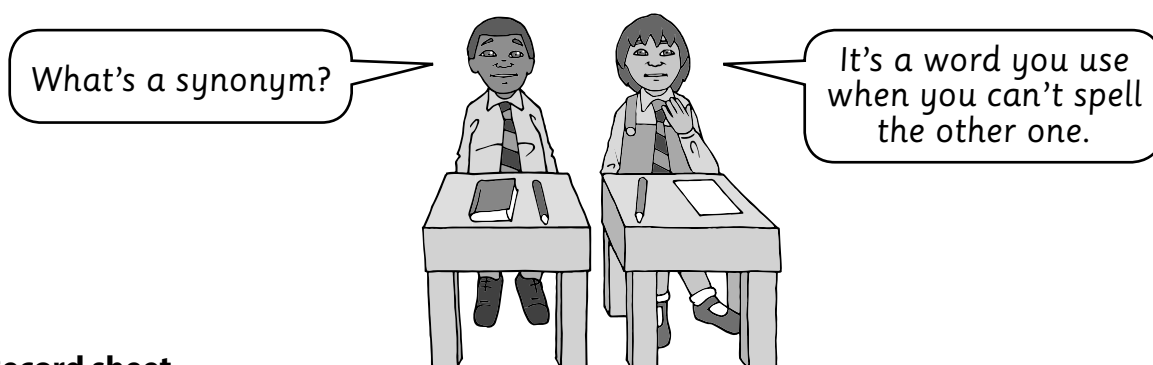
In the National Curriculum tests, the scores for the Spelling Tests are incorporated within the whole grammar and punctuation test and an overall level is given. However, as there is a need for teachers to know how their pupils are progressing, incorporated within this scheme is a table which can be used to identify pupil progress.

| Score out of 20 | Stage | Expectation |
|-----------------|-------------|---------------------|
| 0 – 4 | Emerging | Below average range |
| 5 – 9 | Developing | |
| 10 – 12 | Progressing | Average range |
| 13 – 15 | Secure | |
| 16 – 18 | Mastering | Above average range |
| 19 – 20 | Exceeding | |

This data should always be used in conjunction with the ongoing assessment and professional judgement of the teacher.

Self-marking and peer marking

At **HeadStart**, we believe that, unless the children take responsibility for their own learning, they will continue to repeat the same mistakes. Therefore, we strongly recommend that children are taught and encouraged to self-mark. It is up to the professional judgement of the teacher, but there is no requirement for teachers to mark the Practice and Activity Sheets. The only way that children are going to improve their spellings is if they recognise, understand and correct their errors themselves. Self-marking will give them this opportunity. Some schools may have a buddy system or have a policy for peer marking which can also be very beneficial for learning spellings.



Record sheet

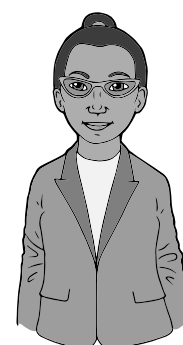
At the back of the book, there is a Spelling Test Record Sheet that can be used to record all End-of-Set, End-of-Term and End-of-Year Spelling Test scores.

Using the CD-ROM

The CD-ROM follows the structure of the book and contains all the photocopiable pages, both in full colour for displaying on an interactive whiteboard and in black and white for copying and printing.

The Practice Sheets have been designed in landscape format and the Activity Sheets have been designed in portrait format.

HeadStart ✓
Primary



Miss Seed

Spelling Overview

| Statutory requirements | Term 1 | | | |
|---|------------|----------------|--------------|-------------|
| SET 1 | Week 1 | Week 2 | Week 3 | Week 4 |
| Endings that sound like /ʃəs/ spelt -cious | vicious | precious | delicious | suspicious |
| Endings that sound like /ʃəs/ spelt -tious | ambitious | cautious | fictitious | nutritious |
| Endings which sound like /ʃəl/ spelt -cial | social | special | official | artificial |
| | crucial | facial | racial | antisocial |
| Endings which sound like /ʃəl/ spelt -tial | partial | martial | confidential | essential |
| | initial | spatial | palatial | credential |
| Extension | malicious | infectious | spacious | atrocious |
| | unofficial | superficial | residential | substantial |
| Word list | according | aggressive | attached | average |
| | achieve | ancient | available | awkward |
| SET 2 | Week 5 | Week 6 | Week 7 | Week 8 |
| Words ending in -ant | distant | elegant | important | ignorant |
| Words ending in -ance | distance | elegance | importance | ignorance |
| Words ending in -ant | tolerant | relevant | reluctant | dominant |
| Words ending in -ance | tolerance | relevance | reluctance | dominance |
| Words ending in -ent | innocent | intelligent | different | confident |
| Words ending in -ence | innocence | intelligence | difference | confidence |
| Extension | radiance | fragrance | disturbance | inheritance |
| | insistence | residence | violence | obedience |
| Word list | bargain | community | determined | dictionary |
| | bruise | competition | develop | disastrous |
| SET 3 | Week 9 | Week 10 | Week 11 | Week 12 |
| Words ending in -able or -ably | reliable | understandable | reasonable | comfortable |
| | reliably | understandably | reasonably | comfortably |
| | excitable | agreeable | useable | likeable |
| Words ending in -ible or -ibly | possible | horrible | terrible | incredible |
| | possibly | horribly | terribly | incredibly |
| | visible | convertible | responsible | sensible |
| Extension | laughable | respectable | unbelievable | irritable |
| | gullible | collectible | reversible | accessible |
| Word list | equipment | excellent | explanation | forty |
| | especially | existence | familiar | government |

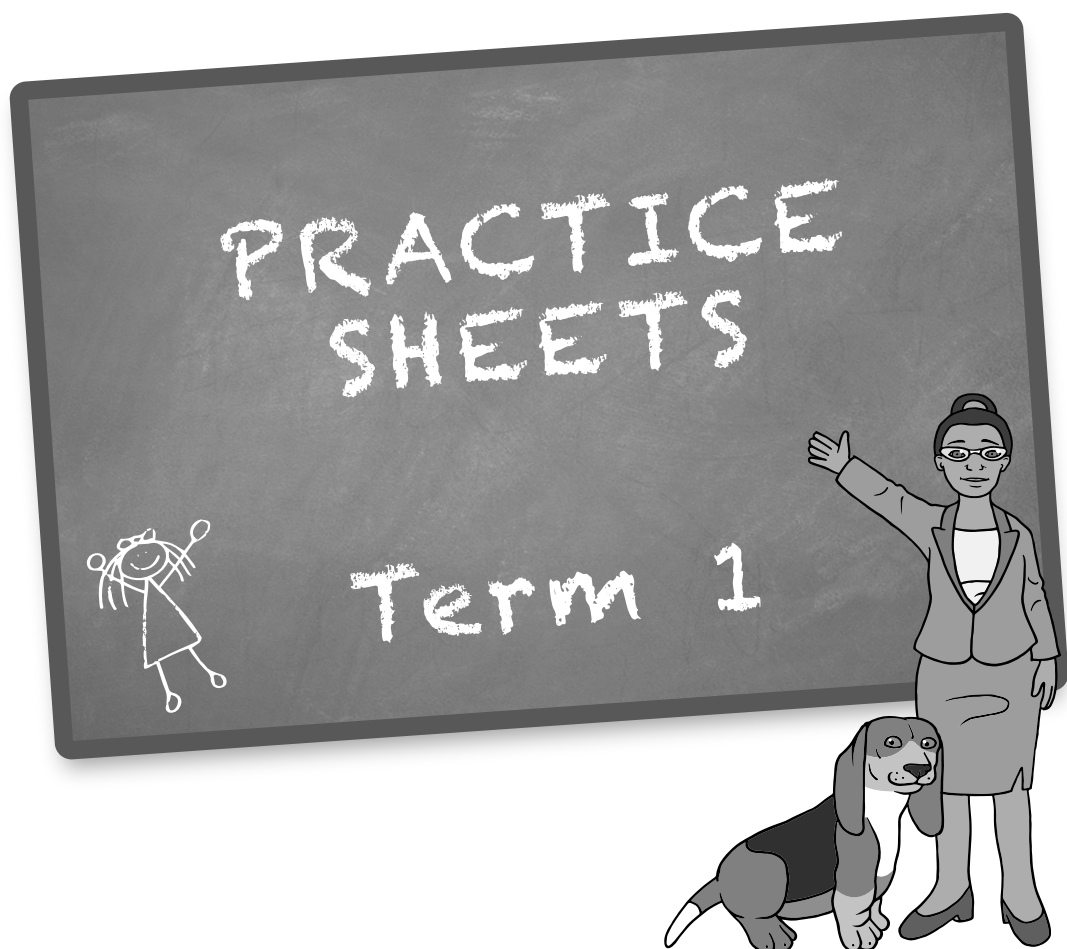


Spelling Overview

| Statutory requirements | Term 2 | | | |
|---|-------------|--------------|-------------|-------------|
| SET 1 | Week 1 | Week 2 | Week 3 | Week 4 |
| Adding suffixes beginning with vowel letters to words ending in -fer | refer | transfer | prefer | confer |
| | referring | transferring | preferring | conferring |
| | referred | transferred | preferred | conferred |
| | reference | transference | preference | conference |
| Use of the hyphen with prefix co- | co-ordinate | co-author | co-own | co-operate |
| Use of the hyphen with prefix re- | re-examine | re-enter | re-elect | re-escape |
| Extension | referee | differ | suffer | pilfer |
| | referral | differed | suffered | pilfered |
| Word list | identity | individual | lightning | muscle |
| | immediate | language | leisure | necessary |
| SET 2 | Week 5 | Week 6 | Week 7 | Week 8 |
| Words with the /i:/ sound spelt ie | field | chief | grief | mischief |
| | fierce | pierce | achieve | believe |
| Words with the /i:/ sound spelt ei after c | ceiling | receive | deceit | receipt |
| (Exceptions to the i before e except after c rule) | species | fancies | sufficient | efficient |
| | society | ancient | science | glacier |
| Exceptions to the /i:/ sound spelt ei after c | protein | caffeine | seize | either |
| Extension | perceive | receiver | deceive | deceitful |
| | diesel | hygiene | retrieve | siege |
| Word list | neighbour | occupy | opportunity | physical |
| | nuisance | occur | parliament | profession |
| SET 3 | Week 9 | Week 10 | Week 11 | Week 12 |
| Words containing the letter-string ough | ought | bought | thought | fought |
| | nought | brought | thoughtful | sought |
| | rough | tough | enough | cough |
| | though | although | dough | doughnut |
| | thorough | borough | trough | through |
| | plough | bough | drought | overwrought |
| Extension | roughest | toughest | ploughman | thoroughly |
| | fraught | distraught | slaughter | mistaught |
| Word list | programme | recognise | rhyme | shoulder |
| | queue | restaurant | secretary | signature |

Spelling Overview

| Statutory requirements | Term 3 | | | |
|---|----------|----------|------------|-----------|
| SET 1 | Week 1 | Week 2 | Week 3 | Week 4 |
| Words with "silent" letters: silent k silent w silent b silent t silent h silent s | knew | knight | knot | knuckle |
| | wrestle | wrinkle | answer | wreck |
| | bomb | climb | thumb | crumb |
| | fasten | listen | thistle | whistle |
| | honest | hour | ghost | exhaust |
| | island | aisle | debris | isle |
| Extension | plumber | succumb | doubt | doubtful |
| | honour | heir | rhinoceros | rhombus |
| Word list | sincere | stomach | symbol | twelfth |
| | soldier | suggest | system | vegetable |
| SET 2 | Week 5 | Week 6 | Week 7 | Week 8 |
| Homophones and near-homophones | farther | led | desert | past |
| | father | lead | dessert | passed |
| | band | baron | flaw | currant |
| | banned | barren | floor | current |
| | heard | bridal | steal | foul |
| | herd | bridle | steel | fowl |
| | aloud | cereal | bored | pause |
| | allowed | serial | board | paws |
| Extension | guessed | morning | draft | cymbal |
| | guest | mourning | draught | symbol |
| | Week 9 | Week 10 | Week 11 | Week 12 |
| | Revision | Test | | |

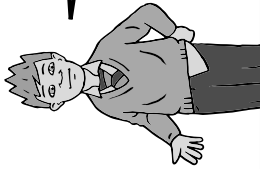


Practice Sheet

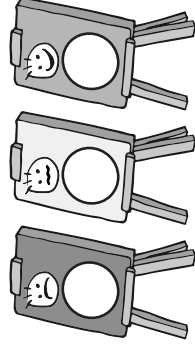
Term 1 Set 1 Week 1

Name Date

Spelling patterns **-cious, -tious, -cial, -tial, extension, word list**



It's a vicious rumour
that I wrote my initials
on Twiggy's book.



| Spellings | Write | Write | Cover and write | Cover and write |
|-------------------|-------|-------|-----------------|-----------------|
| <i>vicious</i> | | | | |
| <i>ambitious</i> | | | | |
| <i>social</i> | | | | |
| <i>crucial</i> | | | | |
| <i>partial</i> | | | | |
| <i>initial</i> | | | | |
| <i>malicious</i> | | | | |
| <i>unofficial</i> | | | | |
| <i>according</i> | | | | |
| <i>achieve</i> | | | | |

Total /10

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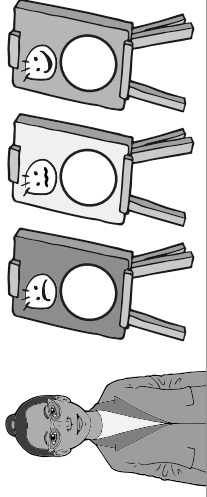
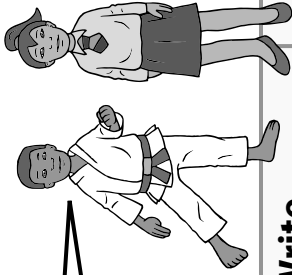
Practice Sheet

Term 1 Set 1 Week 2

Name Date

Spelling patterns **-cious, -tious, -cial, -tial, extension, word list**

This is my special martial arts move.



| Spellings | Write | Write | Cover and write | Cover and write |
|-------------|-------|-------|-----------------|-----------------|
| precious | | | | |
| cautious | | | | |
| special | | | | |
| facial | | | | |
| martial | | | | |
| spatial | | | | |
| infectious | | | | |
| superficial | | | | |
| aggressive | | | | |
| ancient | | | | |

Total /10

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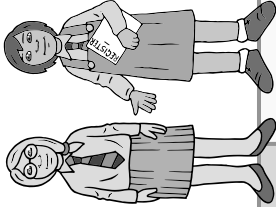


Practice Sheet

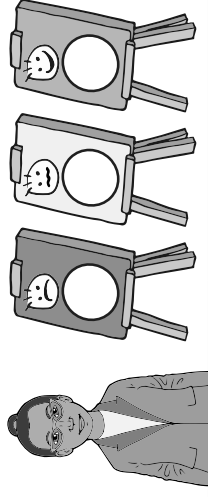
Term 1 Set 1 Week 3

Name Date

Spelling patterns **-cious, -tious, -cial, -tial, extension**, word list



I'm on official business. I'm not allowed to tell you what I'm doing: it's highly confidential.



| Spellings | Write | Write | Cover and write | Cover and write |
|--------------|-------|-------|-----------------|-----------------|
| delicious | | | | |
| fictitious | | | | |
| official | | | | |
| racial | | | | |
| confidential | | | | |
| palatial | | | | |
| spacious | | | | |
| residential | | | | |
| attached | | | | |
| available | | | | |

Total /10

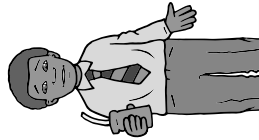


Practice Sheet

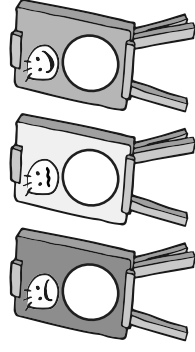
Term 1 Set 1 Week 4

Name Date

Spelling patterns **-cious, -tious, -cial, -tial, extension**, word list



My new protein drink is very nutritious, and it contains no artificial flavouring.



| Spellings | Write | Write | Cover and write | Cover and write |
|-------------|-------|-------|-----------------|-----------------|
| suspicious | | | | |
| nutritious | | | | |
| artificial | | | | |
| antisocial | | | | |
| essential | | | | |
| credential | | | | |
| atrocious | | | | |
| substantial | | | | |
| average | | | | |
| awkward | | | | |

Total /10

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Practice Sheet

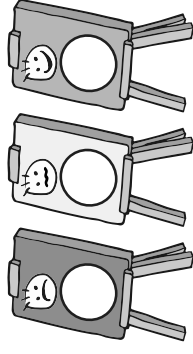
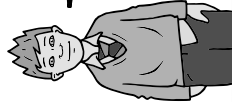
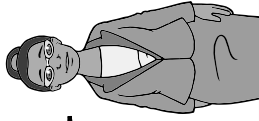
Term 1 Set 2 Week 5

Name Date

Spelling patterns **-ant, -ance, -ent, -ence, extension**, word list

I want you to be more tolerant of young children.

I will if they keep their distance.



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| distant | | | | |
| distance | | | | |
| tolerant | | | | |
| tolerance | | | | |
| innocent | | | | |
| innocence | | | | |
| radiance | | | | |
| insistence | | | | |
| bargain | | | | |
| bruise | | | | |

Total /10

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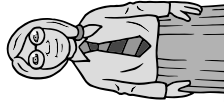
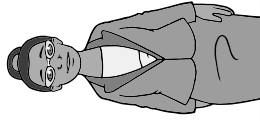


Practice Sheet

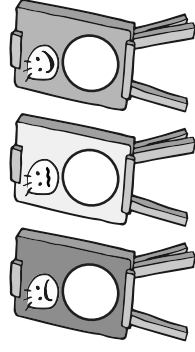
Term 1 Set 2 Week 6

Name Date

Spelling patterns -ant, -ance, -ent, -ence, extension, word list



You've got it all, Miss: elegance,
intelligence. I want to be just
like you!



| Spellings | Write | Write | Cover and write | Cover and write |
|--------------|-------|-------|-----------------|-----------------|
| elegant | | | | |
| elegance | | | | |
| relevant | | | | |
| relevance | | | | |
| intelligent | | | | |
| intelligence | | | | |
| fragrance | | | | |
| residence | | | | |
| community | | | | |
| competition | | | | |

Total /10

.....

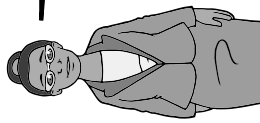


Practice Sheet

Term 1 Set 2 Week 7

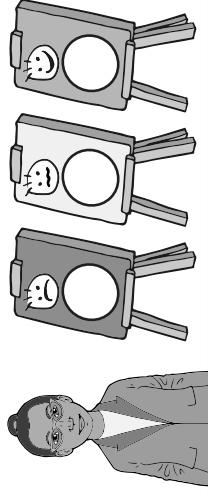
Name Date

Spelling patterns **-ant, -ance, -ent, -ence, extension**, word list



It's important that you understand the difference between a teacher and a train.

The teacher says, "Spit out the gum", and the train says, "Chew, chew."



| Spellings | Write | Write | Cover and write | Cover and write |
|-------------|-------|-------|-----------------|-----------------|
| important | | | | |
| importance | | | | |
| reluctant | | | | |
| reluctance | | | | |
| different | | | | |
| difference | | | | |
| disturbance | | | | |
| violence | | | | |
| determined | | | | |
| develop | | | | |

Total /10

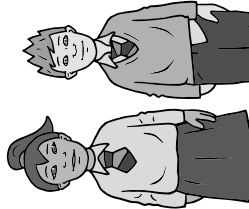


Practice Sheet

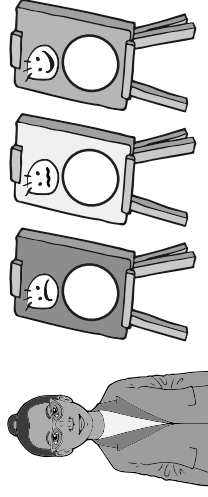
Term 1 Set 2 Week 8

Name Date

Spelling patterns **-ant, -ance, -ent, -ence, extension**, word list



I've got everything you need to succeed in life: ignorance and confidence.



| Spellings | Write | Write | Cover and write | Cover and write |
|-------------|-------|-------|-----------------|-----------------|
| ignorant | | | | |
| ignorance | | | | |
| dominant | | | | |
| dominance | | | | |
| confident | | | | |
| confidence | | | | |
| inheritance | | | | |
| obedience | | | | |
| dictionary | | | | |
| disastrous | | | | |

Total /10

.....



Practice Sheet

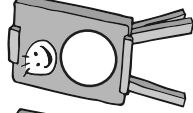
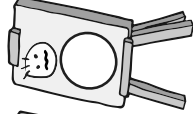
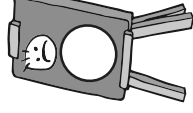
Term 1 Set 3 Week 9

Name Date

Spelling patterns **-able, -ably, -ible, -ibly, extension, word list**



I've been reliably informed it is possible to learn the trumpet in two weeks.



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| reliable | | | | |
| reliably | | | | |
| excitable | | | | |
| possible | | | | |
| possibly | | | | |
| visible | | | | |
| laughable | | | | |
| gullible | | | | |
| equipment | | | | |
| especially | | | | |

Total /10

.....

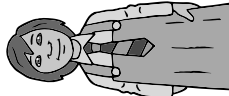
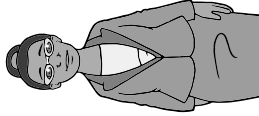


Practice Sheet

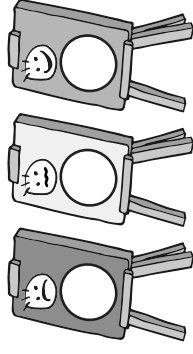
Term 1 Set 3 Week 10

Name Date

Spelling patterns **-able, -ably, -ible, -ibly, extension, word list**



I thought it was going to be horrible in your class, but it's been quite an agreeable experience.



| Spellings | Write | Write | Cover and write | Cover and write |
|----------------|-------|-------|-----------------|-----------------|
| understandable | | | | |
| understandably | | | | |
| agreeable | | | | |
| horrible | | | | |
| horribly | | | | |
| convertible | | | | |
| respectable | | | | |
| collectible | | | | |
| excellent | | | | |
| existence | | | | |

Total /10

.....

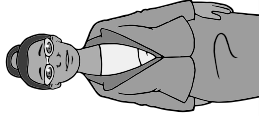


Practice Sheet

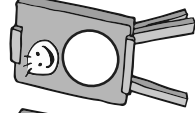
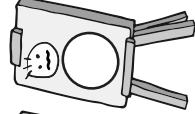
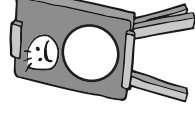
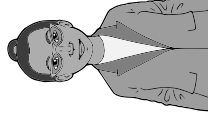
Term 1 Set 3 Week 11

Name Date

Spelling patterns **-able, -ably, -ible, -ibly, extension, word lists**



You're such a reasonable teacher, you'll understand I can't be held entirely responsible for what happened.



| Spellings | Write | Write | Cover and write | Cover and write |
|--------------|-------|-------|-----------------|-----------------|
| reasonable | | | | |
| reasonably | | | | |
| useable | | | | |
| terrible | | | | |
| terribly | | | | |
| responsible | | | | |
| unbelievable | | | | |
| reversible | | | | |
| explanation | | | | |
| familiar | | | | |

Total /10

.....

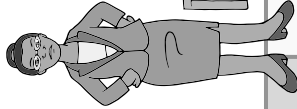


Practice Sheet

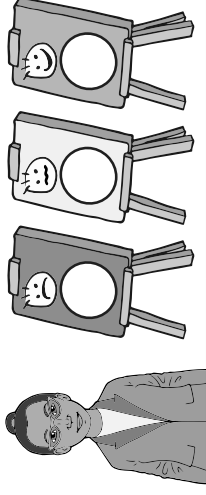
Term 1 Set 3 Week 12

Name Date

Spelling patterns **-able, -ably, -ible, -ibly, extension, word list**



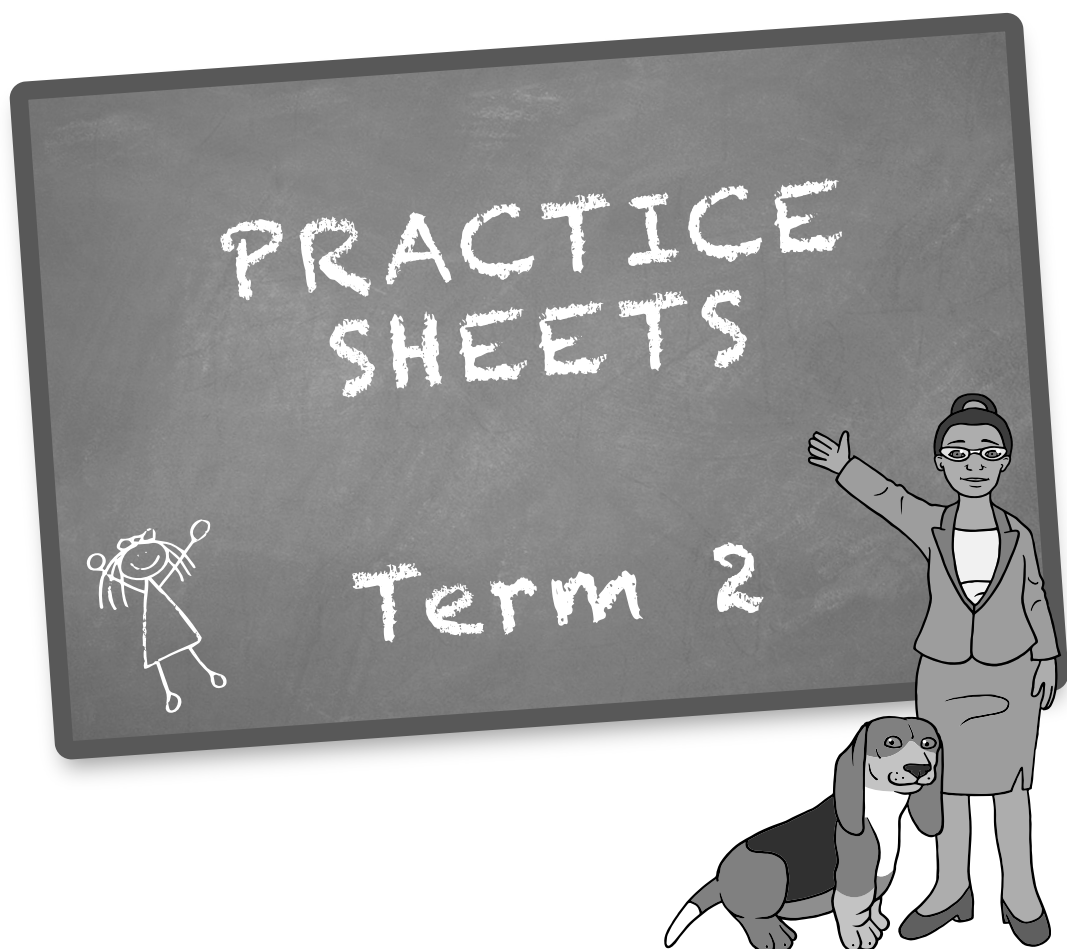
Your new chair is incredibly comfortable, Miss.



| Spellings | Write | Write | Cover and write | Cover and write |
|-------------|-------|-------|-----------------|-----------------|
| comfortable | | | | |
| comfortably | | | | |
| likeable | | | | |
| incredible | | | | |
| incredibly | | | | |
| sensible | | | | |
| irritable | | | | |
| accessible | | | | |
| forty | | | | |
| government | | | | |

Total /10



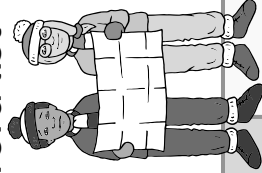


Practice Sheet

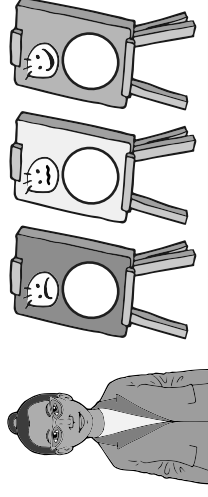
Term 2 Set 1 Week 1

Name Date

Spelling patterns adding suffixes to **words ending in -fer**, use of **hyphens with prefixes**, **extension**, word list



We're not lost! These grid reference numbers will give us the co-ordinates we need.



| Spellings | Write | Write | Cover and write | Cover and write |
|-------------|-------|-------|-----------------|-----------------|
| refer | | | | |
| referring | | | | |
| referred | | | | |
| reference | | | | |
| co-ordinate | | | | |
| re-examine | | | | |
| referee | | | | |
| referral | | | | |
| identity | | | | |
| immediate | | | | |

Total /10

.....

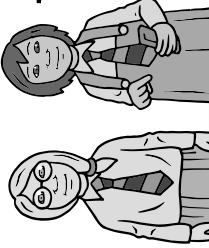


Practice Sheet

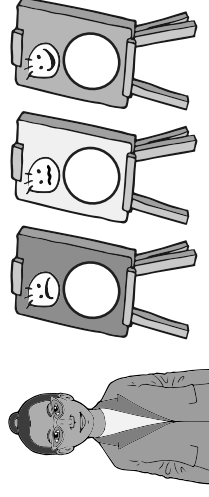
Term 2 Set 1 Week 2

Name Date

Spelling patterns adding suffixes to **words ending in -fer**, use of **hyphens with prefixes**, **extension**, word list



I lost all the data transferring it to my new mobile. Now I'm going to have to re-enter it.



| Spellings | Write | Write | Cover and write | Cover and write |
|--------------|-------|-------|-----------------|-----------------|
| transfer | | | | |
| transferring | | | | |
| transferred | | | | |
| transference | | | | |
| co-author | | | | |
| re-enter | | | | |
| differ | | | | |
| differed | | | | |
| individual | | | | |
| language | | | | |

Total /10

.....



Practice Sheet

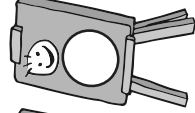
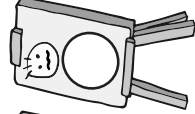
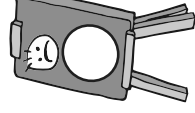
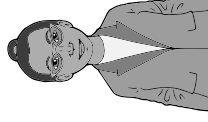
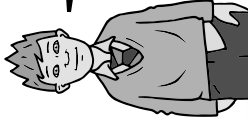
Term 2 Set 1 Week 3

Name Date

Spelling patterns adding suffixes to words ending in **-fer**, use of **hyphens with prefixes**, **extension**, word list

Should we re-elect Buddy as captain?

I preferred it when I was captain.



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| prefer | | | | |
| preferring | | | | |
| preferred | | | | |
| preference | | | | |
| co-own | | | | |
| re-elect | | | | |
| suffer | | | | |
| suffered | | | | |
| lightning | | | | |
| leisure | | | | |

Total /10

.....



Practice Sheet

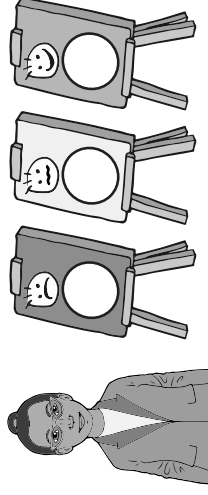
Term 2 Set 1 Week 4

Name Date

Spelling patterns adding suffixes to **words ending in -fer**, use of **hyphens with prefixes**, **extension**, word list



After conferring for ten minutes, we have decided we don't want to co-operate any more.



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| confer | | | | |
| conferring | | | | |
| conferred | | | | |
| conference | | | | |
| co-operate | | | | |
| re-escape | | | | |
| pilfer | | | | |
| pilfered | | | | |
| muscle | | | | |
| necessary | | | | |

Total /10

.....

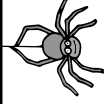


Practice Sheet

Term 2 Set 2 Week 5

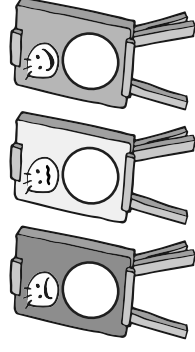
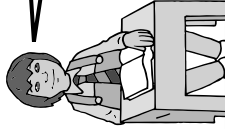
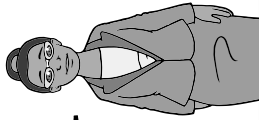
Name Date

Spelling patterns **ie, ei** (after **c**), **extension**, word list



What are you doing staring up at the ceiling?

Trying to identify a poisonous species of spider, Miss.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| field | | | | |
| fierce | | | | |
| ceiling | | | | |
| species | | | | |
| society | | | | |
| protein | | | | |
| perceive | | | | |
| diesel | | | | |
| neighbour | | | | |
| nuisance | | | | |

Total /10

.....



Practice Sheet

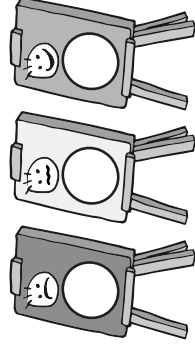
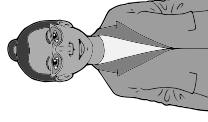
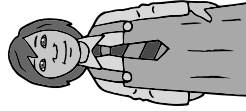
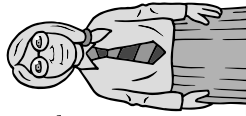
Term 2 Set 2 Week 6

Name Date

Spelling patterns **ie, ei** (after **c**), **extension**, word list

Mr Root has decided that he likes his coffee without caffeine.

That's ancient news, Twiggy.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| chief | | | | |
| pierce | | | | |
| receive | | | | |
| fancies | | | | |
| ancient | | | | |
| caffeine | | | | |
| receiver | | | | |
| hygiene | | | | |
| occupy | | | | |
| occur | | | | |

Total /10

.....

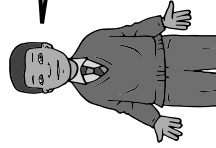
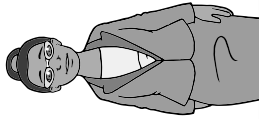


Practice Sheet

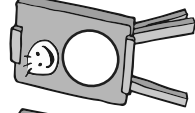
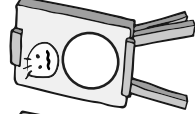
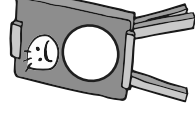
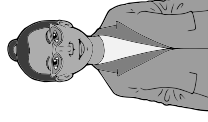
Term 2 Set 2 Week 7

Name Date

Spelling patterns **ie, ei** (after **c**), **extension**, word list



If you want to achieve anything in this life, Miss, you have to seize the moment.



| Spellings | Write | Write | Cover and write | Cover and write |
|--------------------|-------|-------|-----------------|-----------------|
| <i>grief</i> | | | | |
| <i>achieve</i> | | | | |
| <i>deceit</i> | | | | |
| <i>sufficient</i> | | | | |
| <i>science</i> | | | | |
| <i>seize</i> | | | | |
| <i>deceive</i> | | | | |
| <i>retrieve</i> | | | | |
| <i>opportunity</i> | | | | |
| <i>parliament</i> | | | | |

Total /10

.....

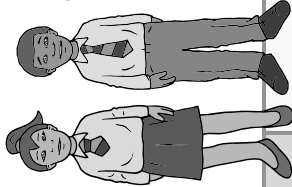


Practice Sheet

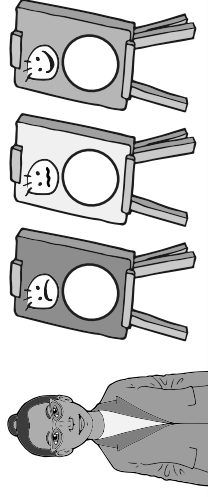
Term 2 Set 2 Week 8

Name Date

Spelling patterns **ie, ei** (after **c**), **extension**, word list



You can either believe me or trust your instincts.



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| mischief | | | | |
| believe | | | | |
| receipt | | | | |
| efficient | | | | |
| glacier | | | | |
| either | | | | |
| deceitful | | | | |
| siege | | | | |
| physical | | | | |
| profession | | | | |

Total /10

.....



Practice Sheet

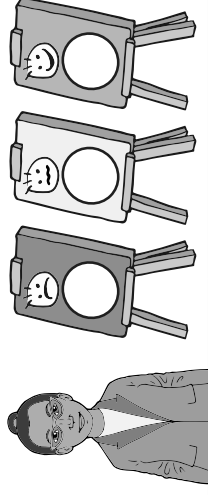
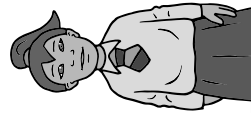
Term 2 Set 3 Week 9

Name Date

Spelling patterns **ough**, **extension**, word list

My report said I have a thorough grasp of everything.

You ought to be on Mastermind then.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| ought | | | | |
| nought | | | | |
| rough | | | | |
| though | | | | |
| thorough | | | | |
| plough | | | | |
| roughest | | | | |
| fraught | | | | |
| programme | | | | |
| queue | | | | |

Total /10

.....

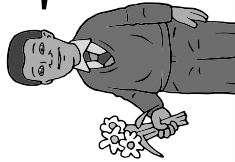
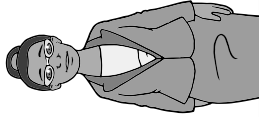


Practice Sheet

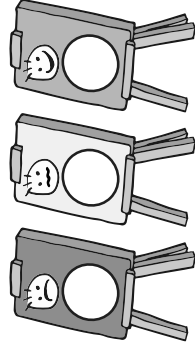
Term 2 Set 3 Week 10

Name Date

Spelling patterns **ough**, **extension**, word list



Although you didn't choose me as 'Star of the Week', I've still brought you some flowers, Miss.



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| bought | | | | |
| brought | | | | |
| tough | | | | |
| although | | | | |
| borough | | | | |
| bough | | | | |
| toughest | | | | |
| distraught | | | | |
| recognise | | | | |
| restaurant | | | | |

Total /10

.....



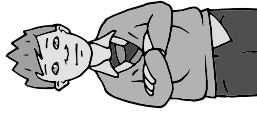
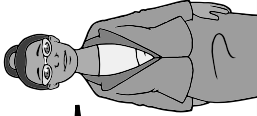
Practice Sheet

Term 2 Set 3 Week 11

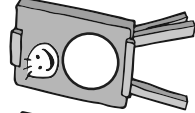
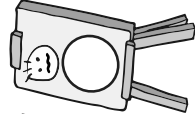
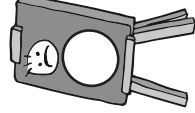
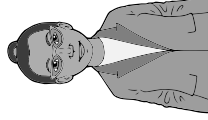
Name Date

Spelling patterns **ough**, **extension**, word list

Some people think that children today don't spend enough time outside.



And I thought I didn't spend enough time on my PlayStation!



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| thought | | | | |
| thoughtful | | | | |
| enough | | | | |
| dough | | | | |
| trough | | | | |
| drought | | | | |
| ploughman | | | | |
| slaughter | | | | |
| rhyme | | | | |
| secretary | | | | |

Total /10

.....

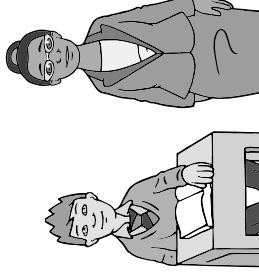


Practice Sheet

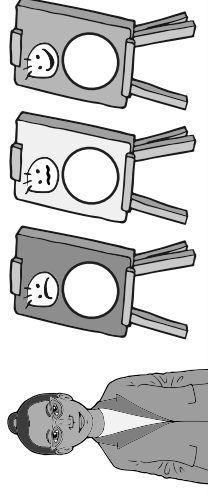
Term 2 Set 3 Week 12

Name Date

Spelling patterns **ough**, **extension**, word list



I've been through this before,
Year 5. I am too young to have
fought in World War Two.

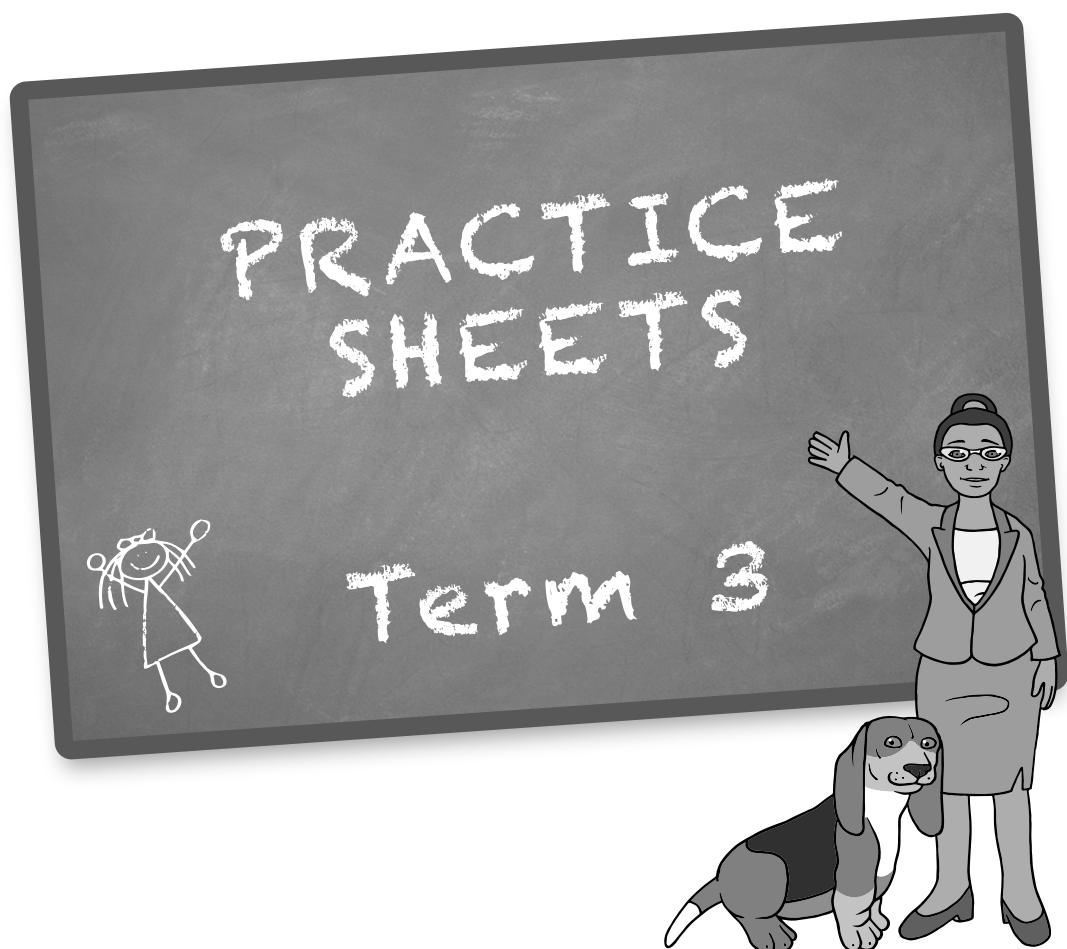


| Spellings | Write | Write | Cover and write | Cover and write |
|----------------------|-------|-------|-----------------|-----------------|
| <u>fought</u> | | | | |
| <u>sought</u> | | | | |
| <u>cough</u> | | | | |
| <u>dough</u> nut | | | | |
| <u>through</u> | | | | |
| overwrou <u>gh</u> t | | | | |
| thorou <u>gh</u> ly | | | | |
| mista <u>gh</u> t | | | | |
| shou <u>ld</u> er | | | | |
| signa <u>tu</u> re | | | | |

Total /10

.....



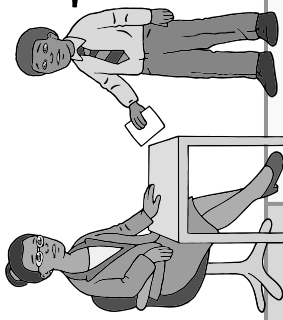


Practice Sheet

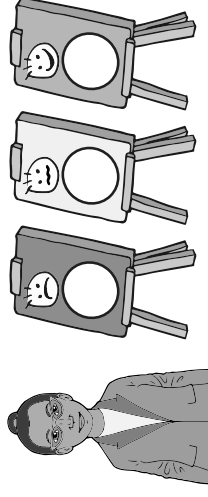
Term 3 Set 1 Week 1

Name Date

Spelling patterns **silent k, w, b, t, h, s; extension**; word list



I'll be honest with you, Miss.
I knew all the answers,
apart from plumber.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| knew | | | | |
| wrestle | | | | |
| bomb | | | | |
| fasten | | | | |
| honest | | | | |
| island | | | | |
| plumber | | | | |
| honour | | | | |
| sincere | | | | |
| soldier | | | | |

Total /10

.....



Practice Sheet

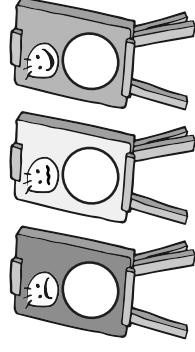
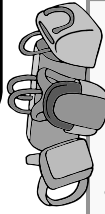
Term 3 Set 1 Week 2

Name Date

Spelling patterns **silent k, w, b, t, h, s; extension;** word list



Listen everyone! The driver has asked us not to leave our bags in the aisle of the coach.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| knight | | | | |
| wrinkle | | | | |
| climb | | | | |
| listen | | | | |
| hour | | | | |
| aisle | | | | |
| succumb | | | | |
| heir | | | | |
| stomach | | | | |
| suggest | | | | |

Total /10

.....



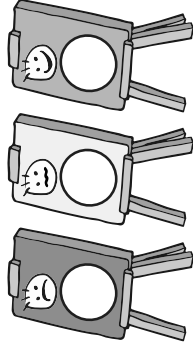
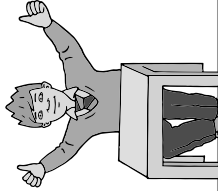
Practice Sheet

Term 3 Set 1 Week 3

Name Date

Spelling patterns **silent k, w, b, t, h, s; extension;** word list

I presume that your thumbs-up sign means you know the answer, Sprout?



| Spellings | Write | Write | Cover and write | Cover and write |
|------------|-------|-------|-----------------|-----------------|
| knot | | | | |
| answer | | | | |
| thumb | | | | |
| thistle | | | | |
| ghost | | | | |
| debris | | | | |
| doubt | | | | |
| rhinoceros | | | | |
| symbol | | | | |
| system | | | | |

Total /10

.....



Practice Sheet

Term 3 Set 1 Week 4

Name Date

Spelling patterns **silent k, w, b, t, h, s; extension**; word list

I'm exhausted after that cross-country run.



I feel like a wreck too!



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| knuckle | | | | |
| wreck | | | | |
| crumb | | | | |
| whistle | | | | |
| exhaust | | | | |
| isle | | | | |
| doubtful | | | | |
| rhombus | | | | |
| twelfth | | | | |
| vegetable | | | | |

Total /10

.....

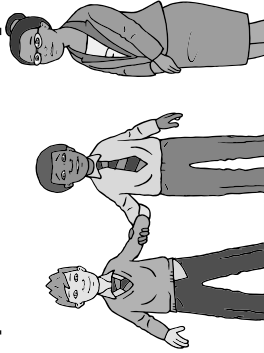


Practice Sheet

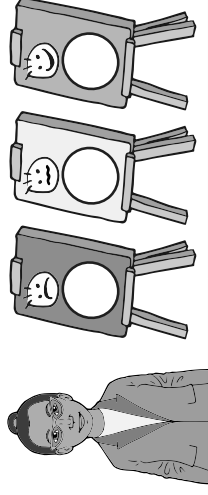
Term 3 Set 2 Week 5

Name Date

Spelling patterns **homophones** and **near-homophones, extension**



Have you not heard? Chain tig
is not allowed any more.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| farther | | | | |
| father | | | | |
| band | | | | |
| banned | | | | |
| heard | | | | |
| herd | | | | |
| aloud | | | | |
| allowed | | | | |
| guessed | | | | |
| guest | | | | |

Total /10

.....



Practice Sheet

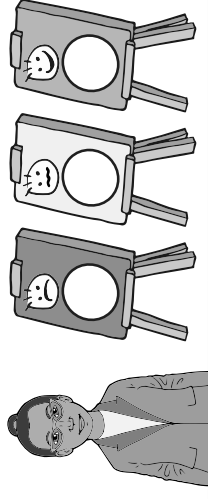
Term 3 Set 2 Week 6

Name Date

Spelling patterns homophones and near-homophones, extension



Miss Seed led an interesting discussion about that new television serial we've been watching.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| led | | | | |
| lead | | | | |
| baron | | | | |
| barren | | | | |
| bridal | | | | |
| bridle | | | | |
| cereal | | | | |
| serial | | | | |
| morning | | | | |
| mourning | | | | |

Total /10

.....

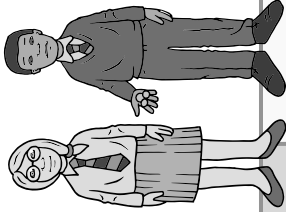


Practice Sheet

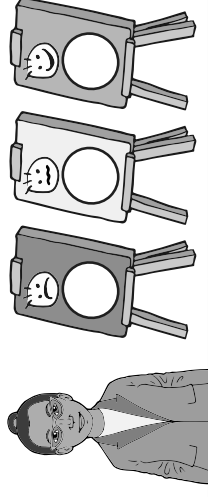
Term 3 Set 2 Week 7

Name Date

Spelling patterns **homophones** and **near-homophones**, extension



Of course I didn't steal the money! I found it on the floor under the desk.



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| desert | | | | |
| dessert | | | | |
| flaw | | | | |
| floor | | | | |
| steal | | | | |
| steel | | | | |
| bored | | | | |
| board | | | | |
| draft | | | | |
| draught | | | | |

Total /10

.....

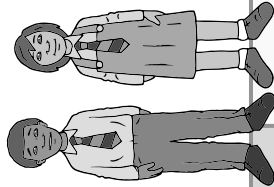


Practice Sheet

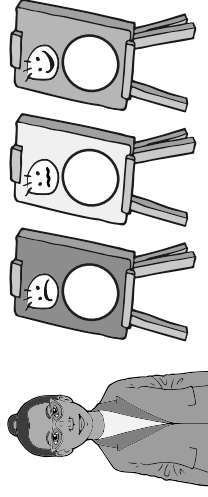
Term 3 Set 2 Week 8

Name Date

Spelling patterns **homophones** and **near-homophones**, extension



The current situation is – none of us have passed our spelling test!

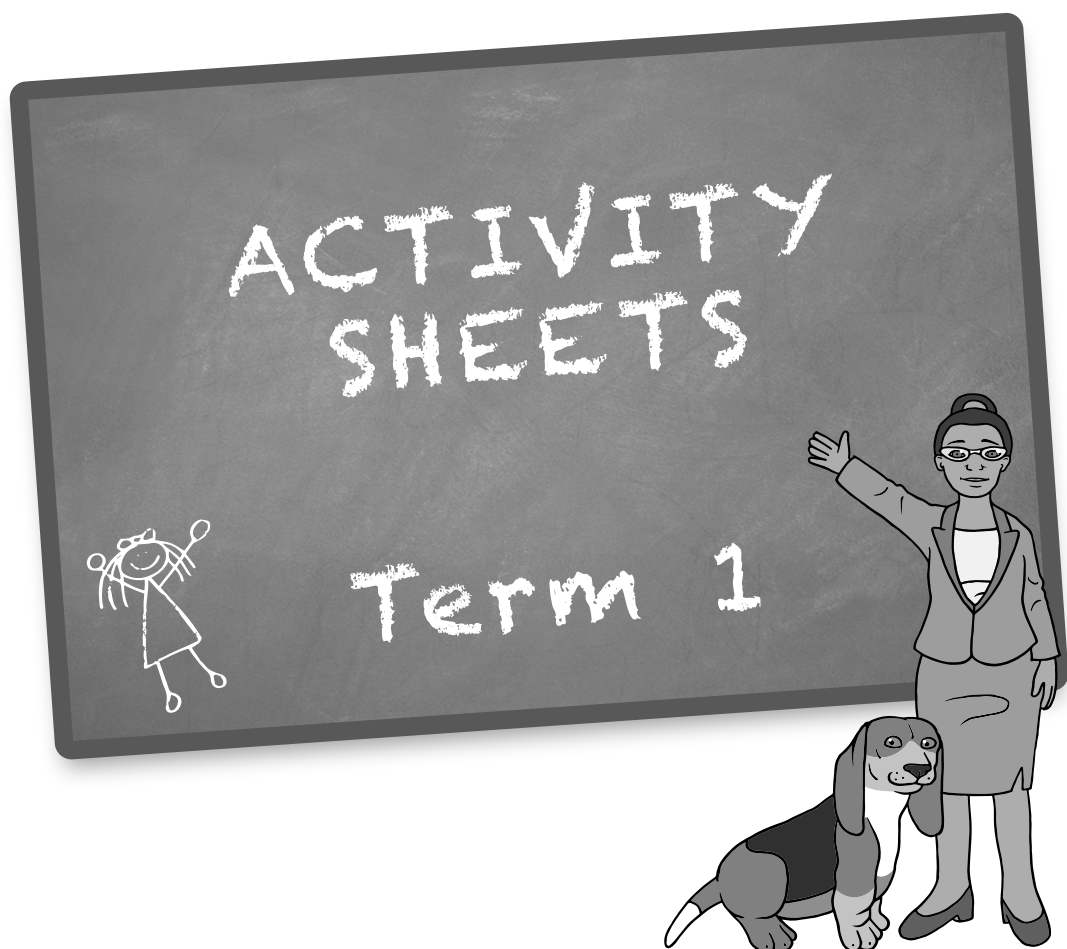


| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| past | | | | |
| passed | | | | |
| current | | | | |
| current | | | | |
| foul | | | | |
| fowl | | | | |
| pause | | | | |
| paws | | | | |
| cymbal | | | | |
| symbol | | | | |

Total /10

.....





Activity Sheet

Term 1 Set 1 Week 1

Name

The words below have a **sh** sound in the middle, but they are spelt very differently. Put the following words into groups of the same spelling pattern.

ambitious suspicious social partial special martial
precious cautious confidential delicious fictitious official
artificial nutritious essential vicious

Collect words that
end in **-cious**.

.....
.....

Collect words that
end in **-tious**.

.....
.....

Collect words that
end in **-cial**.

.....
.....

Collect words that
end in **-tial**.

.....
.....

Complete the sentences below using the words above.

This banana yoghurt has an taste.

My fruit bar is very

I'm very
to curly fries.

My ice cream tastes
.....



Complete the words below with the appropriate spelling pattern.

Add **-cious** to complete these words.

Add **-tious** to complete these words.

| | | | |
|-----------|------------|------------|-------------|
| vi..... | pre..... | ambi..... | cau..... |
| deli..... | suspi..... | ficti..... | nutri..... |
| spa..... | atro..... | infec..... | scrump..... |

Add **-cial** to complete these words.

Add **-tial** to complete these words.

| | | | |
|----------|-----------|-----------|-------------|
| cru..... | fa..... | ini..... | spa..... |
| ra..... | so..... | pala..... | creden..... |
| spe..... | offi..... | par..... | mar..... |

Complete the sentences below using the words above.

Please take
care of my pet mouse. It's very
..... to me.

It's not is it?

Of course not. It's
a very
creature.

It's being very
..... at the
moment.



The children in my class have written some sentences, but they have made some spelling mistakes. Identify the mistakes and write the correct spellings above.



The vishus dog chased the postman down the street.

The man was acting in a very suspishus manner.

All the characters in the drama are fictishus.

The customs offishal searched the passenger's baggage.

It is essenshal for a teacher to have patience and understanding.

The football manager was ruthless and ambishus.

The teenager was in a very antisoshal mood.

Don't show this to anyone; it is confidenshal information.

Now use these same words to write sentences of your own.

.....

.....

.....

.....

.....

.....

.....

.....

Activity Sheet

Term 1 Set 1 Week 2

Name

Match the words in the box to the children's definitions.



according achieve aggressive ancient
attached available average awkward

Something belonging to the distant past is



"As stated by" is a synonym for.....

..... is another word for embarrassing.



..... is to successfully bring about or reach.

..... often means the most common.



..... means connected to something.

When someone is they are free to do something.



Quarrelsome people are often called



Use the spellings below to complete the sentences.

according

achieve

aggressive

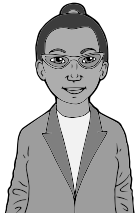
ancient

attached

available

average

awkward



..... to the library records, the book should be next week.



The team an of ten runs an over.



That's put me in a very situation.



I think boys are more than girls.



We have been learning all about the Greeks.



We need these name labels to all our bags.

Activity Sheet

Term 1 Set 1 Week 3

Name

Use the words below to complete the sentences.

crucial delicious cautious martial essential
official confidential suspicious nutritious artificial

The
document contains
.....
information.



It is to
wear the right gear if
you are doing
..... arts.



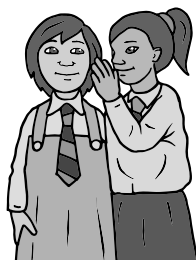
The match on Sunday
morning will be
..... if we are
going to win the league.



The match is being played
on an
pitch.



Be what
you say to him; I'm
..... of his
motives.



Not only is this apple
....., it is also
very



Match the words in the box to the dictionary definitions.



| | | | |
|------------|------------|--------|------------|
| initial | credential | racial | palatial |
| fictitious | partial | facial | artificial |

- a qualification, achievement, quality, or aspect of a person's background, especially when used to indicate their suitability for something
- made or produced by human beings rather than occurring naturally, especially as a copy of something natural
- existing or occurring at the beginning
- relating to race
- not real or true; imaginary or fabricated
- of or affecting the face
- resembling a palace in being spacious and splendid
- existing only in part; incomplete

Complete the sentences using the words above.

Did you know it takes 17 muscles to smile, but 42 to frown.



Can you tell an smile from a genuine one?



Activity Sheet

Term 1 Set 1 Week 4

Name

Below is a list of words you have been learning from Set 1.

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

Each sentence must consist of seven words or more. Good luck!

| | | | | | |
|------------|--------------|------------|------------|------------|----------|
| vicious | precious | delicious | suspicious | ambitious | |
| cautious | fictitious | nutritious | social | special | official |
| artificial | crucial | facial | racial | antisocial | partial |
| martial | confidential | essential | initial | spatial | |
| palatial | credential | according | achieve | aggressive | |
| ancient | attached | available | average | awkward | |

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

Complete the words below with the appropriate spelling pattern.



Add **-ant** to complete these words.

Add **-ance** to complete these words.

| | | | |
|-------------|------------|-------------|------------|
| dist..... | eleg..... | dist..... | eleg..... |
| import..... | ignor..... | import..... | ignor..... |
| toler..... | relev..... | toler..... | relev..... |

Add **-ent** to complete these words.

Add **-ence** to complete these words.

| | | | |
|-------------|---------------|-------------|---------------|
| innoc..... | intellig..... | innoc..... | intellig..... |
| differ..... | confid..... | differ..... | confid..... |
| obedi..... | viol..... | obedi..... | viol..... |

Complete the sentences below using the words above.

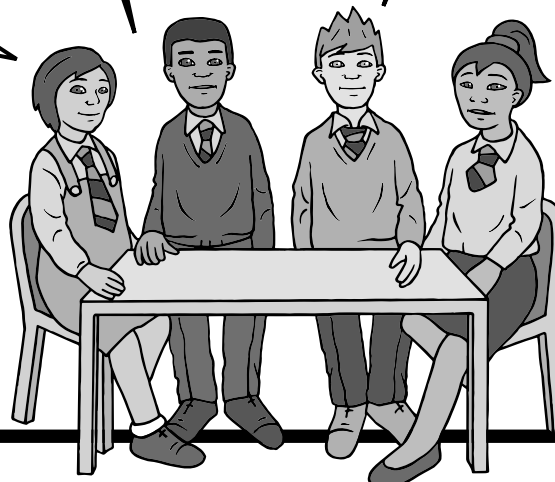
Miss Seed has something very to tell us.

She has the results of our tests.

I would rather remain

of the results.

You should have more in your abilities.



The children in my class have written some sentences, but they have made some spelling mistakes. Identify the mistakes and write the correct spellings above.

We felt relieved when we saw a light in the distance.

Even though he did it, he said he was innosent of the crime.

The more you study, the more you realise your ignorence.

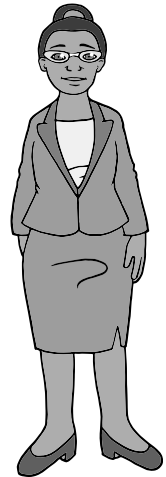
We all have differant opinions on the matter.

I have complete confidance in your abilities.

The teacher is very tolerent of the boy's behaviour.

I don't understand the relevence of what you've just told me.

The actress wore an elegent dress to the awards ceremony.



Now use these same words to write sentences of your own.

.....

.....

.....

.....

.....

.....

.....

.....

Use the words below to complete the sentences.

reluctant important ignorance confident difference
distance intelligence radiant innocent elegant

It's
to understand that your
contribution can make a big
.....



I'm that
my will
shine through in the end.



I was just an
..... bystander.
Honest!



I am astonished by your
complete
of the subject.



I'm to
run anything more than
a of
one mile.



Miss Seed looked
..... in an
.....
black dress.



Activity Sheet

Term 1 Set 2 Week 6

Name

Match the words in the box to the children's definitions.



bargain bruise community competition
determined develop dictionary disastrous

A book with the meanings of words is a



When you've made a decision not to change your mind, you are

A group of people living in the same place can be called a



When you buy something much cheaper than expected, you say it is a

A is an activity when you try to gain or win something.



..... means causing great damage.

..... usually means to grow or to get better at something.



An injury that causes discolouring to the skin is called a



Use the spellings below to complete the sentences.

bargain bruise community competition
determined develop dictionary disastrous



I'm I'm going to win
the art



The kick I received on my shin is going to
..... into a nasty



As a rule, I enjoy looking up words
in the



I bought this top in a sale for
a real



Our school is an important part
of the local



After a first half, the
team fought back to level the match.

Match the words in the box to the children's definitions.



tolerant relevant dominant obedience ignorance
fragrant violent resident reluctance confidence

- willingness to comply with an order or request
- willing to accept feelings, habits, or beliefs that are different from your own
- using or involving physical force intended to hurt or damage someone or something
- a person who lives somewhere permanently or on a long-term basis
- closely connected or appropriate to what is being done or considered
- having power and influence over others
- having a pleasant or sweet smell
- unwillingness or disinclination to do something

Complete the sentences using two of the words above.

Did you know that of the law cannot be used as an excuse?

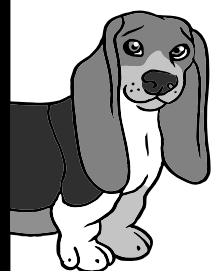
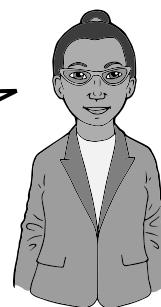


But ignorance and is all you need for success.



Spud's Spelling Search

Find as many words as possible from Set 2.
You may use a list to help you.



| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | C | T | N | A | T | S | I | D | R | Z | Y | T | T | O |
| X | N | S | N | I | G | G | N | E | A | S | R | O | N | B |
| D | H | T | D | A | N | T | L | T | U | U | A | L | A | E |
| M | E | H | E | O | R | U | V | O | W | C | N | E | G | D |
| P | C | N | R | L | C | G | R | B | T | O | O | R | E | I |
| P | I | A | I | T | L | T | A | N | P | M | I | A | L | E |
| C | N | N | A | M | S | I | A | R | M | P | T | N | E | N |
| T | I | N | N | A | R | I | G | O | F | E | C | C | C | C |
| Y | C | Y | S | O | D | E | B | E | G | T | I | E | N | E |
| E | J | I | D | A | C | S | T | R | N | I | D | Y | A | L |
| K | D | Q | R | M | C | E | A | E | U | T | J | M | N | P |
| I | M | P | O | R | T | A | N | T | D | I | A | W | I | S |
| D | I | F | F | E | R | E | N | T | E | O | S | A | M | D |
| E | C | N | E | D | I | F | N | O | C | N | P | E | O | Q |
| N | H | E | C | N | A | V | E | L | E | R | K | Q | D | Q |

There are **20 words** from **Set 2** to find. They are set out horizontally, vertically and diagonally. To make it harder, some words read backwards. Write the words as you find them on the lines below.

.....

.....

.....

.....

.....

.....

.....

Activity Sheet

Term 1 Set 2 Week 8

Name

Below is a list of words you have been learning from Set 2.

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

Each sentence must consist of seven words or more. Good luck!

distant elegant important ignorant tolerance
 relevance reluctance dominance radiant fragrant
 innocent intelligent different confidence violence
 obedience bargain bruise community competition
 determined develop dictionary disastrous

[illegible]

Activity Sheet

Term 1 Set 3 Week 9

Name

Put the following words into groups of the same spelling pattern.

horribly excitable visible reliably terribly incredible
agreeable convertible usable sensible understandably
likeable reasonably comfortably possibly responsibly

Collect words that
end in **-able**.

.....
.....

Collect words that
end in **-ably**.

.....
.....

Collect words that
end in **-ible**.

.....
.....

Collect words that
end in **-ibly**.

.....
.....

Complete the sentences below using the words above.

You're in a very mood today.

I'm
excited too!

We've just been told the most
..... news.

We are the
luckiest children in the school.



Complete the words below with the appropriate spelling pattern.



Add **-able** to complete these words.

Add **-ably** to complete these words.

excit..... agree..... reli..... understand.....
 use..... like..... reason..... comfort.....
 laugh..... irrit..... respect..... unbeliev.....

Add **-ible** to complete these words.

Add **-ibly** to complete these words.

vis..... convert..... poss..... horr.....
 respons..... sens..... terr..... incred.....
 gull..... revers..... vis..... sens.....

Complete the sentences below using the words above.

I hope she doesn't choose me; I'm not very

I hope she doesn't ask me; I'm sitting here.

Miss Seed wants a person to run an errand for her.

You lot are !
 I'll have to help her again!



Activity Sheet

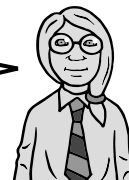
Term 1 Set 3 Week 10

Name

When adding *-able*, *-ably*, *-ible* or *-ibly* you sometimes need to change the root word slightly. Words ending in *y* change to *i*, and words ending in *e* often drop the final *e*. But be careful: there are exceptions!



Change the following nouns to adjectives by adding *-able* or *-ible*.



| | | | |
|---------|------------------|------------|-------|
| excite | excitable | rely | ..... |
| use | ..... | understand | ..... |
| collect | ..... | response | ..... |
| like | ..... | reason | ..... |
| comfort | ..... | reverse | ..... |
| sense | ..... | agree | ..... |

Now use some of these words to write sentences of your own.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity Sheet

Term 1 Set 3 Week 10

Name

Match the words in the box to the children's definitions.



equipment especially excellent existence
explanation familiar forty government

Something that is extremely good is



Four times ten equals.....

An is a clear description of something.



..... is the necessary items for a purpose.

The group of people who govern the country is called the



Something we know very well is

The fact or state of living is



We use when we want to single out somebody or something.



Use the spellings below to complete the sentences.

equipment especially excellent existence
explanation familiar forty government



The climbing instructor is going to give us
an of how to use the
climbing



Ali Baba and the thieves is
an story.



Are you with
the tales of the “Arabian Nights”?



I love all animals, but I
..... love dogs.



My dad says the
don't know what they're doing.



Heat and light are necessary for our
.....

Activity Sheet

Term 1 Set 3 Week 11

Name

Use the words below to complete the sentences.

irritable possible unbelievable sensible convertible
comfortable terrible visible responsible horrible

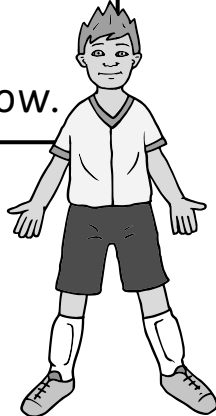
Is it to
find a
chair in this school?



I have a cold
which is making me feel very
.....



The bruises I got in
football are hardly
..... now.



When I'm a famous
footballer, I'm going to
have a
sports car.



That's a
.....
excuse and completely
.....

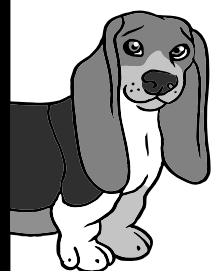
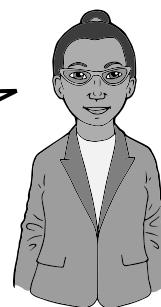


My school report said I was
a and
..... child.



Spud's Spelling Search

Find as many words as possible from Set 3.
You may use a list to help you.



| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | X | E | A | O | S | U | G | Y | O | R | M | C | E | Y |
| F | D | Q | P | G | A | N | L | H | F | F | O | N | L | C |
| G | B | U | O | P | R | D | E | M | B | M | O | B | B | O |
| S | V | I | S | M | M | E | O | Y | F | I | A | N | A | U |
| E | I | P | S | H | D | R | E | O | T | I | E | E | T | D |
| L | N | M | I | X | P | S | R | A | L | R | S | B | I | T |
| B | C | E | B | Y | I | T | N | E | B | P | O | C | C | N |
| I | R | N | L | M | A | A | R | Z | E | L | Q | F | X | E |
| S | E | T | Y | B | L | N | V | C | M | X | E | K | E | L |
| S | D | K | L | P | X | D | I | E | L | B | A | S | U | L |
| O | I | Y | X | R | E | A | S | O | N | A | B | L | Y | E |
| P | B | E | K | E | L | B | I | T | R | E | V | N | O | C |
| S | L | M | L | L | Y | L | B | I | R | R | O | H | E | X |
| E | Y | Q | Y | A | P | Y | L | I | K | E | A | B | L | E |
| R | T | N | E | M | N | R | E | V | O | G | W | P | L | V |

There are **18 words** from **Set 3** to find. They are set out horizontally, vertically and diagonally. To make it harder, some words read backwards. Write the words as you find them on the lines below.

.....

.....

.....

.....

.....

.....

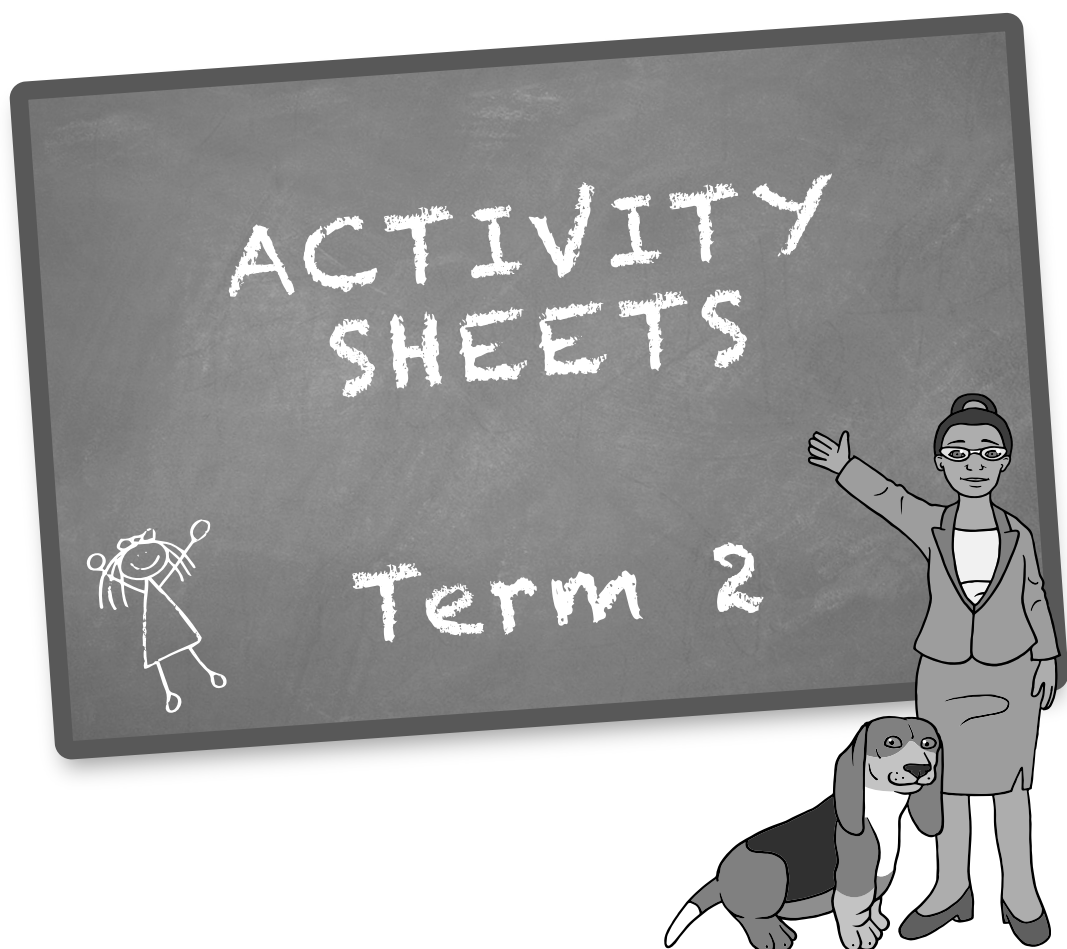
Term 1 Set 3 Week 12

Name

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words. Each sentence must consist of seven words or more. Good luck!

excitable agreeable usable likeable convertible
visible incredible sensible understandably reasonably
comfortably reliably possibly responsibly
horribly terribly equipment especially excellent
existence explanation familiar forty government

This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The lines are evenly spaced and extend across the entire width of the page.



When adding suffixes beginning with vowel letters to words ending in *-fer*, the *r* is doubled if the *-fer* is stressed, but the *r* is not doubled if the *-fer* is no longer stressed.

When adding these suffixes, the **-fer** is stressed, so the **r** needs to be doubled.

When adding these suffixes, the **-fer** is not stressed, so the **r** does not need to be doubled.

| | | | |
|---------------------------|------------------|-----------------|-----------------|
| refer + r + ing | referring | offer + ing | offering |
| refer + r + ed | ..... | offer + ed | ..... |
| refer + r + al | ..... | suffer + ing | ..... |
| transfer + r + ing | ..... | suffer + ed | ..... |
| transfer + r + ed | ..... | differ + ed | ..... |
| transfer + r + al | ..... | refer + ee | ..... |
| prefer + r + ing | ..... | refer + ence | ..... |
| prefer + r + ed | ..... | transfer + ence | ..... |
| confer + r + ing | ..... | prefer + ence | ..... |
| confer + r + ed | ..... | confer + ence | ..... |

Complete the sentences below using the words above.

I it when we could help each other.

I know. I to help people, but Miss said no was allowed.



The children in my class have written some sentences, but they have made some spelling mistakes. Identify the mistakes and write the correct spellings above.



The referee blew the whistle at the end of the match.

The striker was transfered for a record-breaking sum.

Our teacher went to an education conference yesterday.

I prefered the chicken nuggets. What was your preference?

A dictionary is an excellent reference book.

Even though our answers differed, we both got good marks.

There was no confering allowed in the general knowledge quiz.

I'm transfering all this data onto a bar chart.

The team suffered a terrible defeat on Saturday.

Now use these same words to write sentences of your own.

.....

.....

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.....

Complete the words in the sentences below with the appropriate suffix.

Words which have the **-fer** stressed will need the **r** doubling.

-ing -ed -ence -al -ee

The headteacher made a refer..... to the charity race during morning assembly.

I transfer..... my music files from my laptop to my mobile phone.

The young man offer..... to carry the lady's bags.

I needed a refer..... from the doctor before I could see a consultant.

The Prime Minister will hold a press confer..... tomorrow.

She has always prefer..... working on her own.

The refer..... is confer..... with the linesman before making his decision.

It is important for the transfer..... of knowledge to go from one generation to the next.

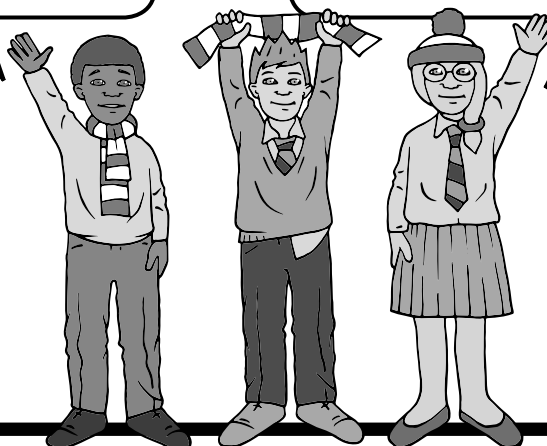
The teacher was suffer..... from a bad headache.

Complete the sentences below using the words above.

I our old centre forward.

Our new striker was
..... from
Newtown for a fee of £500,000.

He's good, but he's
..... from
an ankle injury.



Activity Sheet

Term 2 Set 1 Week 2

Name

Match the words in the box to the children's definitions.



identity immediate individual language
lightning leisure muscle necessary

A synonym for is single or separate.



..... is free time when you are not working.

Fibrous tissue in the body that produces movement is called



If something is done at once it is

..... is the method of human communication.



Something that needs to be done is

..... is the natural electrical discharge between the sky and the ground.



..... is the characteristics determining who or what a person is.



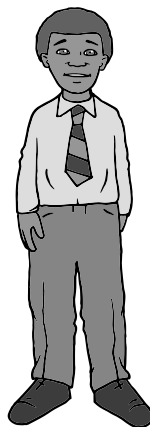
Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with a vowel letter.

Add **co-** to the words below. The prefix **co-** means together.



Add **re-** to the words below. The prefix **re-** means again.

.....ordinate
.....operate
.....own
.....owner
.....official
.....author
.....writer



.....enter
.....entry
.....examine
.....elect
.....escape
.....enforce
.....attach



Use the words above to write sentences of your own.

.....

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Activity Sheet

Term 2 Set 1 Week 3

Name

Use the spellings below to complete the sentences.

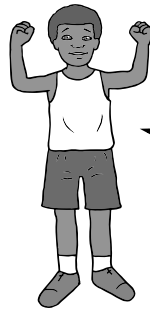
identity immediate individual language
lightning leisure muscle necessary



There was an crash of
thunder after the strike.



My teacher thinks it is to
learn more than one



Are you impressed with my
..... definition?



I'm wearing a mask to conceal
my true



This text book gives the meaning of each
..... word with a picture.



I spend all my
time looking after animals.

Activity Sheet

Term 2 Set 1 Week 4

Name

Use the words below to complete the sentences.

co-ordinate

co-operate

co-owners

co-authors

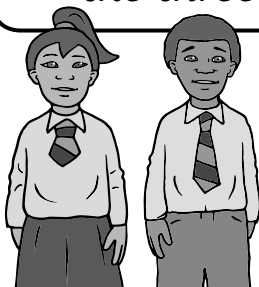
re-enter

re-examine

re-election

re-escaped

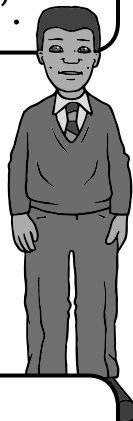
We will have to
..... if we are
going to
the three-legged race.



The
of the football team said
the board must stand for
.....



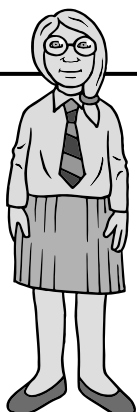
Janet and Allan Ahlberg
are of
“The Jolly Postman”.



Miss Seed always
makes sure her clothes
.....



My pet mouse has
..... from
his cage.



FIFA said they will
..... the use of
goal-line technology.



Activity Sheet

Name

Term 2 Set 1 Week 4

Below is a list of words you have been learning from Set 1.

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

Each sentence must consist of seven words or more. Good luck!

| | | | | |
|------------|------------|--------------|-------------|------------|
| referred | reference | transferring | transferred | preferred |
| preference | conferring | conference | co-ordinate | |
| co-operate | co-own | co-author | re-enter | re-examine |
| re-elect | re-escape | identity | immediate | individual |
| language | lightning | leisure | muscle | necessary |

[illegible]

Sometimes the /i:/ (ee) sound is spelt *ie*. Sometimes after *c*, the *ee* sound is spelt *ei*, but there are exceptions to this rule.

| | | | | | |
|----------|----------|---------|---------|------------|-----------|
| field | ceiling | chief | glacier | receive | seize |
| fancies | mischief | deceit | pierce | sufficient | efficient |
| either | achieve | believe | protein | receipt | species |
| caffeine | society | ancient | science | grief | fierce |

Collect words spelt 'cie'
e.g. species

species

.....

.....

.....

.....

Collect words spelt 'ie'
e.g. field

field

.....

.....

.....

.....

Collect words spelt 'cei'
e.g. ceiling

ceiling

.....

.....

Collect words spelt 'ei'
e.g. seize

seize

.....

.....

Complete the sentences below using the words above.

Is that a spider on the
.....?

Yes! I do
it's coming to get you!



Complete the sentences by putting the correctly spelt words from the brackets in the space provided.



The is too wet to play on. (feild/field)

You will the package by the end of the week.
(receive/recieve)

The little boy got into when he was left on his own.
(mischeif/mischief)

She won't anything unless she studies harder.
(achieve/acheive)

..... of us is allowed to have it. (neither/niether)

I think that girl is too young to have her ears
(pierced/peirced)

I can't you actually said that. (beleive/believe)

Make sure that you keep the (reciept/receipt)

Eggs are a good source of (protein/protien)

His wife was overcome with (greif/grief)

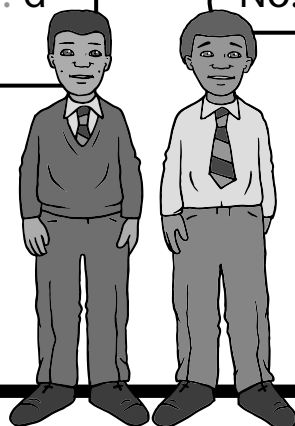
You must every opportunity that comes your way.
(sieze/seize)

His concern is making sure he gets seconds of
pudding. (cheif/chief)

Complete the sentences below using the words above.

I didn't a
newsletter. Did you?

No! of us did.



The children in my class have written some sentences, but they have made some spelling mistakes. Identify the mistakes and write the correct spellings above.

A feirce battle was fought between the two armies.

That was a very decietful thing to do.

We have a sceince test in the morning.

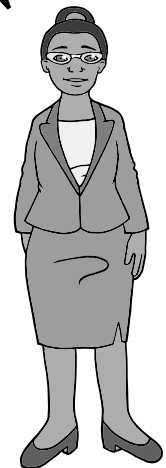
Did you try to decieve me on purpose?

He was tall enough to touch the cieling.

The white rhino is an endangered speceis.

Did you recieve my birthday invitation?

It is so small it cannot be percieved by the naked eye.



Now use these same words to write sentences of your own.

.....

.....

.....

.....

.....

.....

.....

.....

Activity Sheet

Term 2 Set 2 Week 6

Name

Match the words in the box to the children's definitions.



neighbour nuisance parliament occupy
occur opportunity physical profession

..... means a set of circumstances that make something possible.



A group of elected politicians forms a

A person living next door is a



Another word for is occupation.

A person or a thing that is being annoying is a



If you a house it means you live there.



..... is anything relating to the body rather than the mind.



A synonym for is to happen.



Activity Sheet

Term 2 Set 2 Week 7

Name

Use the spellings below to complete the sentences.

neighbours nuisance occupy occur
opportunity parliament physical profession



I knew I had to take the first
to join the teaching



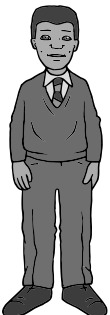
My noisy next-door are
a complete



Good ideas often to me.



You need to find something to
..... your time.



We had a tour of the Houses of
.....



I am in great
condition.

Use the words below to complete the sentences.

field ceiling fierce species grief
either caffeine receipt mischief pierced

I'll be dancing on the
..... if I drink
any more



The Great White is a
particularly
..... of shark.



My mum says I can have
my ears in the
summer holidays.



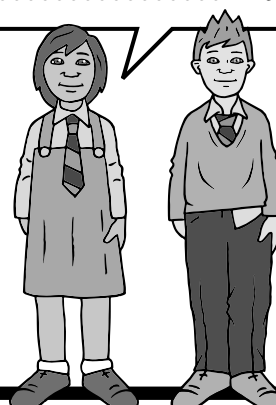
They let me have a refund
even though I lost the
.....



Today, we can
..... play on the
yard or on the



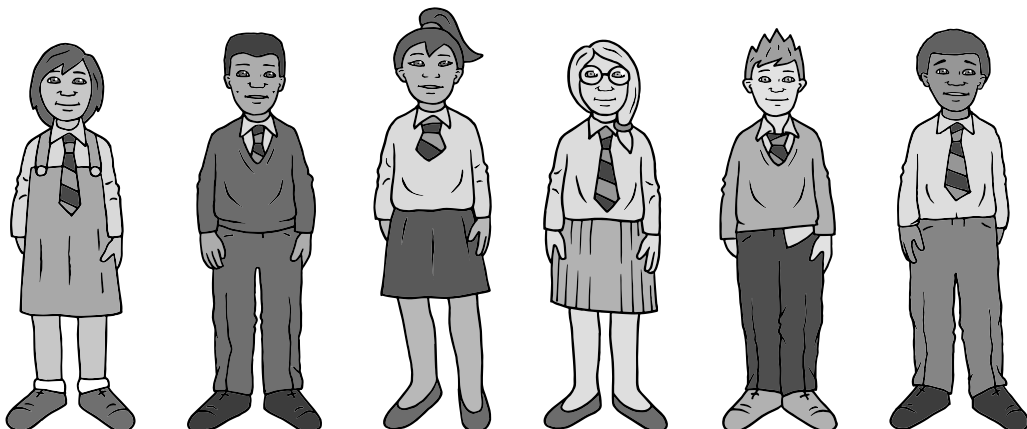
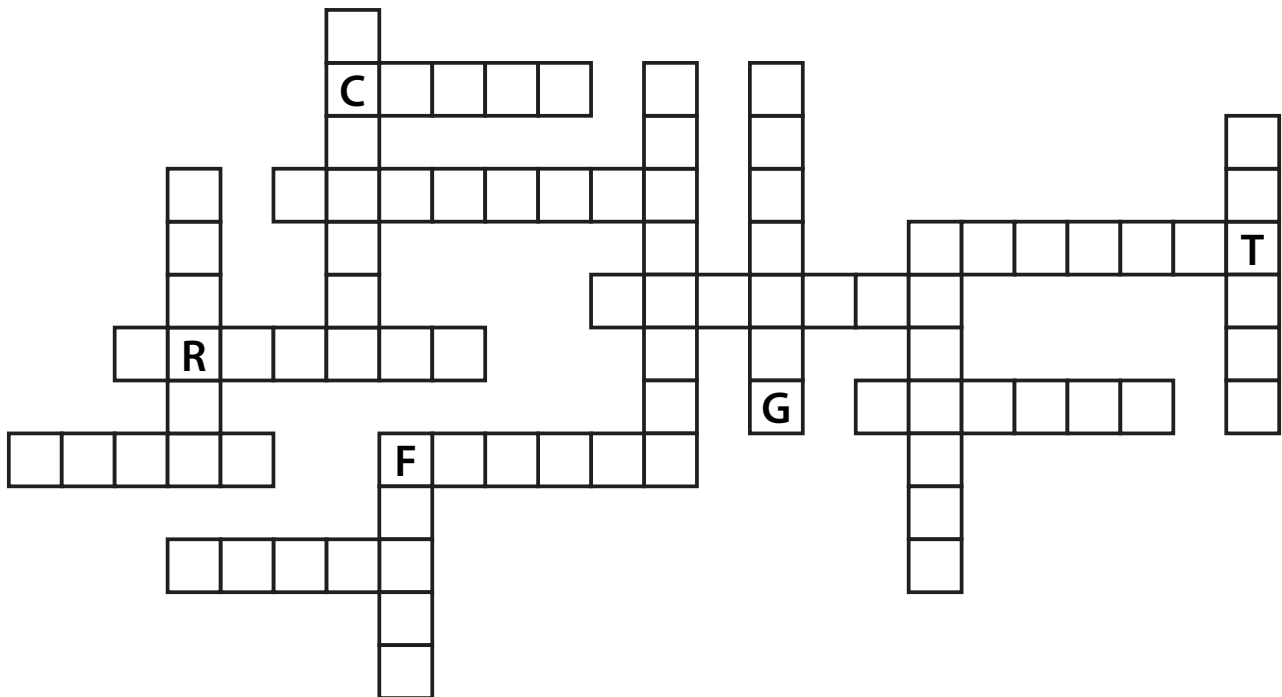
You are always causing
people with your
..... making.



Complete this crossword with no clues. All the words are from the Set 2 spellings. A few letters have been put in already to get you started.



field chief grief mischief fierce pierce achieve believe
ceiling receive deceit receipt protein caffeine seize either



Activity Sheet

Term 2 Set 2 Week 8

Name

Below is a list of words you have been learning from Set 2.

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

Each sentence must consist of seven words or more. Good luck!

| | | | | | |
|-------------|-----------|------------|----------|----------|------------|
| field | chief | grief | mischief | fierce | pierce |
| achieve | believe | ceiling | receive | deceit | receipt |
| protein | caffeine | seize | either | species | fancies |
| sufficient | efficient | | society | ancient | science |
| glacier | neighbour | | nuisance | occupy | occur |
| opportunity | | parliament | | physical | profession |

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

All the words below contain the letter string *ough*. It is one of the trickiest spellings in English because it can be used to spell a number of different sounds.

Add **ough** to complete the words below.



Add **ought** to complete the words below.

r.....

t.....

c.....

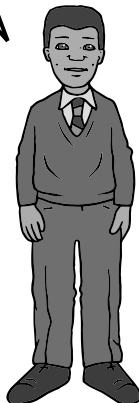
d.....

en.....

th.....

alth.....

d..... nut



b.....

br.....

n.....

th.....

f.....

s.....

dr.....

th..... ful



Complete the sentences below using the words above.

Look what I've
from the shop!

A bag of jam
.....

There's
for all of us!

That was very
.....
of you.



We can pronounce the spelling pattern *ough* in at least eight different ways. See if you can group the words according to the sounds they make.



nought although brought dough thought bough
tough enough bought sought thorough
trough fought drought throughout hiccough

Match these words with the words below, according to the sounds they make.

ought (like **aw** in saw)

.....

.....

though (like **o** in go)

.....

rough (like **uff** in suffer)

.....

plough (like **ow** in flower)

.....

cough (like **off** in offer)

.....

through (like **oo** in too)

.....

borough (like **a** in above)

.....

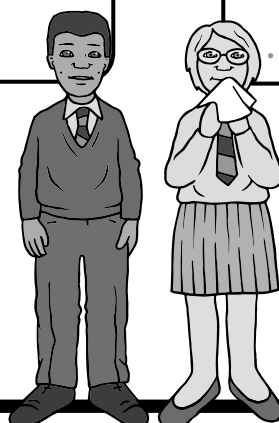
The last one sounds like **up** as in cup

(Hiccough and hiccup are both accepted spellings.)

Complete the sentences below using the words above.

You look
What's the matter?

I have a terrible
..... and cold.



The children in my class have written some sentences, but they have made some spelling mistakes. Identify the mistakes and write the correct spellings above.

He is not as tuff as he seems.

I asked her because I thawt she would know.

Yeast makes the doe rise.

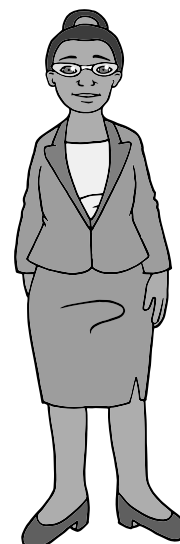
We made a thora search for the missing scissors.

The coff medicine tasted horrible.

The squirrel ran along the bow of the oak tree.

He pushed his way threw to the front of the queue.

I didn't have enuff time to finish the exercise.



Now use these same words to write sentences of your own.

.....

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Activity Sheet

Term 2 Set 3 Week 10

Name

Match the words in the box to the children's definitions.



programme queue recognise restaurant
rhyme secretary shoulder signature

The upper part of the body to which the arms are attached is the



A word that has the same sound as another is a



To is to identify someone from having seen them before.



A person employed in an office to assist with correspondence is a



A is a planned series of events or performances.



A person's name written in a distinctive manner is a



A line of people waiting for their turn is a



A is a place where people go to have meals cooked for them.



Use the spellings below to complete the sentences.

programme

queue

recognise

restaurant

rhyme

secretary

shoulder

signature



The fish and chip was so popular that there was a of people waiting to get inside.



I didn't the working in the school office.



What's your favourite television?



Have you forged your mother's on this sick note?



There's no nor reason for what he did.



My mum says I have a chip on my

Activity Sheet

Term 2 Set 3 Week 11

Name

The **ough** words in the box are the past tense of verbs.

bought brought fought thought sought

The past tense of bring is

The past tense of fight is

The past tense of buy is

The past tense of seek is

The past tense of think is

Use the words above to write sentences of your own.



.....

.....

.....

.....

.....

Make the **ough** words in the box into compound words.

dough plough bought wrought rough cough

Place the appropriate **ough** word to make a compound word.



| | |
|------------|-----------|
|horse |man |
|shod |neck |
|nut |boy |
|-iron | over..... |
| hic..... | shop..... |

Activity Sheet

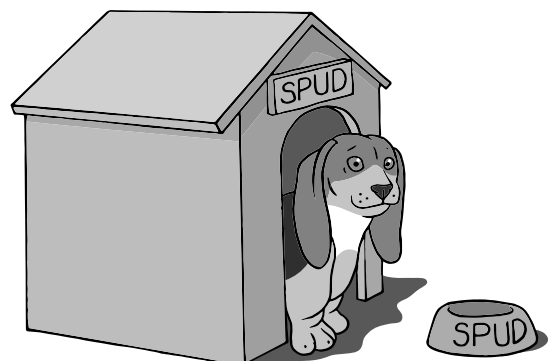
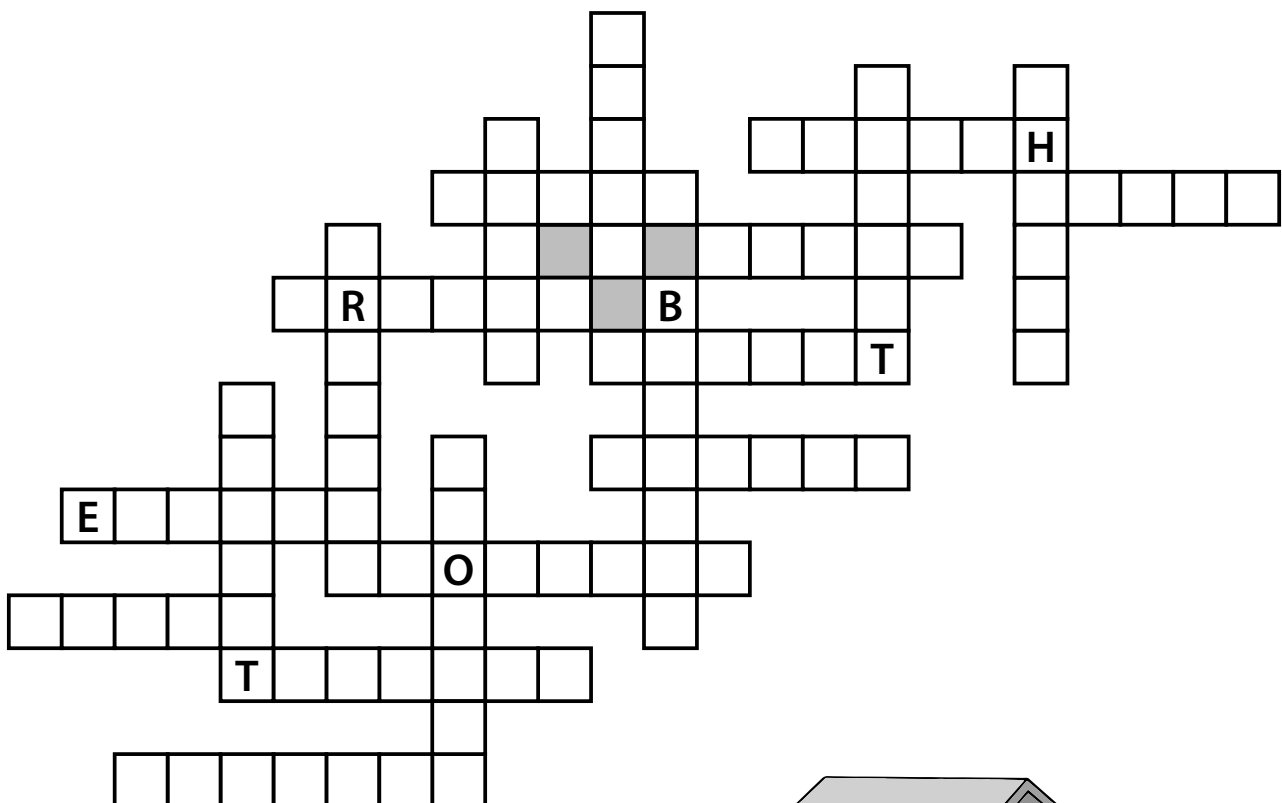
Term 2 Set 3 Week 12

Name

Complete this crossword with no clues. All the words are from the Set 3 spellings. A few letters have been put in already to get you started.



ought nought bought brought thought fought sought
rough tough enough cough though dough thorough
borough trough plough bough drought wrought



Activity Sheet

Name

Term 2 Set 3 Week 12

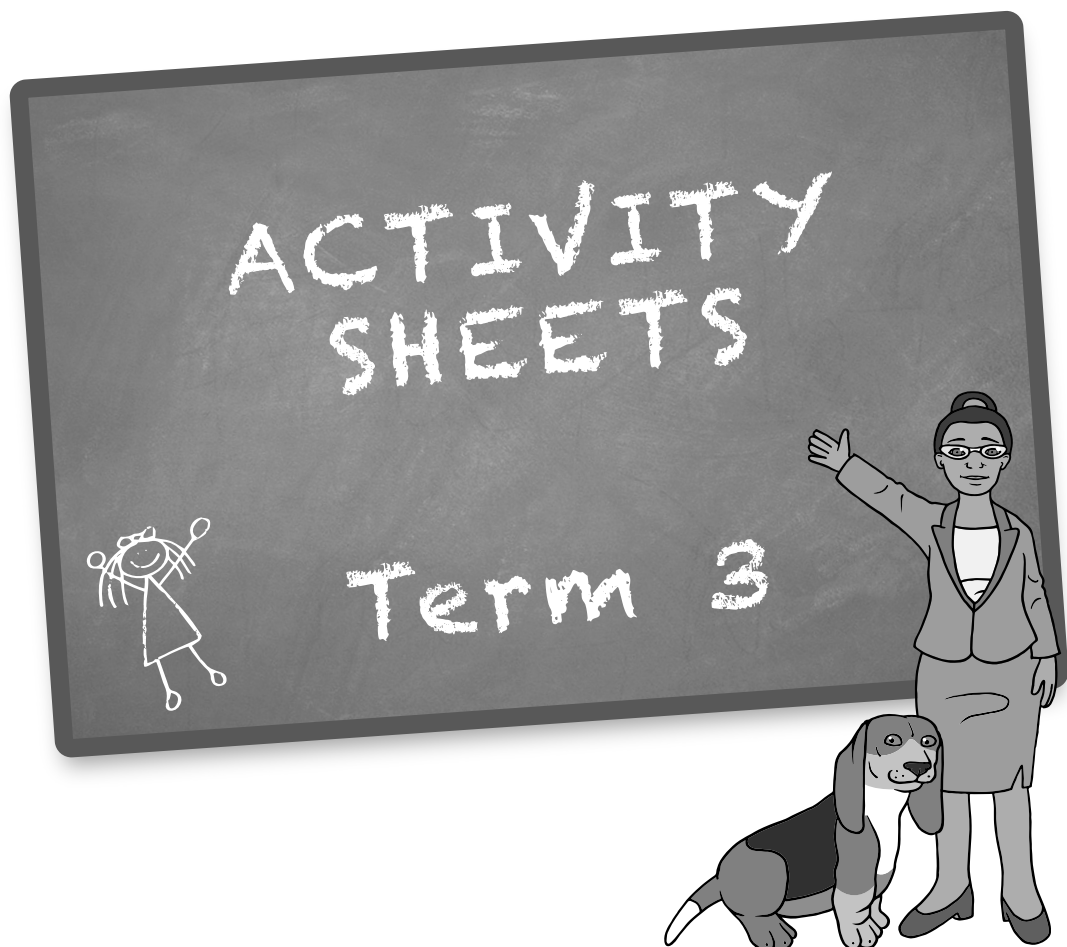
Below is a list of words you have been learning from Set 3.

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

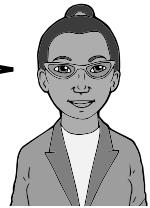
Each sentence must consist of seven words or more. Good luck!

ought nought bought brought thought
thoughtful fought sought rough tough enough
cough though although dough doughnut thorough
borough trough through plough bough
drought overwrought programme queue recognise
restaurant rhyme secretary shoulder signature

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.



Put the following words with silent letters into groups of the same spelling pattern.



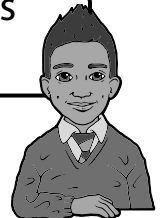
wreck climb island honest wrinkle knew
isle bomb fasten hour listen knight knock
knuckle ghost debris thumb crumb aisle
thistle exhaust answer wrestle sword

I'm collecting words with a silent **k**.



.....
.....

I'm collecting words with a silent **w**.



.....
.....

I'm collecting words with a silent **b**.



.....
.....

I'm collecting words with a silent **t**.



.....
.....

I'm collecting words with a silent **h**.



.....
.....

I'm collecting words with a silent **s**.



.....
.....

The children in my class have written some sentences, but they have made some spelling mistakes. Identify the mistakes and write the correct spellings above.



The boy couldn't undo the not in his shoelaces.

The teacher didn't expect me to no the anser to the question.

The caretaker will have to clime onto the roof to get the ball.

Why will nobody lissen to my ideas for a change?

I'm being onest, but nobody will believe me.

I wanted to sit on an ial seat.

Spud got out because the gate hadn't been fasened.

At the end of the art lesson, it looked like a bom had hit the classroom.

After the cross-country race, we were completely exhausted.

Now use these same words to write sentences of your own.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Use the spellings below to complete the sentences.

sword

thumb

knew

knight

ghost

island

wreck

answer



In this story, the found an enchanted



I the but I didn't want to put my hand up.



I hit my with the hammer.



After that two-mile run, I feel a total



What's the matter with you? You look as if you've seen a



I'm reading a book that is set on a desert

Activity Sheet

Term 3 Set 1 Week 2

Name

Match the words in the box to the children's definitions.



| | | | |
|---------|---------|---------|-----------|
| sincere | soldier | stomach | suggest |
| symbol | system | twelfth | vegetable |

The is an organ which digests food.



A is a thing that represents or stands for something.

A plant that is used for food is called a



If you have genuine feelings then you are

The ordinal number after eleventh is



An organised scheme or method can be called a

To something is to put forward an idea.



A person who serves in the army is called a



Activity Sheet

Term 3 Set 1 Week 3

Name

Use the spellings below to make up sentences that the characters might say.

sincere

soldier

stomach

suggest

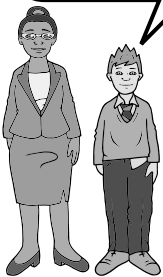
symbol

system

twelfth

vegetable

.....



.....



.....



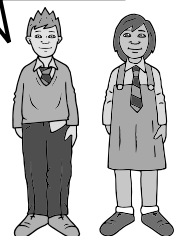
.....



.....



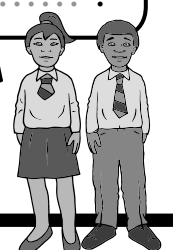
.....



.....



.....



Activity Sheet

Term 3 Set 1 Week 3

Name

Use the words in the box to complete the sentences that the children have started.



knuckles

crumb

wrestle

climb

wrinkles

hour

debris

thumb

The teacher doesn't like it when
.....

The girl went to the pond, and
.....

First, we had a thumb war, then
.....

The mountaineer
.....

My dad ironed out
.....

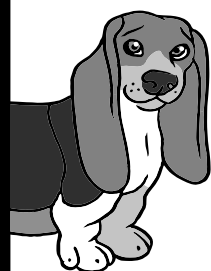
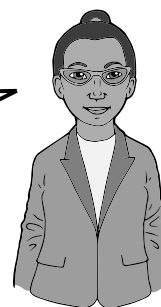
Get your bag packed, because
.....

The street cleaners will collect the
.....

I accidentally hit my
.....

Spud's Spelling Search

Find as many words as possible from Set 1.
You may use a list to help you.



| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | M | T | U | T | B | X | R | H | O | E | Y | X | O | G |
| R | W | R | S | M | S | E | O | L | N | R | I | I | C | B |
| O | O | E | I | U | I | U | H | O | N | E | S | T | M | I |
| W | F | L | N | D | A | N | G | J | P | C | T | O | P | S |
| S | C | X | L | K | T | H | G | G | K | N | B | S | Y | L |
| S | T | O | M | A | C | H | X | N | E | I | V | M | A | E |
| K | S | C | B | K | O | S | I | E | T | S | B | T | K | F |
| N | N | R | C | S | C | G | T | H | Z | O | T | W | P | V |
| E | W | U | T | U | H | E | I | E | L | T | S | E | R | W |
| T | R | M | C | T | M | S | R | I | P | R | G | L | T | D |
| S | I | B | S | K | T | R | E | W | S | N | A | F | O | E |
| I | N | L | R | L | L | H | O | U | R | L | W | T | N | B |
| L | K | E | E | H | M | E | T | S | Y | S | A | H | K | R |
| E | L | S | I | A | T | H | U | M | B | U | Y | N | V | I |
| V | E | G | E | T | A | B | L | E | S | K | J | X | D | S |

There are **32 words** from **Set 1** to find. They are set out horizontally, vertically and diagonally. To make it harder, some words read backwards. Write the words as you find them on the lines below.

.....

.....

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.....

Activity Sheet

Name

Term 3 Set 1 Week 4

Below is a list of words you have been learning from Set 1.

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

Each sentence must consist of seven words or more. Good luck!

knew knight knot knuckle wreck wrinkle answer
sword bomb climb thumb crumb fasten listen
thistle wrestle honest hour ghost exhaust island
aisle debris isle sincere soldier stomach
suggest symbol system twelfth vegetable

[illegible]

Here are some homophones and near-homophones. Write the correct homophone from the brackets to complete the sentences below.



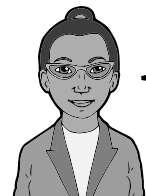
The I went across the river
the deeper it got. (father/farther)



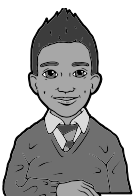
The guide us through
the forest. (led/lead)



After that huge main course, I'm not sure I've got
room for..... (desert/dessert)



The train leaves at ten minutes
nine. (past/passed)



Buddy has been from playing
football for a week. (band/banned)



Suarez has his, but he is a great
footballer nonetheless. (flaws/floors)



An electrical is the flow of an
electric charge. (currant/current)



The council are going to build a car park on a
plot of land. (baron/barren)

Activity Sheet

Term 3 Set 2 Week 5

Name

Use one of the pairs of homophones in the box to complete the sentences below.

herd/heard bridal/bridle steal/steel foul/fowl
aloud/allowed cereal/serial bored/board pause/paws

Who's put an empty packet
back in the cupboard?



The teacher reads to the
class at least once a day.

Come on, ref! That was definitely a



If they my bag, they won't
find anything in it.



I pressed the button and
the music stopped.



I was so I nearly fell asleep.



I couldn't make myself above the noise.



If you're riding, you have to stay on
the path.



Activity Sheet

Term 3 Set 2 Week 6

Name

What do you think the children would say if they had to use the words in the boxes?

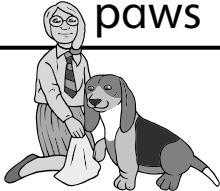


cereal



serial

paws



pause

band



banned

aloud



allowed

The wrong homophones have been used in the following sentences. Write the correct homophone for each sentence.



We had to walk father to school because of the roadworks.

To do the shading, I need a pencil with a softer led.

I'm looking forward to my desert of apple pie and cream.

He past the ball back to the goalkeeper.

I thought conkers had been band in schools.

I'm going to play Barren Hardup in the school panto.

There's one serious floor to your plan.

The gingerbread man lost a current eye.

We had to walk through a heard of cows to cross the field.

The bridle dress was pink rather than the traditional white.

You must have nerves of steal to go bungee jumping.

Don't fall fowl of poor internet security.

We're not aloud in the school library during lunchtime.

The new television cereal attracted five million viewers.

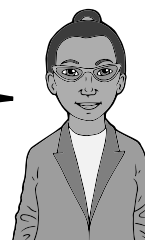
The squad for the football match has been posted on the bulletin bored.

.....

When something like that happens, it makes you paws for thought.

.....

Match the dictionary definition to the correct homophone.



father/farther led/lead desert/dessert past/passed
band/banned baron/barren flaw/floor currant/current

Officially, not allowed to do something

A waterless desolate area of land

A small dried fruit

Moved beyond something in a specified direction

A type of metal

An adverb to describe a greater distance

A member of the British nobility

A mark or a blemish

The sweet course to finish a meal

Describes land without any vegetation

A flat, thin loop of material

The past tense of lead

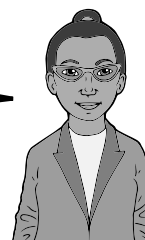
A flow of water, air or electricity

The time before the moment you are speaking of

The surface on which you walk

A man with children

Match the dictionary definition to the correct homophone.



| | | | |
|---------------|---------------|-------------|------------|
| heard/herd | bridal/bridle | steal/steel | foul/fowl |
| aloud/allowed | cereal/serial | bored/board | pause/paws |

Of or concerning a bride

A bird kept for its eggs or to eat

A drama appearing in regular instalments

A hard, strong metal

Permitted someone to have or do something

Feeling weary in one's current activity

An animal's feet

Listened to what someone had to say

To take another person's property without permission

The headgear used to control a horse

A long, thin, flat piece of wood

An unfair piece of play in sport

A large group of animals

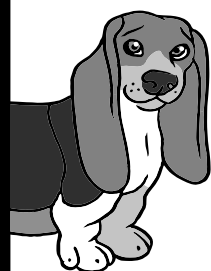
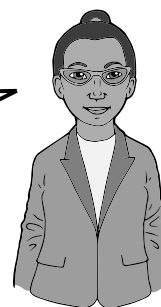
A temporary stop to the action

A breakfast food made from grain

Describes an audible voice

Spud's Spelling Search

Find as many words as possible from Set 2.
You may use a list to help you.



| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D | S | U | Q | L | I | B | L | U | O | F | R | S | C | S |
| D | E | T | X | A | A | R | X | T | K | O | K | T | U | W |
| F | R | S | E | P | Q | I | U | I | O | D | A | E | R | A |
| L | U | A | S | A | H | D | R | L | A | L | E | E | R | P |
| N | W | V | O | E | L | A | F | E | O | N | S | L | A | P |
| G | L | O | R | B | R | L | L | U | S | H | U | M | N | C |
| O | H | D | F | R | G | T | D | R | C | A | A | J | T | T |
| D | E | R | O | B | B | P | B | U | E | I | P | D | R | R |
| D | E | W | O | L | L | A | R | A | B | H | E | B | S | E |
| F | A | R | T | H | E | R | R | N | S | T | Q | B | S | |
| F | B | A | N | N | E | D | I | R | S | D | N | A | R | E |
| P | A | S | T | N | C | D | Z | A | E | T | O | F | F | D |
| N | G | J | T | Z | L | M | P | L | N | N | R | L | T | Z |
| L | A | E | R | E | C | H | E | A | R | D | A | A | N | O |
| J | C | Q | H | D | X | B | U | N | J | Y | B | W | M | S |

There are **32 words** from **Set 2** to find. They are set out horizontally, vertically and diagonally. Some words read backwards to make it harder. Write the words as you find them on the lines below.

.....

.....

.....

.....

.....

.....

.....

.....

Activity Sheet

Name

Term 3 Set 2 Week 8

Below, is a list of words you have been learning from Set 2.

You and your partner have ten minutes to write as many sentences as you can containing these words. You score **1 point** for every sentence using one of the correctly spelt words from the list. You score **3 points** if you manage to write a sentence using two of the words.

Each sentence must consist of seven words or more. Good luck!

| | | | |
|----------------|---------------|----------------|-----------------|
| father/farther | led/lead | desert/dessert | past/passed |
| band/banned | baron/barren | flaw/floor | currant/current |
| heard/herd | bridal/bridle | steal/steel | foul/fowl |
| aloud/allowed | cereal/serial | bored/board | pause/paws |

[illegible]



Teachers' Scripts for Spelling Tests

Term 1 Set 1

- 1 The word is **vicious**.
The **vicious** dog tried to bite me.
The word is **vicious**.
- 2 The word is **cautious**.
Blossom is too **cautious** to try anything new.
The word is **cautious**.
- 3 The word is **official**.
The policeman is here on **official** business.
The word is **official**.
- 4 The word is **antisocial**.
His **antisocial** behaviour got him into trouble.
The word is **antisocial**.
- 5 The word is **crucial**.
Buddy failed a couple of **crucial** exams.
The word is **crucial**.
- 6 The word is **essential**.
Sleep is **essential** for good health.
The word is **essential**.
- 7 The word is **initial**.
My **initial** reaction was one of horror.
The word is **initial**.
- 8 The word is **palatial**.
The **palatial** house has twelve bedrooms.
The word is **palatial**.
- 9 The word is **according**.
We arranged the books **according** to size.
The word is **according**.
- 10 The word is **attached**.
Bean **attached** the label to the bag.
The word is **attached**.

Term 1 Set 2

- 1 The word is **distant**.
The explorer travelled to **distant** lands.
The word is **distant**.
- 2 The word is **important**.
Miss Seed has some **important** news.
The word is **important**.
- 3 The word is **elegance**.
They were impressed with her charm and **elegance**.
The word is **elegance**.
- 4 The word is **reluctant**.
Sprout was **reluctant** to answer the question.
The word is **reluctant**.
- 5 The word is **relevance**.
He didn't understand the **relevance** of your question.
The word is **relevance**.
- 6 The word is **dominance**.
The team failed to score despite their **dominance**.
The word is **dominance**.
- 7 The word is **different**.
Petal looks **different** today.
The word is **different**.
- 8 The word is **intelligence**.
The teacher was amazed at Blossom's **intelligence**.
The word is **intelligence**.
- 9 The word is **bargain**.
Bean got his mobile for a **bargain** price.
The word is **bargain**.
- 10 The word is **dictionary**.
You must learn how to use a **dictionary**.
The word is **dictionary**.

Term 1 Set 3

- 1 The word is **reliable**.
The weather forecast is not always **reliable**.
The word is **reliable**.
- 2 The word is **understandably**.
They were **understandably** disappointed with the result.
The word is **understandably**.
- 3 The word is **comfortably**.
Are you sitting **comfortably**?
The word is **comfortably**.
- 4 The word is **useable**.
Is any of this junk **useable**?
The word is **useable**.
- 5 The word is **incredible**.
Miss Seed spent an **incredible** amount of time marking the books.
The word is **incredible**.
- 6 The word is **possibly**.
It might **possibly** rain tomorrow.
The word is **possibly**.
- 7 The word is **terribly**.
Something has gone **terribly** wrong.
The word is **terribly**.
- 8 The word is **convertible**.
Miss Seed drives a red **convertible** sports car.
The word is **convertible**.
- 9 The word is **equipment**.
Buddy put away all the maths **equipment**.
The word is **equipment**.
- 10 The word is **familiar**.
Twiggy wasn't **familiar** with that subtraction method.
The word is **familiar**.

Teachers' Scripts for Spelling Tests

End of Term 1 Spelling Test

- 1 The word is **precious**.
Don't waste **precious** time.
The word is **precious**.
- 2 The word is **fictitious**.
All the characters in the play are **fictitious**.
The word is **fictitious**.
- 3 The word is **special**.
Miss Seed went to a **special** meeting.
The word is **special**.
- 4 The word is **martial**.
Karate is a **martial** art.
The word is **martial**.
- 5 The word is **aggressive**.
Do violent video games make children more **aggressive**?
The word is **aggressive**.
- 6 The word is **awkward**.
Miss Seed asked an **awkward** question.
The word is **awkward**.
- 7 The word is **ignorant**.
He was **ignorant** of the rules.
The word is **ignorant**.
- 8 The word is **tolerant**.
Be **tolerant** of other children.
The word is **tolerant**.
- 9 The word is **confident**.
We are **confident** of victory.
The word is **confident**.
- 10 The word is **innocence**.
Sprout was the picture of **innocence**.
The word is **innocence**.
- 11 The word is **community**.
The club takes place in the **community** centre.
The word is **community**.
- 12 The word is **bruise**.
Twiggy has a **bruise** on her arm.
The word is **bruise**.
- 13 The word is **develop**.
Exercise will **develop** your muscles.
The word is **develop**.
- 14 The word is **reasonable**.
The prices at the shop are very **reasonable**.
The word is **reasonable**.
- 15 The word is **excitable**.
Spud gets very **excitable** when he sees his lead.
The word is **excitable**.
- 16 The word is **horribly**.
Everything went **horribly** wrong.
The word is **horribly**.
- 17 The word is **sensible**.
She always has **sensible** advice.
The word is **sensible**.
- 18 The word is **excellent**.
Bean had an **excellent** report.
The word is **excellent**.
- 19 The word is **especially**.
Ice cream tastes **especially** good on hot days.
The word is **especially**.
- 20 The word is **government**.
People do not trust this **government**.
The word is **government**.

Teachers' Scripts for Spelling Tests

Term 2 Set 1

- 1 The word is **referring**.
To which book are you **referring**?
The word is **referring**.
- 2 The word is **preferred**.
I've always **preferred** working alone.
The word is **preferred**.
- 3 The word is **reference**.
Blossom wanted to look at the **reference** books.
The word is **reference**.
- 4 The word is **transferring**.
I spent last night **transferring** my music to my new iPhone.
The word is **transferring**.
- 5 The word is **co-operate**.
Sprout wasn't willing to **co-operate**.
The word is **co-operate**.
- 6 The word is **co-author**.
A **co-author** collaborates with another writer.
The word is **co-author**.
- 7 The word is **re-elect**.
Will you **re-elect** Petal to the school council?
The word is **re-elect**.
- 8 The word is **identity**.
Buddy was wearing a mask to conceal his **identity**.
The word is **identity**.
- 9 The word is **muscle**.
Buddy pulled a **muscle** and couldn't compete in the race.
The word is **muscle**.
- 10 The word is **language**.
Twiggy wants to learn a new **language**.
The word is **language**.

Term 2 Set 2

- 1 The word is **field**.
The children ran around the school **field**.
The word is **field**.
- 2 The word is **pierce**.
Use sharp scissors to **pierce** the fabric.
The word is **pierce**.
- 3 The word is **deceit**.
Don't trust people who use **deceit** to get what they want.
The word is **deceit**.
- 4 The word is **species**.
Elephants are an endangered **species**.
The word is **species**.
- 5 The word is **efficient**.
This method of multiplication is more **efficient** than the other way.
The word is **efficient**.
- 6 The word is **ancient**.
The museum was full of **ancient** artefacts.
The word is **ancient**.
- 7 The word is **seize**.
Seize the opportunity when you can.
The word is **seize**.
- 8 The word is **neighbour**.
Bean doesn't like his next-door **neighbour**.
The word is **neighbour**.
- 9 The word is **occur**.
Didn't it **occur** to you to knock on the door?
The word is **occur**.
- 10 The word is **profession**.
Teaching English has always been his **profession**.
The word is **profession**.

Term 2 Set 3

- 1 The word is **ought**.
You **ought** to ask for Miss Seed's permission.
The word is **ought**.
- 2 The word is **thoughtful**.
That was a kind and **thoughtful** thing to do.
The word is **thoughtful**.
- 3 The word is **cough**.
Please cover your mouth when you **cough**.
The word is **cough**.
- 4 The word is **although**.
Sprout got ten out of ten **although** he hadn't revised.
The word is **although**.
- 5 The word is **thorough**.
Give your hands a **thorough** clean before going to lunch.
The word is **thorough**.
- 6 The word is **trough**.
The horse **trough** has been filled with hay.
The word is **trough**.
- 7 The word is **plough**.
We watched the farmer **plough** his fields.
The word is **plough**.
- 8 The word is **programme**.
Buddy didn't know which **programme** to watch.
The word is **programme**.
- 9 The word is **restaurant**.
The cook says the school canteen is like a five-star **restaurant**.
The word is **restaurant**.
- 10 The word is **rhyme**.
I want a word to **rhyme** with computer.
The word is **rhyme**.

Teachers' Scripts for Spelling Tests

End of Term 2 Spelling Test

- 1 The word is **conferring**.
Conferring is not allowed for this question.
The word is **conferring**.
- 2 The word is **transferred**.
Germs can be **transferred** by shaking hands.
The word is **transferred**.
- 3 The word is **preference**.
Blossom thinks she should be given **preference** over the others.
The word is **preference**.
- 4 The word is **co-ordinate**.
Miss Seed likes to **co-ordinate** her shoes with her handbag.
The word is **co-ordinate**.
- 5 The word is **lightning**.
The tree was struck by **lightning**.
The word is **lightning**.
- 6 The word is **necessary**.
It wasn't **necessary** to bring an umbrella.
The word is **necessary**.
- 7 The word is **chief**.
Reading is Petal's **chief** leisure activity.
The word is **chief**.
- 8 The word is **ceiling**.
Bean stared up at the **ceiling**.
The word is **ceiling**.
- 9 The word is **sufficient**.
I have not received **sufficient** money to book the class trip.
The word is **sufficient**.
- 10 The word is **science**.
The class was asked to do a **science** experiment.
The word is **science**.
- 11 The word is **caffeine**.
Miss Seed prefers coffee without **caffeine**.
The word is **caffeine**.
- 12 The word is **occupy**.
Twiggy took nothing to **occupy** her on the long journey.
The word is **occupy**.
- 13 The word is **parliament**.
We went to London to learn how **parliament** works.
The word is **parliament**.
- 14 The word is **bought**.
Buddy **bought** a new football kit.
The word is **bought**.
- 15 The word is **nought**.
She turned the volume up from **nought** to ten.
The word is **nought**.
- 16 The word is **tough**.
We were given a very **tough** test today.
The word is **tough**.
- 17 The word is **dough**.
We rolled the **dough** to make cookies.
The word is **dough**.
- 18 The word is **borough**.
Our school is one of ten in the **borough**.
The word is **borough**.
- 19 The word is **recognise**.
Do you **recognise** this person's writing?
The word is **recognise**.
- 20 The word is **shoulder**.
He looked back over his **shoulder**.
The word is **shoulder**.

Teachers' Scripts for Spelling Tests

Term 3 Set 1

- 1 The word is **knew**.
He acted as if he **knew** the answer.
The word is **knew**.
- 2 The word is **wrinkled**.
Bean found his **wrinkled** T-shirt in the lost property box.
The word is **wrinkled**.
- 3 The word is **thumb**.
The teacher has the class under her **thumb**.
The word is **thumb**.
- 4 The word is **wrestle**.
Sprout likes to arm **wrestle**.
The word is **wrestle**.
- 5 The word is **ghost**.
Miss Seed told us a spooky **ghost** story.
The word is **ghost**.
- 6 The word is **aisle**.
Would you like a window seat or an **aisle** seat?
The word is **aisle**.
- 7 The word is **wreck**.
The old house was a **wreck**.
The word is **wreck**.
- 8 The word is **sincere**.
I owe you a **sincere** apology, Miss Seed.
The word is **sincere**.
- 9 The word is **suggest**.
I **suggest** you read the passage twice before attempting the questions.
The word is **suggest**.
- 10 The word is **symbol**.
Can you tell me what this maths **symbol** means?
The word is **symbol**.

Term 3 Set 2

- 1 The word is **farther**.
Don't read **farther** than chapter two.
The word is **farther**.
- 2 The word is **desert**.
You shouldn't **desert** your friends.
The word is **desert**.
- 3 The word is **lead**.
Twiggy needed a pencil with a softer **lead**.
The word is **lead**.
- 4 The word is **passed**.
Petal **passed** the test with flying colours.
The word is **passed**.
- 5 The word is **banned**.
Playing conkers has been **banned** in school.
The word is **banned**.
- 6 The word is **barren**.
The school raised money to help irrigate the **barren** land.
The word is **barren**.
- 7 The word is **flaw**.
There is just one **flaw** in your argument.
The word is **flaw**.
- 8 The word is **current**.
An electric **current** can generate magnetism.
The word is **current**.
- 9 The word is **steal**.
Why would Sprout want to **steal** Blossom's pen?
The word is **steal**.
- 10 The word is **heard**.
We **heard** the rumour in the playground.
The word is **heard**.

Teachers' Scripts for Spelling Tests

End of Term 3 Spelling Test

- 1 The word is **knuckle**.
You had better **knuckle** down to work.
The word is **knuckle**.
- 2 The word is **answer**.
Bean could **answer** all the questions in the test.
The word is **answer**.
- 3 The word is **climb**.
The caretaker had to **climb** onto the roof to get Sprout's shoe.
The word is **climb**.
- 4 The word is **fasten**.
We have to **fasten** our seat belts on the coach.
The word is **fasten**.
- 5 The word is **exhaust**.
Running around the field will **exhaust** the class.
The word is **exhaust**.
- 6 The word is **island**.
Great Britain is an **island** nation.
The word is **island**.
- 7 The word is **debris**.
The cleaners removed the **debris** from the hall floor.
The word is **debris**.
- 8 The word is **stomach**.
Is that Buddy's **stomach** making those growling noises?
The word is **stomach**.
- 9 The word is **twelfth**.
Windmills were first built in the **twelfth** century.
The word is **twelfth**.
- 10 The word is **soldier**.
Twiggy's great grandad was a **soldier** in World War Two.
The word is **soldier**.
- 11 The word is **system**.
The school heating **system** isn't working.
The word is **system**.
- 12 The word is **dessert**.
There's apple pie and ice cream for **dessert**.
The word is **dessert**.
- 13 The word is **currant**.
There are five **currant** buns in a baker's shop.
The word is **currant**.
- 14 The word is **bridal**.
The bride wore a red **bridal** gown.
The word is **bridal**.
- 15 The word is **foul**.
Petal is in a **foul** mood today.
The word is **foul**.
- 16 The word is **steel**.
Buddy has a grip of **steel**.
The word is **steel**.
- 17 The word is **cereal**.
We have **cereal** at breakfast club.
The word is **cereal**.
- 18 The word is **bored**.
There's too much to do at school to get **bored**.
The word is **bored**.
- 19 The word is **pause**.
Take a **pause** at the end of each sentence.
The word is **pause**.
- 20 The word is **allowed**.
You're not **allowed** in the class during break.
The word is **allowed**.

Teachers' Scripts for Spelling Tests

End of Year Spelling Test (1)

- 1 The word is **delicious**.
Your homemade cakes are **delicious**.
The word is **delicious**.
- 2 The word is **social**.
Dogs are very **social** animals.
The word is **social**.
- 3 The word is **achieve**.
No one can **achieve** anything without effort.
The word is **achieve**.
- 4 The word is **importance**.
Miss Seed emphasised the **importance** of education.
The word is **importance**.
- 5 The word is **intelligent**.
Spud is a most **intelligent** dog.
The word is **intelligent**.
- 6 The word is **competition**.
Petal won a prize in the spelling **competition**.
The word is **competition**.
- 7 The word is **disastrous**.
The team had a **disastrous** start to the season.
The word is **disastrous**.
- 8 The word is **reliably**.
I have been **reliably** informed that you copied this work.
The word is **reliably**.
- 9 The word is **terrible**.
Sprout tells **terrible** jokes.
The word is **terrible**.
- 10 The word is **explanation**.
Miss Seed's **explanation** helped us understand the concept.
The word is **explanation**.
- 11 The word is **preferring**.
Buddy ate all the crisps, **preferring** ready salted to cheese and onion.
The word is **preferring**.
- 12 The word is **re-enter**.
Petal's mum wants to **re-enter** full-time education.
The word is **re-enter**.
- 13 The word is **believe**.
I can't **believe** I got such a good mark in the test.
The word is **believe**.
- 14 The word is **receive**.
Did you **receive** my invitation?
The word is **receive**.
- 15 The word is **physical**.
The children enjoyed doing **physical** exercise.
The word is **physical**.
- 16 The word is **thought**.
Twiggy never **thought** she would be able to do it.
The word is **thought**.
- 17 The word is **rough**.
Bean wrote a **rough** draft for his story.
The word is **rough**.
- 18 The word is **queue**.
The **queue** for the canteen was very long.
The word is **queue**.
- 19 The word is **honest**.
Buddy made an **honest** mistake.
The word is **honest**.
- 20 The word is **aloud**.
Sprout has a bad habit of thinking **aloud**.
The word is **aloud**.

Teachers' Scripts for Spelling Tests

End of Year Spelling Test (2)

- 1 The word is **suspicious**.
They saw something **suspicious** on the school field.
The word is **suspicious**.
- 2 The word is **nutritious**.
Nuts and fruit make **nutritious** snacks.
The word is **nutritious**.
- 3 The word is **confidential**.
Twiggy had some **confidential** information for Miss Seed.
The word is **confidential**.
- 4 The word is **available**.
The headteacher will be **available** to see you at two o'clock.
The word is **available**.
- 5 The word is **relevant**.
Bean asked a very **relevant** question.
The word is **relevant**.
- 6 The word is **difference**.
Can you see the **difference** between these two shapes?
The word is **difference**.
- 7 The word is **reasonably**.
Sprout was **reasonably** certain he got the sum right.
The word is **reasonably**.
- 8 The word is **responsible**.
Who's **responsible** for making that silly noise?
The word is **responsible**.
- 9 The word is **forty**.
Buddy's dad was **forty** today.
The word is **forty**.
- 10 The word is **referred**.
Twiggy **referred** to her notes when standing for the school council.
The word is **referred**.
- 11 The word is **re-examine**.
The guest speaker asked us to **re-examine** our beliefs.
The word is **re-examine**.
- 12 The word is **immediate**.
Not every problem has an **immediate** solution.
The word is **immediate**.
- 13 The word is **mischief**.
Bean stopped the young boy getting into **mischief**.
The word is **mischief**.
- 14 The word is **receipt**.
If you don't keep your **receipt**, you won't get a refund.
The word is **receipt**.
- 15 The word is **either**.
Spud didn't want to go to **either** of us.
The word is **either**.
- 16 The word is **nuisance**.
A wasp in the classroom is a **nuisance**.
The word is **nuisance**.
- 17 The word is **brought**.
Miss Seed **brought** a chocolate cake to school.
The word is **brought**.
- 18 The word is **though**.
Sprout can play the guitar even **though** he hasn't had lessons.
The word is **though**.
- 19 The word is **listen**.
Listen carefully to the instructions.
The word is **listen**.
- 20 The word is **serial**.
There's a **serial** number on the back of the laptop.
The word is **serial**.

End of Term Test: Term 1

- 1 Don't waste time.
- 2 All the characters in the play are
- 3 Miss Seed went to a meeting.
- 4 Karate is a art.
- 5 Do violent video games make children more ?
- 6 Miss Seed asked an question.
- 7 He was of the rules.
- 8 Be of other children.
- 9 We are of victory.
- 10 Sprout was the picture of
- 11 The club takes place in the centre.
- 12 Twiggy has a on her arm.
- 13 Exercise will your muscles.
- 14 The prices at the shop are very
- 15 Spud gets very when he sees his lead.
- 16 Everything went wrong.
- 17 She always has advice.
- 18 Bean had an report.
- 19 Ice cream tastes good on hot days.
- 20 People do not trust this

End of Term Test: Term 2

- 1 is not allowed for this question.
- 2 Germs can be by shaking hands.
- 3 Blossom thinks she should be given over the others.
- 4 Miss Seed likes to her shoes with her handbag.
- 5 The tree was struck by
- 6 It wasn't to bring an umbrella.
- 7 Reading is Petal's leisure activity.
- 8 Bean stared up at the
- 9 I have not received money to book the class trip.
- 10 The class was asked to do a experiment.
- 11 Miss Seed prefers coffee without
- 12 Twiggy took nothing to her on the long journey.
- 13 We went to London to learn how works.
- 14 Buddy a new football kit.
- 15 She turned the volume up from to ten.
- 16 We were given a very test today.
- 17 We rolled the to make cookies.
- 18 Our school is one of ten in the
- 19 Do you this person's writing?
- 20 He looked back over his

End of Term Test: Term 3

- 1 You had better down to work.
- 2 Bean could all the questions in the test.
- 3 The caretaker had to onto the roof to get Sprout's shoe.
- 4 We have to our seat belts on the coach.
- 5 Running around the field will the class.
- 6 Great Britain is an nation.
- 7 The cleaners removed the from the hall floor.
- 8 Is that Buddy's making those growling noises?
- 9 Windmills were first built in the century.
- 10 Twiggy's great grandad was a in World War Two.
- 11 The school heating isn't working.
- 12 There's apple pie and ice cream for
- 13 There are five buns in a baker's shop.
- 14 The bride wore a red gown.
- 15 Petal is in a mood today.
- 16 Buddy has a grip of
- 17 We have at breakfast club.
- 18 There's too much to do at school to get
- 19 Take a at the end of each sentence.
- 20 You're not in the class during break.

End of Year Spelling Test (1)

- 1 Your homemade cakes are
- 2 Dogs are very animals.
- 3 No one can anything without effort.
- 4 Miss Seed emphasised the of education.
- 5 Spud is a most dog.
- 6 Petal won a prize in the spelling
- 7 The team had a start to the season.
- 8 I have been informed that you copied this work.
- 9 Sprout tells jokes.
- 10 Miss Seed's helped us understand the concept.
- 11 Buddy ate all the crisps, ready-salted to cheese and onion.
- 12 Petal's mum wants to full-time education.
- 13 I can't I got such a good mark in the test.
- 14 Did you my invitation?
- 15 The children enjoyed doing exercise.
- 16 Twiggy never she would be able to do it.
- 17 Bean wrote a draft for his story.
- 18 The for the canteen was very long.
- 19 Buddy made an mistake.
- 20 Sprout has a bad habit of thinking

End of Year Spelling Test (2)

- 1 They saw something on the school field.
- 2 Nuts and fruit make snacks.
- 3 Twiggy had some information for Miss Seed.
- 4 The headteacher will be to see you at two o'clock.
- 5 Bean asked a very question.
- 6 Can you see the between these two shapes?
- 7 Sprout was certain he got the sum right.
- 8 Who's for making that silly noise?
- 9 Buddy's dad was today.
- 10 Twiggy to her notes when standing for the school council.
- 11 The guest speaker asked us to our beliefs.
- 12 Not every problem has an solution.
- 13 Bean stopped the young boy getting into
- 14 If you don't keep your, you won't get a refund.
- 15 Spud didn't want to go to of us.
- 16 A wasp in the classroom is a
- 17 Miss Seed a chocolate cake to school.
- 18 Sprout can play the guitar even he hasn't had lessons.
- 19 carefully to the instructions.
- 20 There's a number on the back of the laptop.

Answer Sheet

Name Date

End of Set Test

Term 1 2 3

| Set 1 | | | | | | | | | | Set 2 | | | | | | | | | | Set 3 | | | | | | | | | |
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Spelling Record Sheet

[illegible]



Themed Spelling Lists

Year 1

Animals (farm)

bull
calf
cat
chicken
cow
dog
donkey
duck
goat
goose
horse
lamb
pig
piglet
sheep

Animals (zoo)

bear
camel
chimp
crocodile
elephant
giraffe
gorilla
hippo
kangaroo
lion
monkey
panda
rhino
snake
tiger
zebra

Animals (country)

badger
deer
fox
frog
hare
hedgehog

mouse
mole
otter
rabbit
rat
shrew
squirrel
toad
weasel

Animals (pets)

budgie
cat
dog
ferret
gerbil
goldfish
guinea pig
hamster
mouse
rabbit
rat

Sea Creatures

crab
dolphin
eel
fish
jellyfish
lobster
octopus
seahorse
seal
sea lion
shark
squid
starfish
turtle
whale

Bugs

ant
bee

beetle
butterfly
dragonfly
fly
ladybird
moth
slug
snail
spider
wasp
woodlouse
worm

Birds

blackbird
crow
cuckoo
dove
eagle
magpie
heron
owl
peacock
pigeon
robin
sparrow
starling
swan
thrush
woodpecker

Clothes

blouse
boots
cardigan
coat
dress
dressing gown
gloves
jacket
jeans
jumper
knickers
leggings

nightie
pants
pumps
pyjamas
raincoat
sandals
scarf
shirt
shoe
shorts
skirt
slippers
sweatshirt
swimsuit
T-shirt
tie
tights
trousers
trunks

Colours

black
blue
brown
bronze
crimson
gold
green
grey
lilac
maroon
olive
peach
pink
purple
scarlet
silver
violet
white
yellow

Food

bacon
beans

Themed Spelling Lists

beef
bread
bun
butter
cake
cereal
cheese
chicken
chips
curry
eggs
fish
flour
ham
hamburger
hot dog
jelly
lamb
noodle
pancakes
pasta
pizza
pork
pudding
rice
salami
sandwich
sausage
soup
toast
turkey
yoghurt

Fruit and Vegetables

apple
banana
beetroot
blackberry
carrot
cherry
cucumber
grape
kale
kiwi

lettuce
melon
mushroom
onion
orange
pea
pepper
plum
potato
raspberry
sprout
strawberry
swede
tomato
turnip

Drinks

coffee
coke
cola
ginger beer
juice
lemonade
milk
milkshake
pop
soda
squash
tea
water

Snacks, Sweets and Treats

biscuit
brownie
candy
chocolate
cookies
crisps
cupcake
doughnut
fries
gingerbread
ice cream

lollipop
muffin
peanut
popcorn
sugar
waffle

Plants

acorn
bluebell
bush
buttercup
daisy
fern
flower
grass
holly
ivy
moss
poppy
shrub
sunflower
tree
weed

House

attic
backyard
bathroom
bedroom
cellar
dining room
garage
garden
greenhouse
hall
home
kitchen
living room
loft
patio
porch
shed
stairs

School

assembly
bookcase
classroom
chair
computer
crayons
desk
display
easel
field
headteacher
laptop
lesson
library
lunchbox
paint
paper
pencil
playground
pupil
rubber
shelf
teacher
whiteboard

Time

afternoon
bedtime
clock
daytime
evening
month
night
today
tomorrow
tonight
watch
week
year
yesterday

Themed Spelling Lists

Sports

ball
bat
bike
cricket
football
game
goal
goalie
jump
player
pool
race
ride
rounders
rugby
runner
score
skate
ski
swim
swimmer
team
tennis
throw

Body

ankle
arm
back
belly
bone
ear
elbow
eye
face
feet
finger
foot
hair
hand
head
heart
leg

lip
mouth
neck
nose
skin
teeth
toe
tooth
tummy

Family

aunty
brother
child
cousin
daddy
daughter
father
grandchild
grandad
grandma
grandpa
granny
husband
mother
mummy
nana
parent
sister
son
twin
uncle
wife

Year 2 starts here



Feelings and Emotions

afraid
angry
annoyed
bored
calm
cheerful
cruel

depressed
dismayed
eager
excited
fearful
frightened
furious
gloomy
grumpy
jealous
kind-hearted
modest
naughty
proud
quarrelsome
scared
stressed
surprised
timid
vain
wary
weary

Furniture

armchair
bookshelf
cabinet
chandelier
couch
cushions
furniture
highchair
mattress
pillow
settee
sideboard
sofa
stool
wardrobe

Jobs and Occupations

astronaut
author
builder

butcher
carpenter
cashier
chef
chemist
chauffeur
dentist
director
doctor
editor
electrician
engineer
foreman
illustrator
jeweller
journalist
judge
lawyer
librarian
mayor
mechanic
musician
optician
pilot
plumber
policeman
scientist
soldier
surgeon
tutor
waiter

Mathematics and Number

addition
angle
answer
area
billion
circle
cylinder
division
eight
forty
fourteen

Themed Spelling Lists

fraction
graph
hundred
million
minus
multiply
octagon
quarter
rectangle
sphere
square
subtract
thousand
zero

Buildings

arch
arena
building
bungalow
castle
cathedral
church
cinema
cottage
factory
garage
gymnasium
hospital
jail
kiosk
library
mansion
mosque
museum
palace
restaurant
school
stadium
station
supermarket
surgery
synagogue
theatre
university
warehouse

Entertainment

admission
applause
audience
auditorium
balcony
carnival
cinema
costume
entertainer
exhibition
fairground
festival
magician
music
parade
performer
spectator
stalls
theatre
ticket

Boats

anchor
barge
battleship
buoy
canoe
cruise
dinghy
ferry
funnel
galleon
hovercraft
kayak
marine
narrowboat
nautical
naval
navigate
paddle
passenger
port
propeller

raft
rudder
speedboat
starboard
submarine
trawler
vessel
voyage
yacht

Winter

anorak
balaclava
cough
fleece
freeze
frostbite
glacier
hailstone
iceberg
icicle
polar
reindeer
sledge
slippery
sneeze
snowboard
thaw
toboggan
wintry
woollens

Weather

blizzard
blustery
breeze
cloudy
downpour
drizzle
drought
flood
forecast
gale
humid

lightning
overcast
shower
sleet
snowstorm
temperature
thunderstorm
tornado
tropical
typhoon
weathervane

Landforms

beach
brook
canal
cavern
coastline
continent
creek
desert
equator
glacier
highland
island
lagoon
marsh
moorland
mountain
oasis
ocean
plateau
prairie
ravine
riverbed
seashore
stream
summit
swamp
valley
volcano
waterfall

Themed Spelling Lists

Years 3 & 4 start here
▼

Knights and Castles

archer
armour
baron
baroness
catapult
chivalry
crenellations
crossbow
drawbridge
dungeon
gatehouse
heraldry
jousting
keep
kingdom
knight
lance
maiden
mangonel
moat
monarch
nobility
palace
realm
reign
serf
shield
siege
sword
trebuchet
watchtower

People

acquaintance
adolescent
adult
ancestor
associate
boyfriend
character

children
citizen
classmate
colleague
companion
customer
descendant
family
friend
gentleman
girlfriend
grown-up
human
individual
infant
lady
neighbour
officer
partner
people
person
population
relations
relative
resident
stranger
teenager
tenant
toddler
youngster

Big

broad
colossal
enormous
extensive
giant
gigantic
ginormous
huge
humongous
immense
jumbo
king-sized
large

mammoth
massive
mighty
mountainous
spacious
titanic
tremendous
vast
whopping

Halloween

apparition
bogeyman
broomstick
cauldron
cemetery
coffin
corpse
crypt
demon
eerie
fangs
frightening
ghastly
ghost
ghoul
gory
gravestone
grisly
gruesome
haunted
magic
midnight
moonlight
mysterious
nightmare
phantom
poltergeist
scary
skeleton
spine-chilling
spirit
spooky
supernatural
superstition

tombstone
trick-or-treat
vampire
werewolf
witch
wizard
zombie

Happy

amused
blissful
cheerful
contented
delighted
ecstatic
elated
exhilarated
glad
jolly
jovial
joyful
jubilant
merry
overjoyed
pleased
radiant
rapturous
thrilled

Countries

Afghanistan
Albania
America
Angola
Argentina
Australia
Austria
Bangladesh
Bhutan
Brazil
Burma
Canada
Chile
China

Themed Spelling Lists

Croatia
Cuba
Cyprus
Czech Republic
Denmark
Egypt
Ethiopia
Fiji
Finland
France
Germany
Ghana
Great Britain
Greece
Guinea
Hungary
Iceland
India
Iran
Iraq
Ireland
Israel
Italy
Jamaica
Japan
Kenya
Korea
Kuwait
Libya
Netherlands
New Zealand
Nigeria
Norway
Pakistan
Peru
Poland
Portugal
Romania
Russia
Scotland
Serbia
Singapore
South Africa
Spain
Sweden
Switzerland

Syria
Thailand
Tunisia
Turkey
Uganda
Ukraine
Uruguay
Venezuela
Vietnam
Wales
Yemen
Zambia
Zimbabwe

Musical Instruments

accordion
banjo
bass
bouzouki
bugle
castanets
cello
clarinet
cornet
cymbals
didgeridoo
drumsticks
fiddle
flute
glockenspiel
guitar
harmonica
keyboard
lute
lyre
mandolin
maracas
oboe
organ
percussion
piano
piccolo
saxophone
synthesiser

tambourine
triangle
trombone
trumpet
tuba
ukulele
viola
violin
whistle
xylophone

Shapes

arc
circle
cone
crescent
cube
cuboid
curve
cylinder
decagon
equilateral
heptagon
hexagon
isosceles
nonagon
octagon
oval
parallelogram
pentagon
polygon
prism
pyramid
quadrilateral
rectangle
rhombus
round
scalene
semicircle
sphere
square
symmetry
tetrahedron
trapezium
triangle

Synonyms for said (1)

added
admitted
announced
answered
apologised
argued
barked
bawled
bellowed
blurted
boasted
claimed
commanded
commented
concluded
continued
declared
demanded
exclaimed
explained
gaspd
grumbled
guessed
howled
jabbered
joked
laughed
lied
mentioned
moaned
mumbled
ordered
promised
questioned
reminded
roared
screamed
screeched
shouted
shrieked
sighed
snarled
sobbed

Themed Spelling Lists

suggested
teased
told
wailed
warned
whimpered
whispered
wondered
yelled
yelped

Food chain

carnivore
carnivorous
consumer
decomposer
energy
environment
habitat
herbivore
herbivorous
omnivore
omnivorous
organism
population
predator
prey
producer
scavenger
vegan
vegetarian

Years 5 & 6 start here



Adjectives

accomplished
admirable
adorable
affectionate
aggravating
aggressive
ambitious
anxious
apprehensive

astonishing
athletic
beneficial
burdensome
cautious
compassionate
competent
considerate
courageous
courteous
cultured
decent
defiant
delicious
delightful
dependable
determined
devoted
disastrous
dishonest
dutiful
earnest
ecstatic
educated
embarrassed
emotional
energetic
envious
exemplary
exhausted
exotic
extroverted
faithful
feisty
flamboyant
fortunate
fragrant
frivolous
generous
genuine
glamorous
gorgeous
gracious
grotesque
gruesome
gullible

hideous
hilarious
honourable
hospitable
humiliating
idealistic
illustrious
immaculate
impeccable
infamous
inferior
insignificant
irresponsible
jealous
jubilant
knowledgeable
likeable
loathsome
luxurious
magnificent
majestic
marvellous
mediocre
miniature
mysterious
naïve
noxious
nutritious
obedient
offensive
optimistic
outrageous
passionate
pessimistic
precious
prestigious
quaint
quarrelsome
queasy
quirky
reliable
remarkable
remorseful
repentant
respectful
responsible

repulsive
sarcastic
scholarly
sentimental
sociable
sophisticated
spectacular
stimulating
stingy
studious
substantial
superficial
superior
suspicious
sympathetic
tedious
thrifty
traumatic
trivial
unconscious
unfortunate
unruly
valuable
vibrant
vicious
victorious
villainous
virtuous
whimsical
woeful
wretched
youthful
zany
zealous

Adverbs

absentmindedly
accidentally
affectionately
anxiously
arrogantly
awkwardly
begrudgingly
bewilderingly
briskly

Themed Spelling Lists

brutally
cautiously
compassionately
considerably
daintily
defiantly
doubtfully
efficiently
elaborately
eloquently
enthusiastically
eventually
exceptionally
extraordinarily
ferociously
fluently
furiously
generously
genuinely
graciously
gratefully
grudgingly
haphazardly
harmoniously
impatiently
inappropriately
inquisitively
invariably
jauntily
jubilantly
knowingly
knowledgeably
mechanically
methodically
obediently
obligingly
obnoxiously
obviously
occasionally
ordinarily
particularly
passionately
persuasively
punctually
questionably
quirkily

quizzically
reassuringly
reliably
reluctantly
ridiculously
shamelessly
solemnly
specifically
strenuously
subsequently
subtly
sufficiently
supremely
temporarily
tremendously
unanimously
universally
unnecessarily
vaguely
valiantly
voluntarily

Synonyms for said (2)

acknowledged
affirmed
articulated
asserted
assured
babbled
bragged
cajoled
cautioned
concurred
confessed
confided
consented
debated
denied
disclosed
divulged
echoed
emphasised
exaggerated
gurgled

implied
implored
inquired
insisted
instructed
interjected
interrupted
jeered
lamented
lectured
maintained
murmured
muttered
objected
observed
pleaded
pledged
proclaimed
protested
queried
quipped
quoted
recited
recommended
reiterated
reprimanded
retorted
scoffed
speculated
stammered
stipulated
sympathised
testified
threatened
urged
uttered
ventured
volunteered
vouched

Science

astronomy
biology
botany
chemistry
evolution
experiment
genetics
geology
gravity
hypothesis
laboratory
magnetism
meteorologist
microbiology
molecule
observatory
organism
palaeontology
physics
pipette
radiology
seismology
telescope
thermometer

Feelings and emotions

admiration
adoration
agitation
aggressive
amusement
anguish
anxiety
apprehension
assertive
astonishment
bewitched
calculating
contemptuous
conceited
defiant
discontented

Themed Spelling Lists

disillusioned
emotional
enamoured
enthralled
euphoric
exasperated
fascination
fatalistic
hostility
humiliation
hysterical
infatuated
insecure
mortified
neglected
pensive
placid
quarrelsome
remorseful
repentant
revulsion
sarcastic
serene
tranquil
vivacious
wrathful

Driving

accelerator
automatic
chauffeur
construction

detour
emergency
exhaust
indicator
insurance
licence
pedestrian
registration
speedometer
transmission
transportation
vehicle

Grammar

abbreviation
acronym
antonym
apostrophe
auxiliary
colloquial
communication
ellipsis
grammatical
homophone
infinitive
linguist
metaphor
palindrome
paragraph
parentheses
parenthesis
simile

subordinate
superlative
synonym
vocabulary

Negative words

abysmal
apathetic
atrocious
belligerent
callous
contradictory
deplorable
deprived
despicable
grotesque
gruesome
hideous
horrendous
insidious
insipid
malicious
nondescript
noxious
objectionable
odious
offensive
prejudiced
repellent
repulsive
repugnant
vicious

vile
vindictive

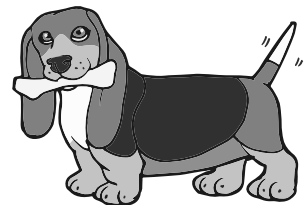
Money

auction
bankrupt
bankruptcy
bargain
business
collateral
commodity
credit
currency
debt
deposit
dividend
donation
economy
expensive
finance
investment
mortgage
overdrawn
percentage
portfolio
profit
receipt
recession
treasury
vault

The importance of games to aid learning and help children with their spelling

Researchers and experienced educationalists know that if children can have fun while learning, this is the most effective tool to aid spelling in the teacher's repertoire. Learning to spell is crucial to a child's overall academic experience. However, if children struggle to learn their spellings, practising them will feel like a chore and will discourage them from trying. If learning spellings can be presented as a game, there is much more chance that the reluctant speller will want to participate and be engaged in the learning process.

Below are a number of games that teachers might want to try with their class. It is by no means a comprehensive list, but will act as a starting point. Most of the games can be adapted to accommodate all age groups. The majority of the games can be completed in five to ten minutes, though a few of the games will need more time set aside.



Swinging Spelling Bee

A soft toy bee can be attached to a string. Children have to spell a series of words, saying each letter on each swing of the bee. Although this is more suitable for younger children, older children can also have fun doing it. It can be differentiated, not just by giving the children more challenging words, but also by increasing/shortening the length of the string and therefore slowing down/speeding up the rate of delivery.

Stair Step Spelling

Give the children a word to spell. They have to write it in steps adding one letter each time.

e.g. **stair**

s

s t

s t a

s t a i

s t a i r

(Older children can be given longer words.)



Spelling Bingo

Write twenty words on the board. Give the children a 3×3 grid. They choose nine of the words to write in the grid. Then play bingo using the words. Children can go for a line, corners or a full house. Ask the winning children to spell the words before claiming their prize. (Older children can have a 4×4 grid and a choice of thirty words.)

Grids for this game are included at the end of the book.

Spelling Memory Game

Write 6 to 12 words on the board (depending on the age of the children) from one or more of the spelling lists. Give the children 3 minutes to try to remember them. Then cover them up and tell the children they have 3 minutes to remember as many as possible and write them down. Ask the winning children to spell the words before claiming their prize.

Spell Against the Clock

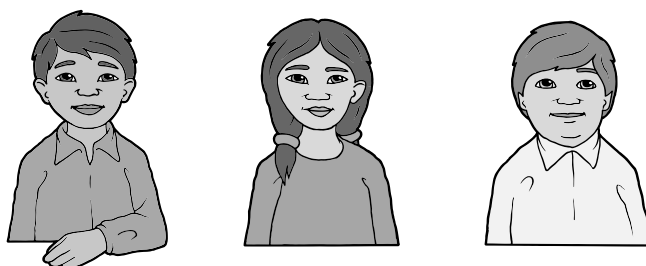
This can be done either individually or in teams. A child comes to the board to spell as many words as possible from an appropriate spelling list (or a past spelling list) in one minute. As soon as a word has been completed, the teacher gives the child another word to spell. The winner is the person who has managed to write the most correct spellings in one minute. This game can be played over several weeks until all those who want to play have had a turn.

Spelling Race

Write a word on the board which the children then have to write down as quickly as possible. Increase the number of times they have to write the word depending on the age of the children; anything from 6 times for younger children to 12 times for older children. The winner is the child who has completed the set number in the quickest time. (Make sure the words are legible and have been spelt correctly each time.)

Alphabetical Order

Put a list of words on the board from an appropriate spelling list and ask the children to write them down on their whiteboards in alphabetical order. It is always more fun if you give the children a time limit. It can be differentiated using age appropriate spellings and increasing/decreasing the number of words in the list.



Spelling Pattern Challenge

Give the children a spelling pattern which they have been learning recently. Ask them to write down on their whiteboards as many words as they can that use that spelling pattern. Give them a time limit of 3 to 4 minutes before checking to see who has written the most. Check that the words are all spelt correctly before giving out prizes, team points, etc.

Rhyming Spelling

Rhyming is important for spelling because it can help children to understand that words which share common sounds often share common letter sequences. However, it is also interesting for the children to note that different letter sequences may also produce the same sound.

Put a word on the board and ask the children to see how many words they can write down with the same rhyme. Award one point for words with the same spelling pattern, two points for words with different spelling patterns and three points for spelling patterns that other children did not put down.

To make the game more challenging, children can be given a nursery rhyme or a favourite poem in which they have to change the rhyming words for words of their own.

Word Train

Write a word on the board and ask the children to write as many words as they can, using the last letter of the word before as the first letter of the new word.

e. g. *pen net top pet tea ate egg gun new wet*, etc.

The winner is the child who has written the most correctly spelt words. This can be differentiated by stipulating the number of letters in the words (increase the number of letters in the words for older children) or by giving the children a number of vowel digraphs that they must use.

Mnemonics

Mnemonics is simply a way of remembering facts by using songs, rhymes, acronyms, images or phrases. For learning spellings, acronyms or phrases are often learnt.

e.g. "because" can be learnt using the acronym

big elephants can always understand small elephants

The number of c's and s's in "necessary" can be learnt by remembering the phrase

It is necessary for a shirt to have one collar and two sleeves

Put a tricky word on the board and ask the children to make up their own mnemonics.



Crazy Sentence

Put a number of words or spelling patterns on the board which the children have to include in a sentence of their own. This is particularly effective when using initial digraphs or blends.

e.g. ***Shall short shrews shyly shrink shredded shirts?***

It doesn't matter how silly the sentence sounds, as long as it is constructed properly. Children who find this difficult could be given a dictionary to help them.

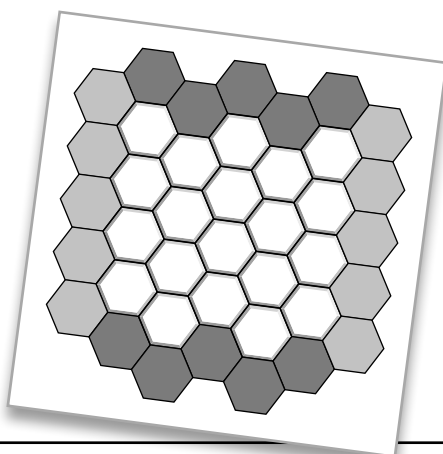
Silly Story

Children have to write a short story including as many of the words as possible from an appropriate spelling list. Limit the number of sentences the children are allowed to write (five for younger children, up to ten for older children). The activity can be differentiated further by increasing or limiting the number of spelling list words. This activity is made more challenging by limiting the number of words they can use overall.

Spelling Blockbusters

This game is more suitable for older children, but can be adapted for younger children. It is played just like the Blockbuster television show, but using spellings instead of trivia questions. The class needs to be divided into two teams: a red team and a blue team. The idea is for the red team to cross the board (a series of hexagonal shapes) from one side to the other, while the blue team attempts to go from top to bottom. In each hexagon there needs to be either a letter or a spelling pattern. If letters are being used, the children can be asked to spell a word starting with that letter. If spelling patterns are being used, children can give any word that contains that spelling pattern. The hexagon can be coloured in the team's colour if the word has been correctly spelt. Teams can choose hexagons from any part of the board to either extend their line or block the other team. It is recommended that each team takes it in turn and a spokesperson for each team is appointed who can give the answer/spelling after conferring with the rest of the team. Incorrect answers can be passed to the other team in order to speed the game up. Most games last between twenty minutes to half an hour, so it is a game that is best played as a treat at the end of term.

A hexagonal grid for playing the game and displaying on the whiteboard is included on the CD-ROM. Teachers need to prepare their own word/spelling lists in order to play the game.



Spud in the Doghouse

This is a version of the old hangman game but without the inappropriate image. A picture of Spud is drawn on the board. The children have to guess the word before the kennel is built around him. Each incorrect guess results in one of the lines of the kennel being added. There are six different lines to draw which will be sufficient if the children have to guess the word from a term's worth of spellings. Apart from this change, the game is played in the traditional manner.

Another version, which could be played at Christmas time or during the winter, is to build a snowman with each incorrect guess resulting in another part of the snowman being drawn. This version will give scope for allowing more guesses by drawing additional features to the snowman (e.g. a hat or stick arms).



A word about competition

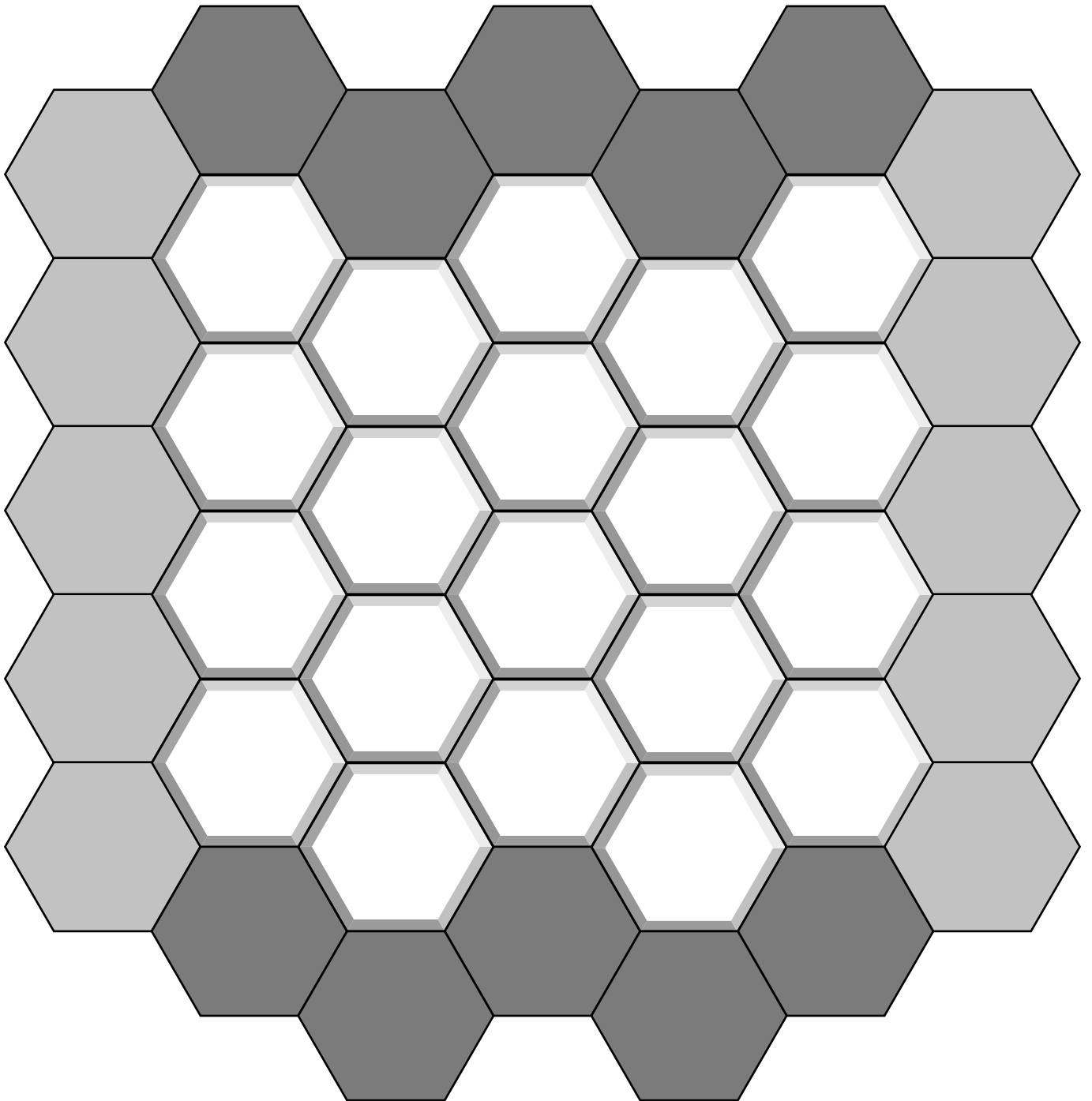
At **HeadStart**, we believe that healthy competition is good for children and makes learning fun. However, the games won't be enjoyable if the same children win all the time, nor will they be fun for children who struggle to complete the activities. Please ensure that the activities and games are suitably differentiated so that all children enjoy a measure of success. If a handful of children are constantly winning, adapt the challenge so that instead of competing against each other, they compete against themselves with the objective being to beat their own score from the week/time before.

| | | |
|--|--|--|
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| | | |
| | | |

4 x 4 grid

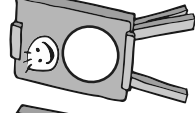
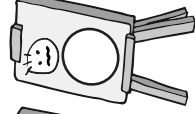
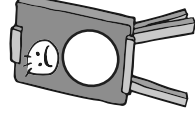
Name

| | | | |
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| | | | |



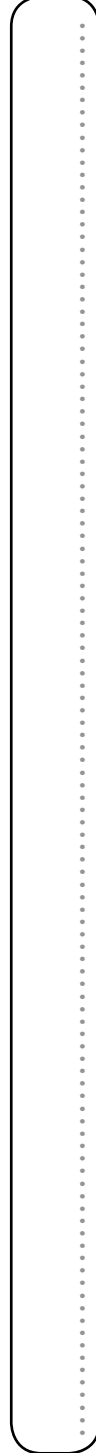
Practice Sheet

Name Date



| Spellings | Write | Write | Cover and write | Cover and write |
|-----------|-------|-------|-----------------|-----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | | | | /10 |

Total /10



SPUD

Say the word slowly and listen to what you hear.

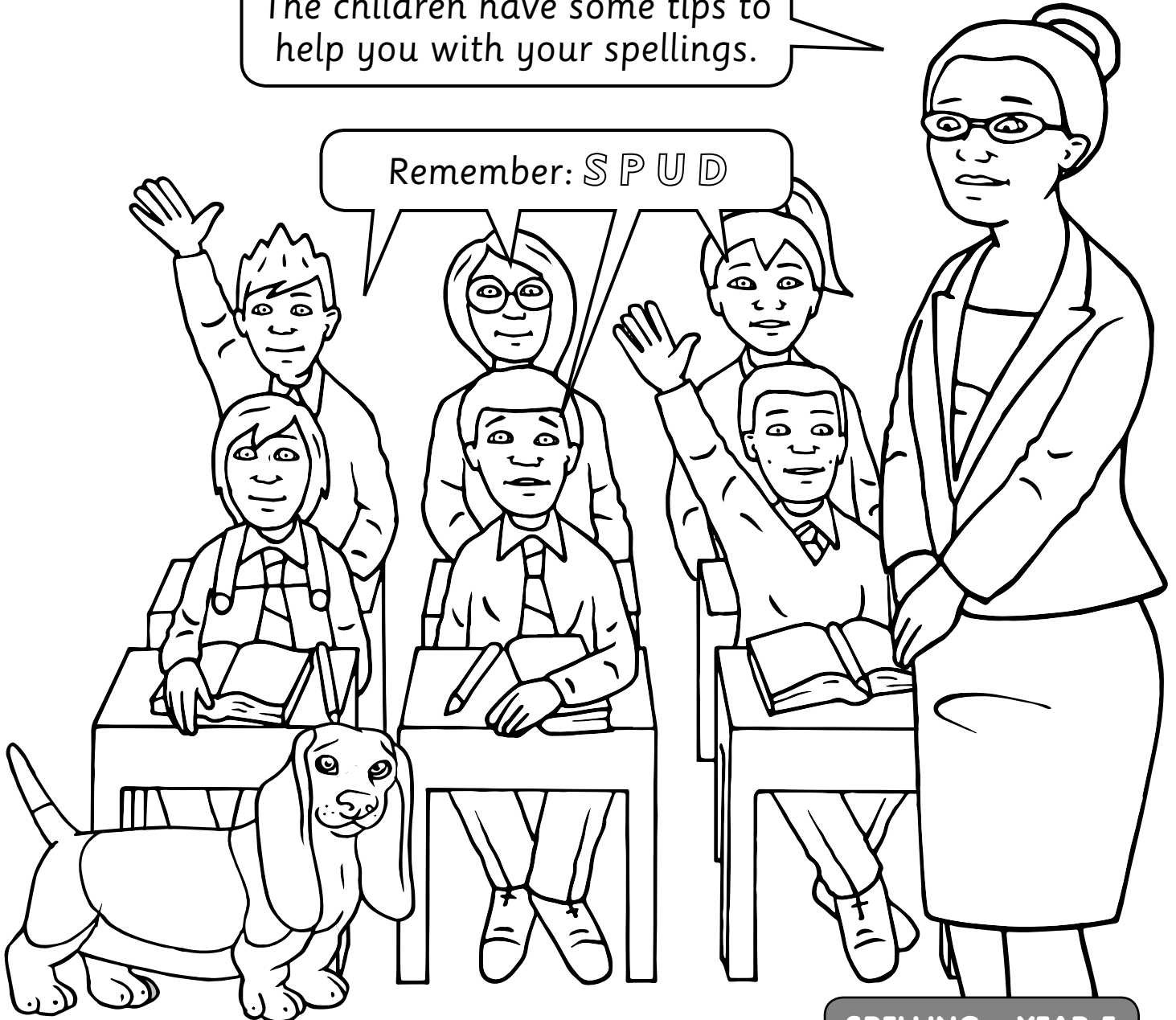
Practise the word until it is fixed in your memory.

Use your knowledge of spelling rules and spelling patterns.

Does it look right when you write it down?

The children have some tips to help you with your spellings.

Remember: SPUD



SPUD

Say the word slowly and listen to what you hear.

Practise the word until it is fixed in your memory.

Use your knowledge of spelling rules and spelling patterns.

Does it look right when you write it down?

The children have some tips to help you with your spellings.

Remember: **SPUD**

