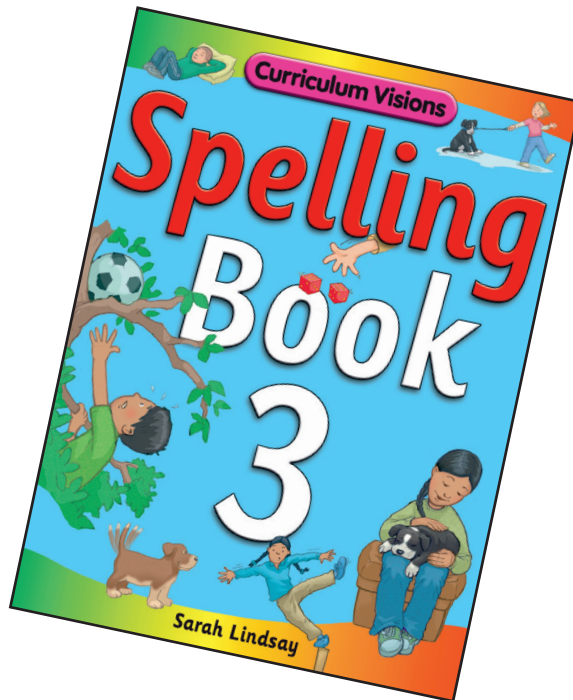


Curriculum Visions

# Spelling



## Teacher's Resource Book

# 3

Sarah Lindsay

# Curriculum Visions

## Spelling

Atlantic Europe Publishing Company Ltd

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Teacher's Resource Book 3

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**Author**

Sarah Lindsay

**Art Director**

Duncan McCrae

**Senior Designer**

Adele Humphries

**Editors**

Robert Anderson and Gillian Gatehouse

**Illustrations**

Dave Woodroffe

Mark Stacey (cover and pages 2, 5, 6)

**Designed and produced by**

Atlantic Europe Publishing

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WKT Company Ltd



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# An Introduction to *Curriculum Visions Spelling*

## Why should we teach spelling?

Effective spelling is central to a child's self-confidence. Being able to spell competently means confident writing. This is a motivating factor in the learning and enjoyment of all writing tasks across the curriculum, and in having the confidence to become better spellers. So, teaching the basic foundations for good spelling can trigger a virtuous cycle.

Spelling competence is also perceived within society as indicative of a level of literacy, educational attainment and intellect. Critically, a competent speller is less likely to be judged negatively in these respects as he or she moves through their schooling and eventually into further education and employment.

Despite this, national test results continue to suggest that overall there is still an inadequate knowledge among some pupils of spelling rules and conventions. However, an organised and systematic approach to the teaching of spelling, as contained within the heart of the National Literacy Strategy, has been shown to raise levels of achievement significantly in those schools making a real commitment to the improvement of spelling.

## The NLS

The NLS Framework for Teaching posits that pupils become successful readers by learning to use a range of strategies to get to the meaning of a text: phonic; grammatical knowledge; word recognition and graphic knowledge; context cues. It states that although teachers know about these strategies they are often 'over cautious about the teaching of phonics – sound and spelling'. It says that:

*It is vital that pupils are taught to use these word level strategies effectively. Research evidence shows that pupils do not learn to distinguish between the different sounds of words simply by being exposed to books.*

*They need to be taught to do this. When they begin to read, most pupils tend to see words as images with a particular shape and pattern. They tend not to understand that words are made up of letters used in particular combinations that correspond with spoken sounds. It is essential that pupils are taught these basic decoding and spelling skills from the outset.*

(NLS Framework for Teaching, page 4)

## *Curriculum Visions Spelling* – An effective word level strategy

The Framework makes it clear that there should be a 'strong and systematic emphasis' on the teaching of spelling. So how does *Curriculum Visions Spelling* support the objectives of the Framework? The word level skill objectives in the NLS Framework include:

- ▶ the ability to discriminate between the separate sounds in words;
- ▶ the learning of the letters and letter combinations most commonly used to spell these sounds;
- ▶ the ability to write words by combining the spelling patterns of their sounds.

*Curriculum Visions Spelling* is absolutely focused on meeting these objectives, and does so in a clear, easy-to-follow and systematic fashion. It maps closely to the spelling and vocabulary objectives of the word level strand in the Framework at Key Stages 1 and 2 and helps you, the teacher, achieve both balance and coverage of the spelling-related objectives specified for each term.

*Curriculum Visions Spelling* also complements programmes based on synthetic phonics.



<b>Word Level</b>
<b>Reception year</b> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics and spelling</li> <li>• Word recognition, graphic knowledge and spelling</li> <li>• Vocabulary extension</li> </ul>
<b>Key Stage 1</b> <ul style="list-style-type: none"> <li>• Phonological awareness, phonics and spelling</li> <li>• Word recognition, graphic knowledge and spelling</li> <li>• Vocabulary extension</li> </ul>
<b>Key Stage 2</b> <ul style="list-style-type: none"> <li>• Revision and consolidation from Key Stage 1 (to the end of Y3)</li> <li>• Spelling strategies</li> <li>• Spelling conventions and rules</li> <li>• Vocabulary extension</li> </ul>



## How does *Curriculum Visions Spelling* deliver an effective spelling programme?

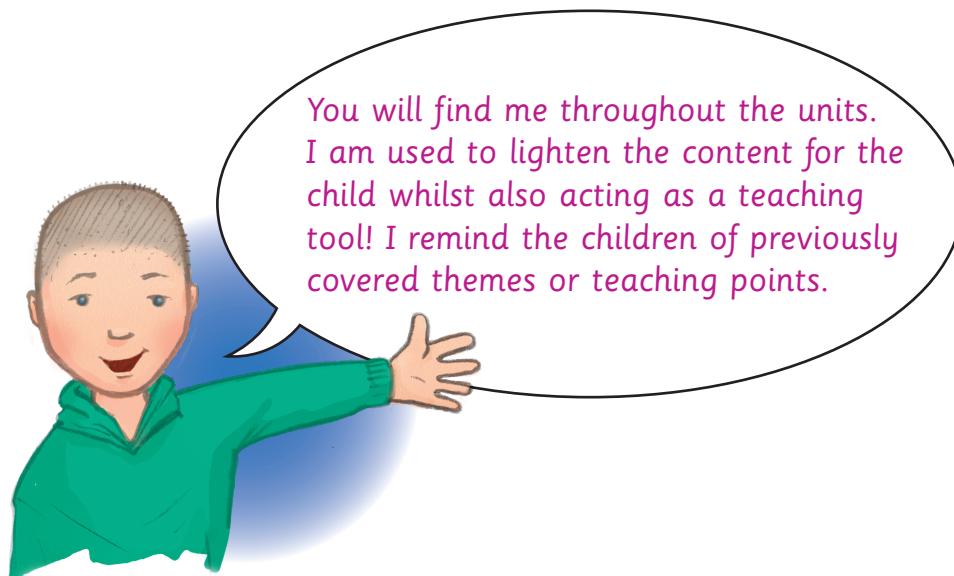
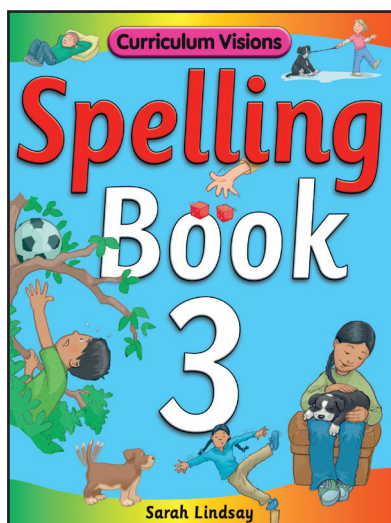
*Curriculum Visions Spelling* is designed to be easy for you to use by being structured in a way that children will find accessible, with clear targets and differentiated tasks.

The instructional language is clear, direct and carefully tailored to the needs of pupils at each level and age group. The activities are gently differentiated in difficulty and will help build pupils' confidence and reinforce their spelling knowledge, skills and competence.

We have thought long and hard about the layout and content of each unit. Our intention has been to provide you, the teacher, with a progressive and useful scheme for delivering the word level work in the NLS. The scheme has also been structured and devised to accommodate the requirements of teachers delivering the curricula of Scotland, Wales and Northern Ireland.

The main features of both the *Pupil Book* and *Teacher's Resource Book* are shown below.

## Pupil Book

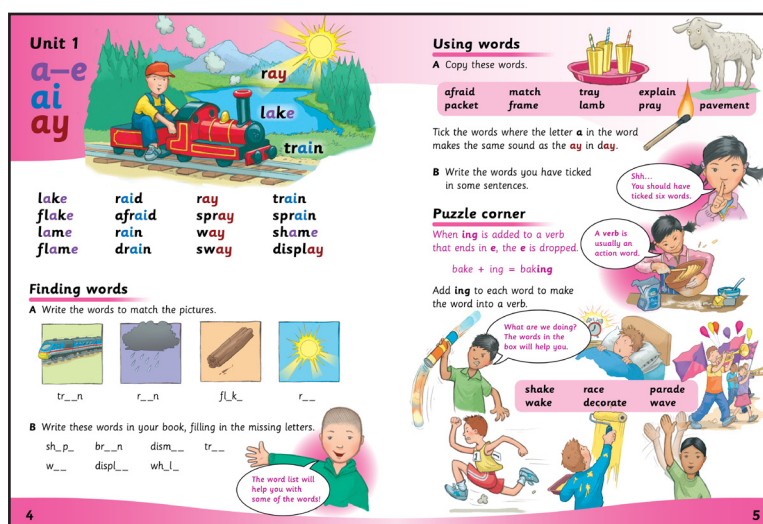


### Spelling focus

Each unit has a particular spelling as its main focus. The labelled picture helps the child recognise the focus of the unit immediately.

### Word list

There follows four columns of words that relate to the *Spelling focus* of the unit. The *Word list* is intended as an aid to children working through the unit, particularly in the *Finding words* section. These words, where possible, increase in difficulty. They can be found listed in the *Look Cover Say Write Check* photocopiable tables (pages 87–93 of this book), ideal to be used as daily/weekly spellings. You, as the teacher, will need to decide which child should receive which spelling lists – one particular child might be given the first column to learn whilst the next child is challenged with the first three columns to learn.



### Finding words

This is a gentle introduction to the words within the unit *Spelling focus*. It encourages the children to make words with related spellings.

### Using words

This section extends the child's knowledge of the *Spelling focus*. He or she will have to search for answers beyond the words found in the *Word list*.

### Puzzle corner

The *Puzzle corner* is a more light-hearted exercise that often focuses on vocabulary work. Where possible it is linked to the *Spelling focus* of the unit.

# Teacher's Resource Book

## Targets

These are the targets specifically covered in this unit, both in the *Spelling focus* and the *Puzzle corner* exercise.

## Word list

A quick reference for the teacher. It is particularly useful when planning either different group work or spelling homework for individual children.

### Some other relevant words

This list covers further words using the spelling patterns found in the *Word list*. In addition, other words are provided that might be useful for extension work or classroom discussions.

## Relevant high-frequency words

High-frequency words that can be linked to the spelling focus of the unit.

## Assessments

There are two assessments found on pages 82–83 and 84–85, each one covering either the first 11 units or the second 11 units. Notes and Answers to the Assessments can be found on page 81.

## Word lists

The *Word lists* (copies of the *Word list* found in each unit) on pages 88–93 are designed to be photocopied and used as the spelling homework for the week. If required they can be used in conjunction with the *Look Cover Say Write Check* table found on page 96. The words can be split according to the ability of the child.

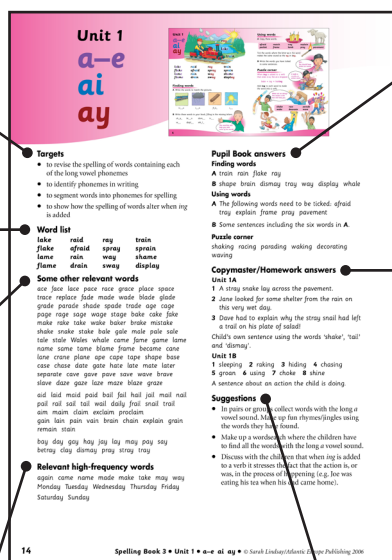
There are then further *Word lists* on pages 94–95 that cover (in groups of six words) the high-frequency words with which the children should become familiar as quickly as possible.

## Pupil Book answers

These are the answers to the *Pupil Book* material.

## Copymaster/ Homework answers

These are the answers to the photocopiable pages that link with the *Spelling focus* (Copymaster A) and the activity encompassed within the *Puzzle corner* (Copymaster B) of each unit. The work covered in the unit is reinforced and sometimes taken on a step further. Both activity sheets are ideal as homework or as further work in the classroom.



# Scheme summary

	Book 1		Book 2		Book 3	
Unit 1	a	alphabetical order	ea ee	plurals (+s)	a-e ai ay	verb + ing
Unit 2	e	equipment labels	ay a-e ai	vowel / consonant	ee ea	syllables
Unit 3	i	high-frequency words	y i-e igh	common irregular words	ie i-e y igh	misspelt words
Unit 4	o	common spelling patterns	o-e oa ow	past tense (+ed)	o-e oa ow	categorising words
Unit 5	u	alphabetical order	ew ue u-e oo	high-frequency words	oo ew u-e ue	inferring meaning
Unit 6	sh	words within words	ck	present tense (+ing)	le	synonyms
Unit 7	ch	colour words	u oo	collections of words	un dis	thesaurus work
Unit 8	th	topic words	ar	antonyms	air are ear ere	dictionary work
Unit 9	ll	high-frequency words	oy oi	high-frequency words	or ore aw au	root words
Unit 10	ss ff	classroom captions	ow ou	syllables	er ir ur	dialogue words
Unit 11	ng	days of the week	tch nch	same sound, different spelling pattern	de re pre	opposites
Unit 12	cl fl sl	words within words	air	un prefix	+ y	compound words
Unit 13	dr gr tr	plurals (+s)	are ear	compound words	+ er + est	singular and plural
Unit 14	nd	word collections	or ore	dis prefix	n't	definitions
Unit 15	st sp	high-frequency words	aw au	syllables	silent k and w	verb + ing
Unit 16	str	ed endings	er	synonyms	+ ly	alphabetical order (second place)
Unit 17	nk	vowel letters	ir	same spelling pattern, different sound	+ ful + less	inferring meaning
Unit 18	ee	months of the year	ur	common irregular words	plurals	homonyms
Unit 19	ai	common spelling patterns	wh ph ch	ful suffix	mis	short words in longer words
Unit 20	ie i-e	consonant letters	wa	high-frequency words	qu	expressions
Unit 21	oa	ing endings	ear	ly suffix	apostrophe	synonyms
Unit 22	oo	numbers to twenty	ea	shades of meaning	non ex anti	dictionary work



	Book 4		Book 5		Book 6	
Unit 1	less ness	misspelt words	ch	plurals (es)	soft c and g	connectives
Unit 2	er	homophones	ent ence	misspelt words	silent letters	misspelt words
Unit 3	al	definitions	ant ance	expressions	able ible	unstressed vowels
Unit 4	ment	high-frequency words	auto bi	words ending in a, i, o and u	aero auto aqua	spelling similar words
Unit 5	verb + s ed ing	irregular tense changes	ly	plurals (ies)	bi con co	words changing over time
Unit 6	hood ship	alphabetical order (third place)	tele trans circum	synonyms	graph scope	origins of proper names
Unit 7	on en	making verbs	words to watch	plurals (ves)	cc	new words
Unit 8	double letters	changing vocabulary	silent letters b g c	onomatopoeia	tele tri oct	etymological dictionary
Unit 9	ic	alternative words	ful	double consonants (+ ed + ing)	dge age	mnemonics
Unit 10	un re non dis	gender words	letter strings	technical words	gue	unstressed vowels
Unit 11	words ending in f	definitions	soft c	antonyms	ex sub	word origins
Unit 12	ight	alphabetical order (fourth place)	soft g	homophones	ic	proverbs
Unit 13	ory ery ary	making adjectives	ure	possessive pronouns	ous	words changing over time
Unit 14	ough	medium-frequency words	al	expressions	inter micro	argument words
Unit 15	able	compound words	el	acronyms	dd	spelling rules
Unit 16	ible	diminutives	un im il	omission of letters	ist ian	mnemonics
Unit 17	ive	prefixes	er est ish	personally written definitions	or ar	misspelt words
Unit 18	ie ei	misspelt words	ion	thesaurus work	ary ery ory	dictionary work
Unit 19	tion	its and it's	en ify ise	modifying e	words to watch	spelling rules
Unit 20	sion	homophones	tt	changing tenses	nn	similes and metaphors
Unit 21	wa	suffixes	aw au	unstressed vowels	ise	word games
Unit 22	ss	root words	ph	dialect variations	ive	inventing words




# Book 3 targets

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 1	a–e ai ay	<ul style="list-style-type: none"> <li>to revise the spelling of words containing each of the long vowel phonemes</li> <li>to identify phonemes in writing</li> <li>to segment words into phonemes for spelling</li> </ul>	verb + ing	<ul style="list-style-type: none"> <li>to show how the spelling of words alter when <i>ing</i> is added</li> </ul>
Unit 2	ee ea	<ul style="list-style-type: none"> <li>to revise the spelling of words containing each of the long vowel phonemes</li> <li>to identify phonemes in writing</li> <li>to segment words into phonemes for spelling</li> </ul>	syllables	<ul style="list-style-type: none"> <li>to discriminate syllables in spelling</li> </ul>
Unit 3	ie i–e y igh	<ul style="list-style-type: none"> <li>to revise the spelling of words containing each of the long vowel phonemes</li> <li>to identify phonemes in writing</li> <li>to segment words into phonemes for spelling</li> </ul>	misspelt words	<ul style="list-style-type: none"> <li>to identify misspelt words in own writing; to keep individual lists and learn to spell them</li> <li>to read and spell correctly the high-frequency words from KS1</li> </ul>
Unit 4	o–e oa ow	<ul style="list-style-type: none"> <li>to revise the spelling of words containing each of the long vowel phonemes</li> <li>to identify phonemes in writing</li> <li>to segment words into phonemes for spelling</li> </ul>	categorising words	<ul style="list-style-type: none"> <li>to collect new words and create ways of categorising and logging them</li> <li>to collect new words from reading and work in other subjects, and make use of them in writing</li> </ul>
Unit 5	oo ew u–e ue	<ul style="list-style-type: none"> <li>to revise the spelling of words containing each of the long vowel phonemes</li> <li>to identify phonemes in writing</li> <li>to segment words into phonemes for spelling</li> </ul>	inferring meaning	<ul style="list-style-type: none"> <li>to infer the meaning of unknown words from context</li> </ul>
Unit 6	le	<ul style="list-style-type: none"> <li>to investigate and learn to use the spelling pattern <i>le</i></li> </ul>	synonyms	<ul style="list-style-type: none"> <li>to generate synonyms for high-frequency words</li> <li>to use the term ‘synonym’</li> <li>to collect synonyms which will be useful in writing dialogue, exploring the effects on meaning</li> </ul>
Unit 7	un dis	<ul style="list-style-type: none"> <li>to recognise and spell common prefixes and how these influence word meanings, e.g. <i>un dis</i></li> <li>to use their knowledge of prefixes to generate new words from root words, especially antonyms</li> <li>to use the term ‘prefix’</li> </ul>	thesaurus work	<ul style="list-style-type: none"> <li>to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms</li> </ul>

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 8	air are ear ere	<ul style="list-style-type: none"> <li>to identify phonemes in writing and segment words into phonemes for spelling</li> <li>to use independent spelling strategies, including sounding out and spelling using phonemes, using visual skills, and spelling by analogy with other known words</li> </ul>	dictionary work	<ul style="list-style-type: none"> <li>to have a secure understanding of the purpose and organisation of the dictionary</li> <li>to know the quartiles of the dictionary, e.g. <i>m</i> lies around the halfway mark, <i>t</i> towards the end</li> </ul>
Unit 9	or ore aw au	<ul style="list-style-type: none"> <li>to identify phonemes in writing and segment words into phonemes for spelling</li> <li>to use independent spelling strategies, including sounding out and spelling using phonemes, using visual skills, and spelling by analogy with other known words</li> </ul>	root words	<ul style="list-style-type: none"> <li>to use knowledge of prefixes and suffixes to generate new words from root words</li> </ul>
Unit 10	er ir ur	<ul style="list-style-type: none"> <li>to identify phonemes in writing and segment words into phonemes for spelling</li> <li>to use independent spelling strategies, including sounding out and spelling using phonemes, using visual skills, and spelling by analogy with other known words</li> </ul>	dialogue words	<ul style="list-style-type: none"> <li>common vocabulary for introducing and concluding dialogue, e.g. said, replied, asked</li> </ul>
Unit 11	de re pre	<ul style="list-style-type: none"> <li>to recognise and spell common prefixes and how these influence word meanings, e.g. <i>de re pre</i></li> <li>to use the term 'prefix'</li> </ul>	opposites	<ul style="list-style-type: none"> <li>to explore opposites, e.g. upper/lower, rude/polite</li> </ul>
Unit 12	+ y	<ul style="list-style-type: none"> <li>to show how words change when <i>y</i> is added</li> </ul>	compound words	<ul style="list-style-type: none"> <li>to recognise and generate compound words, and to use this knowledge to support spelling</li> </ul>
Unit 13	+ er + est	<ul style="list-style-type: none"> <li>to show how words change when <i>er</i> or <i>est</i> is added</li> </ul>	singular and plural	<ul style="list-style-type: none"> <li>to use the terms 'singular' and 'plural' appropriately</li> <li>to investigate and identify basic rules for changing the spelling of nouns when <i>s</i> is added</li> </ul>
Unit 14	n't	<ul style="list-style-type: none"> <li>to use the apostrophe to spell shortened forms of words, e.g. don't, can't</li> </ul>	definitions	<ul style="list-style-type: none"> <li>to use dictionaries to learn or check the spellings and definitions of words</li> <li>to write their own definitions of words, developing precision and accuracy in expression</li> <li>to use the term 'definition'</li> </ul>

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 15	silent k and w	<ul style="list-style-type: none"> <li>to investigate, spell and read words with silent letters, e.g. knee, gnat, wrinkle</li> </ul>	verb + ing	<ul style="list-style-type: none"> <li>how the spellings of verbs alter when <i>ing</i> is added</li> </ul>
Unit 16	+ ly	<ul style="list-style-type: none"> <li>to recognise and spell common suffixes and how these influence word meanings, e.g. <i>ly</i></li> <li>to use knowledge of suffixes to generate new words from root words, e.g. proud/proudly</li> <li>to use the term 'suffix'</li> </ul>	alphabetical order (second place)	<ul style="list-style-type: none"> <li>to organise words or information alphabetically, using the first two letters</li> </ul>
Unit 17	+ ful + less	<ul style="list-style-type: none"> <li>to recognise and spell common suffixes and how these influence word meanings, e.g. <i>ful</i>, <i>less</i></li> <li>to use their knowledge of suffixes to generate new words from root words, e.g. hope/hopeful/hopeless</li> <li>to use the term 'suffix'</li> </ul>	inferring meaning	<ul style="list-style-type: none"> <li>to infer the meanings of unknown words from context, and generate a range of possible meanings</li> </ul>
Unit 18	plurals	<ul style="list-style-type: none"> <li>to investigate and identify basic rules for changing the spellings of nouns when <i>s</i> is added</li> </ul>	homonyms	<ul style="list-style-type: none"> <li>to explore homonyms, which have the same spelling but multiple meanings, and explain how the meanings can be distinguished in context</li> </ul>
Unit 19	mis	<ul style="list-style-type: none"> <li>to recognise and spell the prefix <i>mis</i></li> <li>to use knowledge of this prefix to generate new words from root words, e.g. lead/mislead, and to understand how prefixes give clues to meaning</li> </ul>	short words in longer words	<ul style="list-style-type: none"> <li>to identify short words within longer words as an aid to spelling</li> </ul>
Unit 20	qu	<ul style="list-style-type: none"> <li>to use independent spelling strategies, including using visual skills, e.g. recognising common letter strings and checking critical features</li> </ul>	expressions	<ul style="list-style-type: none"> <li>to collect, investigate, classify common expressions from reading and own experience</li> </ul>
Unit 21	apostrophe	<ul style="list-style-type: none"> <li>to use the apostrophe to spell further contracted forms</li> </ul>	synonyms	<ul style="list-style-type: none"> <li>to collect synonyms which will be useful in writing dialogue, exploring the effects on meaning</li> </ul>
Unit 22	non ex anti	<ul style="list-style-type: none"> <li>to recognise and spell the prefixes <i>non</i>, <i>ex</i>, <i>co</i>, <i>anti</i></li> <li>to use knowledge of this prefix to generate new words from root words, and to understand how prefixes give clues to meaning</li> </ul>	dictionary work	<ul style="list-style-type: none"> <li>to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings, and that this can provide a guide to spelling</li> </ul>



# **Unit notes, answers and copymasters**

**Units 1–22**

# Unit 1

## a-e

## ai

## ay

### Unit 1

a-e  
ai  
ay

#### Finding words

A Write the words to match the pictures.

lake   raid   ray   train  
flake   afraid   spray   sprain  
lame   rain   way   shame  
flame   drain   sway   display

B Write these words in your book, filling in the missing letters.

sh\_ \_   br\_ \_   dis\_ \_   tr\_ \_  
w\_ \_   displ\_ \_   wh\_ \_

#### Using words

A Copy these words.

afraid   match   tray   explain  
packet   frame   lamb   pray   pavement

Tick the words where the letter **a** in the word makes the same sound as the **ay** in **day**.

B Write the words you have ticked in some sentences.

#### Puzzle corner

When **ing** is added to a verb that ends in **e**, the **e** is dropped.

bake + ing = baking

Add **ing** to each word to make the word into a verb.

What are we doing?  
The words in the box will help you.

shake   race   parade  
wake   decorate   wave

### Targets

- to revise the spelling of words containing each of the long vowel phonemes
- to identify phonemes in writing
- to segment words into phonemes for spelling
- to show how the spelling of words alter when *ing* is added

### Word list

lake	raid	ray	train
flake	afraid	spray	sprain
lame	rain	way	shame
flame	drain	sway	display

### Some other relevant words

ace face lace pace race grace place space  
trace replace fade made wade blade glade  
grade parade shade spade trade age cage  
page rage sage wage stage bake cake fake  
make rake take wake baker brake mistake  
shake snake stake bale gale male pale sale  
tale stale Wales whale came fame game lame  
name same tame blame frame became cane  
lane crane plane ape cape tape shape base  
case chase date gate hate late mate later  
separate cave gave pave save wave brave  
slave daze gaze laze maze blaze graze

aid laid maid paid bail fail hail jail mail nail  
pail rail sail tail wail daily frail snail trail  
aim maim claim exclaim proclaim  
gain lain pain vain brain chain explain grain  
remain stain

bay day gay hay jay lay may pay say  
betray clay dismay pray stray tray

### Relevant high-frequency words

again came name made make take may way  
Monday Tuesday Wednesday Thursday Friday  
Saturday Sunday

### Pupil Book answers

#### Finding words

**A** train rain flake ray

**B** shape brain dismay tray way display whale

#### Using words

**A** The following words need to be ticked: afraid  
tray explain frame pray pavement

**B** Some sentences including the six words in **A**.

#### Puzzle corner

shaking racing parading waking decorating  
waving

### Copypaster/Homework answers

#### Unit 1A

1 A stray snake lay across the pavement.

2 Jane looked for some shelter from the rain on this very wet day.

3 Dave had to explain why the stray snail had left a trail on his plate of salad!

Child's own sentence using the words 'shake', 'tail' and 'dismay'.

#### Unit 1B

1 sleeping 2 raking 3 hiding 4 chasing

5 groan 6 using 7 choke 8 shine

A sentence about an action the child is doing.

### Suggestions

- In pairs or groups collect words with the long *a* vowel sound. Make up fun rhymes/jingles using the words they have found.
- Make up a wordsearch where the children have to find all the words with the long *a* vowel sound.
- Discuss with the children that when *ing* is added to a verb it stresses the fact that the action is, or was, in the process of happening (e.g. Joe was eating his tea when his dad came home).



**Unit 1A**

Add the missing letters to finish each sentence.

1 A str\_\_ sn\_k\_ l\_\_ across the p\_v\_ment.

2 J\_n\_ looked for some shelter from the r\_\_n  
on this very wet d\_\_.



3 D\_v\_ had to expl\_\_n why the str\_\_ sn\_\_l had left  
a tr\_\_l on his pl\_t\_ of salad!

Write your own sentence using the words **shake**, **tail**  
and **dismay**.

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**Unit 1B**

Finish the word sums.

1 sleep + **ing** = \_\_\_\_\_2 rake + **ing** = \_\_\_\_\_3 hide + **ing** = \_\_\_\_\_4 chase + **ing** = \_\_\_\_\_5 \_\_\_\_\_ + **ing** = groaning6 use + **ing** = \_\_\_\_\_7 \_\_\_\_\_ + **ing** = choking8 \_\_\_\_\_ + **ing** = shining

Write a sentence about what you are doing now;  
make sure you use at least one **ing** word.

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# Unit 2

# ee

# ea

### Unit 2

ee  
ea

scream

speed

seed beak sheet cream  
weed leak sleet dream  
bleed weak street scream  
speed speak sweet stream

#### Finding words

A Write the words to match the pictures.

str\_\_t b\_\_k sw\_\_t str\_\_m

B Write these words in your book, filling in the missing letters.

fl\_\_t st\_\_m n\_\_t b\_\_  
sp\_\_k dr\_\_m sl\_\_t

The word list will help you with some of the words!

#### Using words

peach	leap	head	spread	weave
chest	steam	seat	read	thread
instead	leave	beast	dead	flea

A Sort these words. Make two lists.

In the first list write the words that sound like **ea** in team.

Put the other words in another list – they all sound like the **ee** in head.

B Write some sentences using four of the words in the first list.

#### Puzzle corner

Look at the picture.

Add the missing syllable to finish each word.

1 bon\_\_ 2 \_\_ tap  
3 le\_\_ade 4 \_\_pet  
5 sig\_\_ 6 to\_\_to

Remember that each beat of a word is called a syllable!

## Targets

- to revise the spelling of words containing each of the long vowel phonemes
- to identify phonemes in writing
- to segment words into phonemes for spelling
- to discriminate syllables in spelling

## Word list

seed beak sheet cream  
weed leak sleet dream  
bleed weak street scream  
speed speak sweet stream

## Some other relevant words

feed heed need reed breed greed needle tweed  
weedy leek meek peek reek seek week creek  
feel heel peel reel steel wheel been keen seen  
between green preen queen screen beep deep  
jeep peep seep weep asleep cheep creep sheep  
sleep steep sweep feet meet fleet tweet breeze  
freeze squeeze sneeze wheeze tweezers

bead lead read plead teak creak freak sneak  
streak deal heal meal peal real seal veal steal  
beam ream seam team gleam ice cream steam  
bean lean mean wean clean cleaner heap leap  
reap cheap beat feat heat meat neat peat  
seat teat wheat  
beach each peach reach teach breach bleach  
teacher easel ease tease disease please weasel  
beast east feast least yeast

## Relevant high-frequency words

been green seen three tree thirteen fourteen  
fifteen sixteen seventeen eighteen nineteen

## Pupil Book answers

### Finding words

A street beak sweet stream

B fleet steam neat bee speak dream sleet

### Using words

A List 1 – peach leap weave cheat steam seat  
read leave beast flea

List 2 – head spread read thread  
instead dead

B Some sentences including four words from List 1.

### Puzzle corner

1 bonfire 2 tap (or drip) 3 lemonade  
4 carpet 5 signal 6 tomato

## Copymaster/Homework answers

### Unit 2A

beat beet bead beam been bean beak  
seat seek seed seal seam seem seen  
peat peek peal peel

### Unit 2B

1 cu/cum/ber 2 nee/dle 3 bun/ga/low  
4 num/ber 5 trac/tor

Three words – one with one syllable, one with two syllables and one with three syllables.

## Suggestions

- Give the children five cards with the **ea** pattern (as in teach) and five further words with the **ea** pattern (as in year). Ask them if they notice anything about the **ea** sounds in the words. Ask them to separate the words into two groups representing the different **ea** sounds.
- In groups make a word tree display where each leaf represents a word using the long **e** vowel sound.
- Give the child/children nine words, three with one syllable, three with two syllables and three with three syllables. Ask the child/children to organise the words in their syllable groups.
- Note that the **ea** grapheme can represent several phonemes. As appropriate refer pupils back to Book 2, Units 1, 21 and 22.

**Unit 2A**

How many **ee** and **ea** words can you make?

b	+	<b>ee</b> or <b>ea</b>	+	t
s				k
p				d
				l
				m
				n

Like this...      **b + ea + t = beat**

<b>b e a t</b>				

How many words have you found? 10 is good, 14 is great, 18 is brilliant!

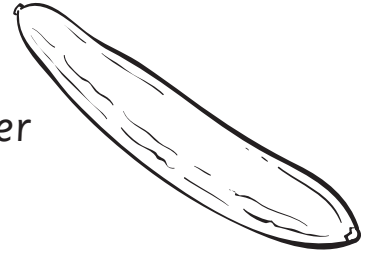


Tip – Check any words you aren't sure of in a dictionary.

**Unit 2B**

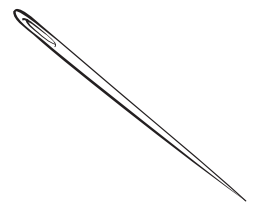
Write each of these words again.  
Separate each **syllable** with a line.

1 cucumber = cu / cum / ber



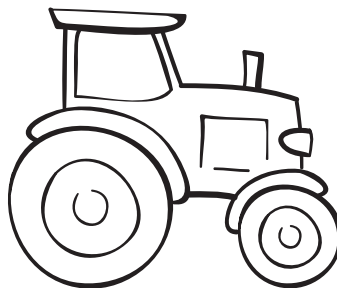
2 needle = \_\_\_\_\_

3 bungalow = \_\_\_\_\_



4 number = \_\_\_\_\_

5 tractor = \_\_\_\_\_



5

Can you write a word with...

one syllable? \_\_\_\_\_

two syllables? \_\_\_\_\_

three syllables? \_\_\_\_\_



# Unit 3

## ie

## i-e

## y

## igh

### Unit 3

**ie**  
**i-e**  
**y**  
**igh**

die hide cry high  
lie bride shy light  
pie time spy bright  
tie slime style flight

**Finding words**  
A Write the words to match the pictures.

sp\_ \_ fly\_ \_ pie\_ \_ hi\_ \_

B Write these words in your book, filling in the missing letters.

br\_ \_ t k\_ \_ dr\_ \_ \_  
wh\_ \_ r\_ \_ \_ t dr\_ \_ v\_ \_

The word list will help you with some of the words!

**Using words**  
In this picture there are eight pictures of words that sound like i in lie, pipe, tight and try.

A Write the words you find.

This might help – there are two words from each spelling pattern.

B Write a short story about the picture. Try to include all the i words you have found.

**Puzzle corner**  
Copy the words. Mark them with a tick or a cross.

people	<input type="checkbox"/>	should	<input type="checkbox"/>
where	<input type="checkbox"/>	skool	<input type="checkbox"/>
nigt	<input type="checkbox"/>	laugh	<input type="checkbox"/>
another	<input type="checkbox"/>	becose	<input type="checkbox"/>

Next to the words that are wrong, write the correct spelling. Use a dictionary to help if you need to.

## Targets

- to revise the spelling of words containing each of the long vowel phonemes
- to identify phonemes in writing
- to segment words into phonemes for spelling
- to identify misspelt words in own writing; to keep individual lists and learn to spell them
- to read and spell correctly the high-frequency words from KS1

## Word list

die	hide	cry	high
lie	bride	shy	light
pie	time	spy	bright
tie	slime	style	flight

## Some other relevant words

ice dice lice mice nice rice advice price slice  
spice twice ride side tide wide aside beside  
glide pride provide life wife knife strife bike  
hike like mike pike spike strike trike file mile  
pile tile vile smile stile while lime mime chime  
crime grime prime fine line mine nine pine  
vine wine shine shrine spine swine twine pipe  
ripe wipe stripe swipe tripe bite kite mite site  
white despite invite dive five hive live alive  
arrive drive knives

by my dry fly fry try sky sty style type

nigh sigh blight delight fight flight might right  
sight slight tight

## Relevant high-frequency words

five live nine time by night

## Pupil Book answers

### Finding words

A spy flight pie hide

B bright kite dry lie why right drive

## Using words

A fight light fly spy bike kite (hide) pie tie

B A short story that includes all of the words found in A.

## Puzzle corner

The character wrote three words correctly.  
Child to write the following correct spellings  
– people night another school because

## Copymaster/Homework answers

### Unit 3A

1 lie 2 time 3 shy 4 hide 5 light 6 cry

### Unit 3B

called January after out house Once

Child's version of the end of the story describing what happened to Aimee's bike.

## Suggestions

- Highlight the soft *c* in the *ice* word pattern. Ask the children to think of as many *ice* pattern words as they can. Practise adding *ing* to the words they have made (refer back to work covered in the *Puzzle corner* in Unit 1).
- Challenge the children to find as many words as possible that begin with *s* and have the *i-e* vowel sound – refer to 'Some other relevant words'.
- Ask the children to find three words they recently spelt incorrectly in their own work. Discuss different ways they might remember them so they spell them correctly next time, e.g. find rhyming words, look at the shape of the word, discuss the syllables it has, etc.

**Unit 3A**

Find the answers to the clues in the **wordsearch**.

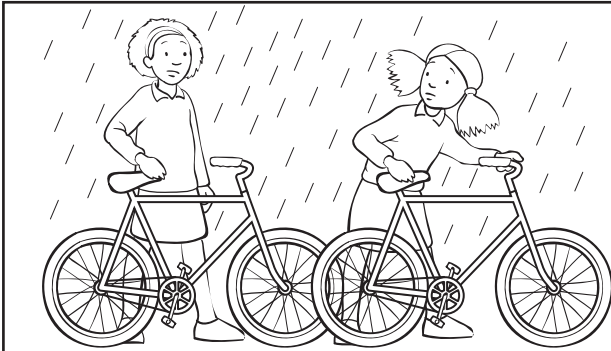
f	s	h	y	h	y	l	s	g
t	y	m	s	a	t	i	w	g
t	u	q	t	r	e	g	g	k
x	b	k	i	g	s	h	o	i
u	v	c	m	c	z	t	i	r
h	i	d	e	i	p	s	a	r
r	r	y	w	l	i	e	u	e
e	w	t	o	d	a	d	n	i
o	d	i	f	s	a	c	r	y



- 1 I do this on my bed. \_\_\_\_\_
- 2 A clock tells me this. \_\_\_\_\_
- 3 Sometimes I feel this when I meet people. \_\_\_\_\_
- 4 I love playing \_\_\_\_\_ and seek. \_\_\_\_\_
- 5 I turn this on when it is dark. \_\_\_\_\_
- 6 When I feel unhappy I do this. \_\_\_\_\_

**Unit 3B**

Underline the words that are spelt incorrectly.



There are six words misspelt. Can you find them all?



There were two friends cauled Aimee and Alex.  
They loved playing on their bikes.

One Janury evening, just aftr they had got their bikes owt  
of the shed, it began to rain. Aimee was told by her mum  
to wait in her hous for the rain to stop.

Onse the rain had stopped she came rushing out to meet  
Alex but her bike had gone! She was very upset...

Finish this short story. What has happened to Aimee's bike?

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Check you have  
spelt all your  
words right.



# Unit 4

o-e

oa

ow

### Unit 4

o-e  
oa  
ow

road yellow

nose load blow throat  
rose road snow smoke  
bone soak throw stroke  
phone croak yellow tomorrow

#### Finding words

A Write the words to match the pictures.

ph\_n\_ yell\_\_ n\_s\_ r\_\_d

B Write these words in your book, filling in the missing letters.

fl\_\_t arr\_\_ t\_\_d b\_\_  
s\_\_k tomorr\_\_ sm\_k

The word list will help you with some of the words!

#### Using words

frown tomorrow bow know window town grow growl crowd row flower shadow arrow crown flow clown

A Sort these words. Make two lists. In the first list write the words that sound like **ow** in **cow**.

Put the other words in another list – they all sound like the **ow** in **snow**.

Now can you add two more words to each list?

There are two words that can be written in both lists. Which are they?

B Write some sentences using four of the words from the second list.

#### Puzzle corner

Copy the table. Sort the words into the table using their first letter.

goat	sparrow	hole	mole	stone	throw
b	g	h	m	s	t
bow					

bow toast grow boat mole hose

Add another **o-e**, **oa** or **ow** word to each column. Use your reading book to help.

## Targets

- to revise the spelling of words containing each of the long vowel phonemes
- to identify phonemes in writing
- to segment words into phonemes for spelling
- to collect new words and create ways of categorising and logging them
- to collect new words from reading and work in other subjects, and make use of them in writing (Copymaster B)

## Word list

nose load blow throat  
rose road snow smoke  
bone soak throw stroke  
phone croak yellow tomorrow

## Some other relevant words

lobe robe strobe code mode node rode strode  
coke joke poke woke bloke broke choke spoke  
mole pole sole stole whole dome home gnome  
cone tone zone alone lonely stone mope pope  
rope grope slope hose pose chose close prose  
those note vote wrote cove hove clover drove  
overalls

boat coat coax foam goat loan moan roam  
soap cloak coach float groan poach roast stoat

bow low mow row sow tow flow grow glow  
show slow bungalow sparrow swallow

doe foe hoe roe toe woe

## Relevant high-frequency words

home over yellow

## Pupil Book answers

### Finding words

A phone yellow nose road

B float arrow toad bow soak tomorrow smoke

### Using words

A List 1 – frown bow town growl crowd row  
flower crown clown

List 2 – tomorrow bow know window grow  
row shadow arrow flow

Two more words added to each list.

The words 'row' and 'bow' can be written in each list.

B Some sentences using four words from the second list.

### Puzzle corner

b	g	h	m	s	t
bow	grow	hose	mow	stone	toast
boat	goat	hole	mole	sparrow	throw
A further <b>o-e</b> , <b>oa</b> or <b>ow</b> word in each column					

## Copymaster/Homework answers

### Unit 4A

1 The coach went slowly to miss the holes in the road.

2 A big crowd laughed at the clown with his bendy bow and arrow.

3 "I suppose those sparrows hope it won't snow tomorrow," said Mark.

### Unit 4B

A collection of words on a chosen project and then a brief description about why they enjoyed the project.

## Suggestions

- Ask the children to make a collection of words with the letter **o** in them – they could look in their reading books – write the words on large pieces of card. Discuss with the children the different sounds the **o** makes. Ask them to put them in different categories by sticking them on the wall.
- Make up a wordsearch where the children have to find all the words with the long **o** vowel sound.
- Use the words a number of children have written associated with different projects (in Copymaster 4B). Make a quiz by reading out a number of the words and ask the children which project they associate them with.

**Unit 4A**

Add the missing **o-e**, **oa** or **ow** letters to finish each sentence.

- 1 The c\_\_ch went sl\_\_ly to miss the h\_l\_s  
in the r\_\_d.



- 2 A big cr\_\_d laughed at the cl\_\_n with  
his bendy b\_\_ and arr\_\_.



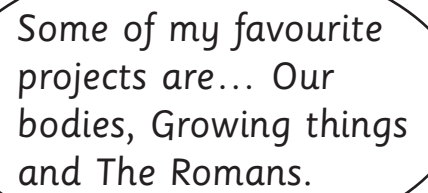
- 3 "I supp\_s\_ th\_s\_ sparr\_\_s h\_p\_  
it won't sn\_\_ tomorr\_\_,," said Mark.





Date: \_\_\_\_\_

Write the title of a project  
you have enjoyed at school.



In the box write as many different words to do with the project as you can.

--

[illegible]

# Unit 5

oo

ew

u-e

ue

### Unit 5

oo ew u-e ue

food dew tube blue  
pool chew flute glue  
spoon screw prune rescue  
tooth shrew costume statue

**Finding words**

A Write the words to match the pictures.

scr\_ \_ t\_ \_ th t\_ \_ b\_ \_ gl\_ \_

B Write these words in your book, filling in the missing letters.

resc\_ \_ cl\_ \_ cr\_ \_ pr\_ \_ n\_ \_  
g\_ \_ se cost\_ \_ h\_ \_ p

**Using words**

wood	loop	moose	good	wool
rook	room	hoot	foot	cook
soot	spoon	pool	hood	moon

A Sort these words. Make two lists.  
In the first list write the words that sound like oo in zoom.  
Put the other words in another list – they all need to sound like oo in book.

B Write some sentences using four of the words in the first list.

**Puzzle corner**

Copy the definitions.  
Match each word with the correct definition.  
The picture will give you a clue.

dowry conservation nautical stifle

1 protecting things that need protecting  
2 anything to do with ships and sailing  
3 to try to stop something  
4 a gift of money or goods

## Targets

- to revise the spelling of words containing each of the long vowel phonemes
- to identify phonemes in writing
- to segment words into phonemes for spelling
- to infer the meaning of unknown words from context

## Word list

food	dew	tube	blue
pool	chew	flute	glue
spoon	screw	prune	rescue
tooth	shrew	costume	statue

## Some other relevant words

mood brood cool fool tool school spool stool  
moon noon soon baboon balloon cocoon  
swoon hoop loop droop scoop sloop snoop  
stoop swoop boot coot hoot loot root toot  
scoot goose loose moose noose choose  
booth smooth

few new pew yaw blew brew crew drew  
grew stew threw

nude rude crude attitude duke Luke puke  
fluke mule rule ruler fume consume perfume  
volume June tune use fuse accuse amuse  
confuse refuse

cue due sue clue cruel duel true Tuesday

## Relevant high-frequency words

too new blue Tuesday June

## Pupil Book answers

### Finding words

A screw tooth tube glue

B rescue clue crew prune goose costume hoop

## Using words

A List 1 – loop moose room hoot spoon moon

List 2 – wood good wool rook foot cook  
soot pool hood

B Some sentences using four words in List 1.

## Puzzle corner

1 conservation 2 nautical 3 stifle 4 dowry

## Copymaster/Homework answers

### Unit 5A

1 balloon 2 blue 3 Tuesday 4 boots

5 threw 6 flute

### Unit 5B

Child's own definition for the following and then checked in a dictionary.

kimono – a traditional Japanese, long, silk dress

placid – calm

coaxed – persuaded gently

vixen – a female fox

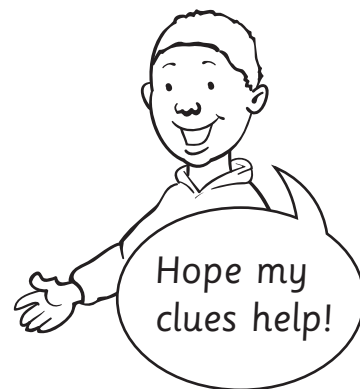
## Suggestions

- Ask the children to look in their reading books for words with the long u vowel sound. Make a display of the words, perhaps with a central moon and stars illustrating the words.
- Make a crossword puzzle using all the words with the same long vowel phoneme.
- Split the children into two groups. Read out from a children's dictionary simple definitions of words. The first team member to say the correct word the definition is for receives a point for the team. First team with ten points wins!

**Unit 5A**

Find the answers to the clues in the **wordsearch**.

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

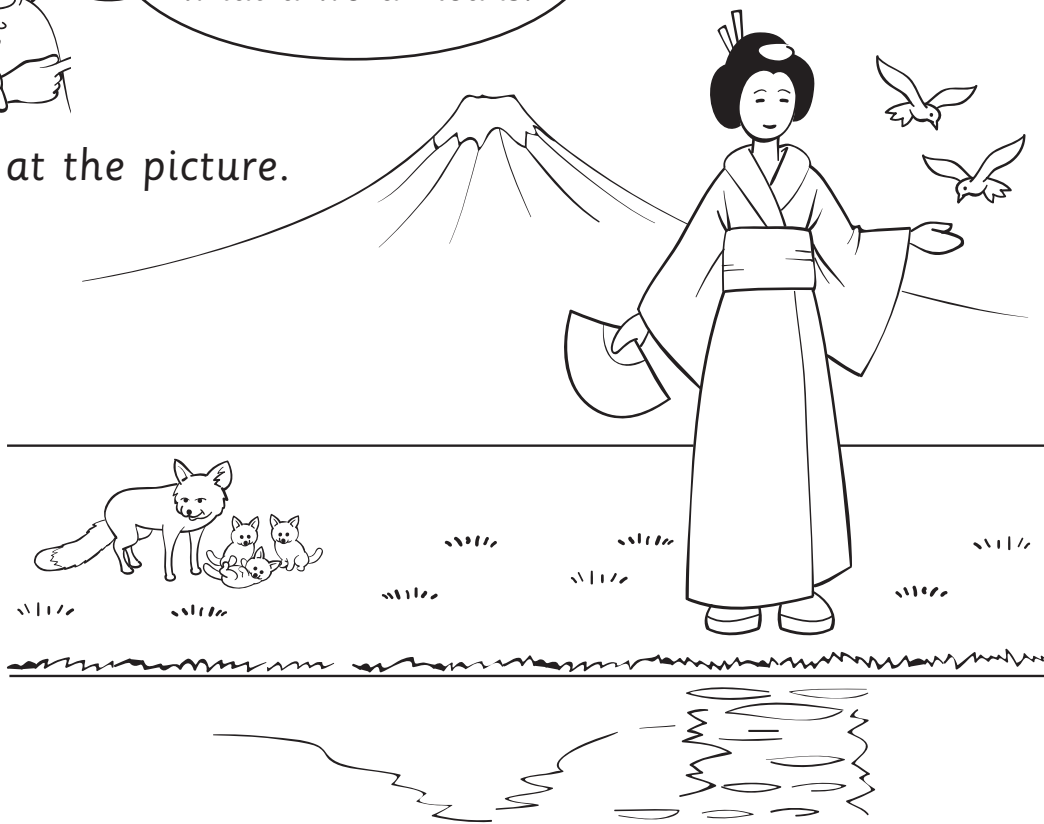


- 1 I can never blow this up! \_\_\_\_\_
- 2 This is my favourite colour. \_\_\_\_\_
- 3 I have swimming lessons on this day. \_\_\_\_\_
- 4 I wear these in the mud. \_\_\_\_\_
- 5 I did this with a ball. \_\_\_\_\_
- 6 I love the sound of this. \_\_\_\_\_

**Unit 5B**

Pictures can often  
give you clues about  
what a word means.

Look at the picture.



The kimono the Japanese lady wore was beautiful. It was reflected in the placid water. She coaxed a bird to land on her hand. A vixen with her young played near by.

Write your own definition for each of the words.

kimono \_\_\_\_\_

placid \_\_\_\_\_

coaxed \_\_\_\_\_

vixen \_\_\_\_\_

Check your definitions in a dictionary.

Write the correct definition if you were wrong.

# Unit 6

## le

### Unit 6

## le

stumble

angle

tangle

jungle

single

bustle

rustle

hustle

thistle

bundle

candle

handle

dwindle

bramble

scramble

grumble

stumble

### Finding words

A Write a **le** word to match each picture.

B Write a **le** word to rhyme with each of these words.

1 mumble 2 twinkle 3 bristle 4 scribble

### Using words

A Answer these clues with a **le** word. The pictures will help you.

1 a type of sale

2 the top of an apple pudding

3 can be found floating on bath water

4 often needed to move a boat through water

5 a shape

6 cooked eggs when they are mixed together well

B Choose three **le** words. Write a clue for each of them.

Cy your clues on a friend. Can they guess the correct **le** word?

### Puzzle corner

Find a **synonym** for each of these words in the wordsearch.

1 like 2 big

3 nice 4 good

5 push

A **synonym** is a word that has the same or similar meaning to another word.

p	s	t	y	l	v	d
g	h	g	j	r	q	s
l	o	g	s	a	m	k
a	v	t	b	n	j	i
r	e	n	j	o	y	n
g	r	e	a	t	i	d
e	a	d	t	w	h	m

## Targets

- to investigate and learn to use the spelling pattern **le**
- to generate synonyms for high-frequency words
- to use the term 'synonym'
- to collect synonyms which will be useful in writing dialogue, exploring the effects on meaning

## Word list

angle	bustle	bundle	bramble
tangle	rustle	candle	scramble
jungle	hustle	handle	grumble
single	thistle	dwindle	stumble

## Some other relevant words

bangle dangle jangle spangle strangle rectangle  
 jingle mingle tingle bungle nestle trestle bristle  
 gristle jostle kindle spindle swindle trundle  
 gamble ramble bumble fumble humble jumble  
 mumble crumble rumble

dimple pimple simple rumple crumple tinkle  
 wrinkle crinkle twinkle sprinkle bubble rubble  
 muddle bottle trouble double

## Relevant high-frequency words

little people

## Pupil Book answers

### Finding words

- A 1 thistle 2 bramble 3 angle 4 tangle  
 5 handle 6 candle
- B A word that rhymes with each of these...  
 1 mumble 2 twinkle 3 bristle 4 scribble

### Using words

- A 1 jumble 2 crumble 3 bubble 4 paddle  
 5 rectangle 6 scramble
- B Clues written for three **le** words.

### Puzzle corner

- 1 enjoy 2 large 3 kind 4 great 5 shove

## Copymaster/Homework answers

### Unit 6A

- 1 mumbling 2 scrambling 3 tumbling  
 4 sprinkling 5 rustling 6 tangling

Three sentences, each with one of the above words.

### Unit 6B

- e.g. 1 tired 2 excellent 3 mean 4 kind  
 5 frightening

e.g. screamed, whispered, cried, stated, replied,  
 shouted, yelled, called, mumbled, garbled

## Suggestions

- Give the children a number of **le** words written on cards – ask them to sort them according to their letter patterns, e.g. *ngle*, *mple*, *stle*, *mble*, *nkle*, etc.
- Challenge the children to find as many **le** words with preceding double letters as they can.
- Ask the children in groups to devise further synonym wordsearches that could then be passed around the class.

**Unit 6A**

Do you remember what happens  
when you add **ing** to a word  
ending in **e**?

You drop the **e** and add **ing**,  
like this...

**crumble + ing = crumbling**



Finish these **le** word sums.

1 mumble + **ing** = \_\_\_\_\_

2 scramble + **ing** = \_\_\_\_\_

3 tumble + **ing** = \_\_\_\_\_

4 sprinkle + **ing** = \_\_\_\_\_

5 rustle + **ing** = \_\_\_\_\_

6 tangle + **ing** = \_\_\_\_\_

Choose three of the words you have made.

Put each of them into a sentence.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_



**Unit 6B**

A **synonym** is a word that has the same or similar meaning to another word.  
Write a synonym for each of these words.

1 sleepy \_\_\_\_\_

2 good \_\_\_\_\_

3 nasty \_\_\_\_\_

4 nice \_\_\_\_\_

5 scary \_\_\_\_\_



Can you do my...

**Synonym Challenge**

Write as many synonyms as you can for the word **said**.

Can you write ten?

I've done one for you.

**screamed**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Unit 7

## un

## dis

### Unit 7

**un**  
**dis**

**untidy**

**disconnect**

**unable** **disagree** **uneasy** **disappear**  
**uncover** **dislike** **unhappy** **discomfort**  
**unborn** **disobey** **unkind** **disconnect**  
**undress** **distrust** **untidy** **dishonest**

### Using words

The letters **un** and **dis** are prefixes.  
A **prefix** is added to a word to change its meaning.

**cover** **uncover**

A Write the opposite meaning of each of these words by adding **un** or **dis** to them.

1 fold 2 please 3 clean  
4 heard 5 continue 6 well

B Check the new words you have written in a dictionary. Tick the words you have spelt correctly.

### Puzzle corner

A thesaurus is similar to a dictionary. The words are arranged alphabetically. It gives us **synonyms** of words.

Do you remember what a **synonym** is? It's a word with the same or similar meaning to another word.

Use a thesaurus to help you find three synonyms for each word.

Keyword	Synonyms		
fall			
run			
strong			
wet			
put			

### Finding words

A Add **un** or **dis** to each of the words to match the picture.

1 **like**  
2 **dress**  
3 **tidy**  
4 **comfort**

B Write each of the words you have made in a sentence.

## Targets

- to recognise and spell common prefixes and how these influence word meanings, e.g. *un dis*
- to use their knowledge of prefixes to generate new words from root words, especially antonyms
- to use the term 'prefix'
- to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms

## Word list

unable disagree uneasy disappear  
 uncover dislike unhappy discomfort  
 unborn disobey unkind disconnect  
 undress distrust untidy dishonest

## Some other relevant words

unaware unbearable unbroken unbutton  
 uncertain unclean uncommon unconscious  
 undecided undo uneaten unexpected unfair  
 unfamiliar unfit unfold unfriendly unhealthy  
 unheard unimportant unlike unload unnatural  
 unnecessary unpack unpleasant unreal  
 unreasonable unreliable unsuccessful untie  
 untrue unusual unwanted unwell unwrap unzip

disable disadvantage disallow disapprove  
 disarrange disbelieve discolour discontinue  
 dishonour disinfect dislodge dismount disorder  
 disown displease disprove disqualify disregard  
 dissatisfy dissimilar

## Relevant high-frequency words

do just made make may seen (+ prefix)

## Pupil Book answers

### Finding words

A 1 dislike 2 undress 3 untidy 4 discomfort

B Four sentences, each with a word from A.

## Using words

1 unfold 2 displease 3 unclean 4 unheard  
 5 discontinue 6 unwell

Child to check words in a dictionary.

## Puzzle corner

Keyword	Synonyms (examples of words child could use)		
fall	topple	tumble	crash
run	race	scurry	jog
strong	powerful	tough	muscular
wet	damp	soaked	rainy
put	rest	lay	dump

## Copymaster/Homework answers

### Unit 7A

1 disown 2 unwell 3 disallowed 4 unusual  
 5 unzip

### Unit 7B

Gaps in the text filled with the following words:  
 brave/daring grown-up huge/vast crack grown-up  
 cranky/furious/cross beg

## Suggestions

- It is worth noting that most words with the *dis* prefix are negative, as are many of the words with the *de* prefix (covered in Unit 11). Note that not all the *dis* or *de* negative words have a stand-alone root word if the prefix is removed.
- Give the children two sets of cards, one with prefixed words and one with definitions for the prefixed words. Ask the children to match the definitions to the correct words.
- Spend time looking at a thesaurus with the children so they fully understand its structure and how to use it. Give the children sentences with a word underlined. Ask them to use the thesaurus to replace the underlined word with an appropriate synonym.

**Unit 7A**

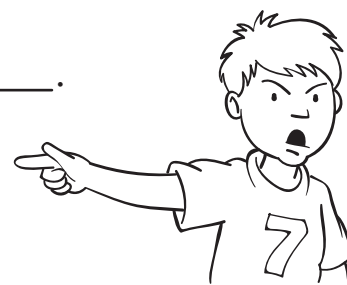
Put the correct word in each sentence.

**disallowed      unusual      disown**  
**unwell      unzip**

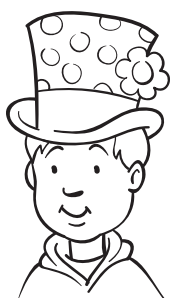
- 1 Helen wanted to \_\_\_\_\_  
her mucky dog.



- 2 Callie felt very \_\_\_\_\_.

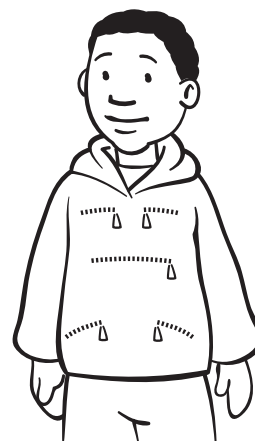


- 3 Mike's goal was \_\_\_\_\_.



- 4 Brian's hat was \_\_\_\_\_!

- 5 Tuhil's coat had five pockets you could  
\_\_\_\_\_.



**Unit 7B**

A **thesaurus** is similar to a dictionary but it doesn't describe words. It is arranged **alphabetically** like a dictionary but gives us **synonyms** of words.

Look at this extract from a thesaurus.

<b>adult</b>	grown-up
<b>angry</b>	cranky furious cross
<b>ask</b>	beg order question
<b>big</b>	huge vast
<b>bold</b>	brave daring cheeky
<b>break</b>	burst crack shatter

Do you remember what a **synonym** is?  
Synonyms are words with similar meanings.



First read the passage through before adding any words.

Fill the gaps with a synonym from the thesaurus page above.

Henry had to be (**bold**) \_\_\_\_\_. He had to explain to a (**adult**) \_\_\_\_\_ why a pane of glass in the greenhouse had a (**big**) \_\_\_\_\_ (**break**) \_\_\_\_\_ in it! He knew the (**adult**) \_\_\_\_\_ would be (**angry**) \_\_\_\_\_ but he had to (**ask**) \_\_\_\_\_ for their forgiveness.

# Unit 8

## air

## are

## ear

## ere

### Unit 8

air  
are  
ear  
ere

chair  
hair  
fair  
dairy

care  
glare  
share  
stare

bear  
pear  
wear  
swear

there  
where  
downstairs  
upstairs

#### Finding words

Look at the pictures below. There are five things with the same sound as **ere** in there.

Write the five words with the same sound.

#### Using words

A Copy the passage and fill the gaps with **air**, **are**, **ear** or **ere**.

"Where are my shoes?" called Helen.  
"I'm not sure. Wear your spare pair," said Mum.  
After Helen had combed her hair she ran downstairs.  
She stopped halfway down and stared. There in front of her, on the bottom stair, was her pair of shoes.  
"I'm sure they weren't there!" she laughed.

B Add one more sentence to the passage. How many **air**, **are**, **ear** or **ere** words can you write in your sentence?

#### Puzzle corner

The words in a dictionary are set out **alphabetically**.

Where would you find these words in a dictionary? Copy the table and add the words below to the correct column.

If you write out the alphabet it might help you.

Near the beginning	Around the middle	Towards the end
monkey	beaver	yak
gazelle	jackal	lion
caterpillar		
snake		

## Targets

- to identify phonemes in writing and segment words into phonemes for spelling
- to use independent spelling strategies, including sounding out and spelling using phonemes, using visual skills, and spelling by analogy with other known words
- to have a secure understanding of the purpose and organisation of the dictionary
- to know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end

## Word list

chair	care	bear	there
hair	glare	pear	where
fair	share	wear	downstairs
dairy	stare	swear	upstairs

## Some other relevant words

air lair pair flair stair hairy repair airport funfair

bare dare fare hare mare rare spare scare snare

tear swearing

## Relevant high-frequency words

there where

## Pupil Book answers

### Finding words

chair bear stare pear fair

### Using words

A "Where are my shoes?" called Helen.  
"I'm not sure. Wear your spare pair," said Mum.  
After Helen had combed her hair she ran downstairs.  
She stopped halfway down and stared. There in front of her, on the bottom stair, was her pair of shoes.  
"I'm sure they weren't there!" she laughed.

- B A further sentence added to the passage including as many **air**, **are**, **ear** or **ere** words as possible.

## Puzzle corner

Near the beginning	Around the middle	Towards the end
caterpillar	lion	snake
gazelle	monkey	yak
beaver	jackal	turtle

## Copymaster/Homework answers

### Unit 8A

1 hair 2 hare 3 pear 4 where 5 dairy 6 scare

Some sentences including all the above words.

### Unit 8B

Table completed with words from a dictionary.

speical – special thief – thief finsh – finish Janurary – January

## Suggestions

- Before commencing this unit it will probably be advisable to revisit the *ar* and *ea* letter patterns. In particular it is important to draw out that in this unit the children will be working with the less common phonemic form of the letter patterns, i.e. *ear* as in wear not in hear, and the *ar* in share not in car.
- Several of these words offer opportunities to discuss homophones, e.g. fare/fair, hare/hair, stare/stair.
- Make a game, in groups, hunting for words in a dictionary. Focus on which quartile of the dictionary the word is found. This will help the children become more familiar with dictionaries and increase their confidence in using them.

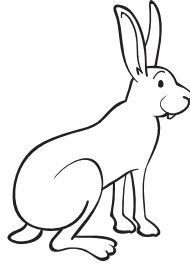
**Unit 8A**

Look at the pictures.

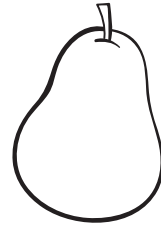
Spell each word correctly by adding **air**, **are**, **ear** or **ere**.



1 h \_\_\_\_\_



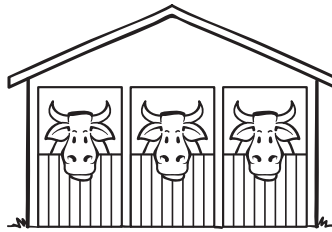
2 h \_\_\_\_\_



3 p \_\_\_\_\_



4 wh \_\_\_\_\_



5 d \_\_\_\_\_ y



6 sc \_\_\_\_\_

Now write some sentences using  
all the words you have just made.

Your sentences can  
be as strange or  
funny as you want!



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**Unit 8B**

**A** Look in a **dictionary** and fill this table with words.  
Each word must begin with a **different** letter.

<b>Words found in a dictionary...</b>		
Near the beginning	Around the middle	Towards the end

**B** Check the spellings of these words in a dictionary.  
Circle the misspelt words.

**speical****finsh****friends****important****theif****different****Janurary**

Write out the correct spellings of the misspelt words.

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# Unit 9

## or

## ore

## aw

## au

### Unit 9

**or ore aw au**

**caught** **draw**

**snore** **torch**

**born** **core** **crawl** **autumn**

**fork** **more** **lawn** **because**

**torch** **snore** **draw** **caught**

**stork** **shore** **straw** **naughty**

### Finding words

Look at the picture.

There are five things in the picture with the same sound as **or** in **born**.

Write the five words with the same sound.

All the words can be found in the word list.

Say the words aloud to check you have found the words with the same sound.

### Using words

**A** Copy the sentences and fill the gaps with **or, ore, aw** or **au**.

If you are not sure which letters to use, look up the words in a dictionary.

- Dad's sn... was so loud Veejay thought there was a st...!
- Debbie w... her new sh...!
- Mark woke up at d...n bec...se he heard a h...n.
- Jay was n...ghty – he threw s...ce on the wall.
- Ruth y...ned as she ate her tea with a f...k.

**B** Write two of your own sentences. How many **or, ore, aw** or **au** words can you include in each sentence?

### Puzzle corner

Look at these root words.

How many new words can you make by adding the prefixes **dis** or **un** or the suffixes **ly** and **ful**.

**trust** **like**

**honest** **appear**

Here is one to help... unlike.

## Targets

- to identify phonemes in writing and segment words into phonemes for spelling
- to use independent spelling strategies, including sounding out and spelling using phonemes, using visual skills, and spelling by analogy with other known words
- to use knowledge of prefixes and suffixes to generate new words from root words

## Word list

born	core	crawl	autumn
fork	more	lawn	because
torch	snore	draw	caught
stork	shore	straw	naughty

## Some other relevant words

or for force cord ford lord cork pork door  
 moor form storm gorge corn horn morn torn  
 worn sword sworn scorn fort port sort snort  
 sport short porch scorch north author order  
 ore bore sore wore store score swore before  
 jaw law paw raw saw claw thaw dawn fawn  
 yawn drawn prawn bawl crawl trawl sprawl  
 shawl awful hawk

cause pause taught daughter sauce August  
 autumn author launch fault saucer

## Relevant high-frequency words

or door more saw because

## Pupil Book answers

### Finding words

shore stork crawl autumn core

### Using words

- A**
- Dad's snore was so loud Veejay thought there was a storm!
  - Debbie wore her new shawl.
  - Mark woke up at dawn because he heard a horn.
  - Jay was naughty – he threw sauce on the wall.
  - Ruth yawned as she ate her tea with a fork.

- B** Two sentences, each including as many **or, ore, aw** or **au** words as possible.

### Puzzle corner

disappear unlike dislike likely distrust trustful  
 dishonest honestly

## Copymaster/Homework answers

### Unit 9A

- 1 hawk 2 door 3 daughter 4 store 5 yawn  
 6 storm

Some sentences including all the above words.

### Unit 9B

disobey unhappy uneven untie distrust disagree  
 unlock dislike

## Suggestions

- Unlike the earlier work using *ar/are* vowel phonemes, *or/ore* have no difference in sound – a point to share with the children.
- The graphemes in this unit are in several words with a very similar, if not identical, phoneme (sound) to other words, i.e. if not actual homophones, certainly close enough to cause confusion. Work with the following sets of words will intrigue some children and make for more accurate spelling.  
 saw sore; paw poor pour; for four; ore or; flaw floor; horse hoarse; more moor
- Discuss the notion of root words and how these are modified with the addition of prefixes and suffixes. Extend this by deconstructing words – removing prefixes and suffixes – and noting the original root (which may sometimes have been modified when the suffix was added), e.g. unhappiness = un + happi(y) + ness. Refer back to earlier units (e.g. Unit 6).
- As a related activity to the root words, 'themed' artwork might be undertaken in which the children incorporate into a picture both the positive and negative of a chosen root word, e.g. like/dislike, happy/unhappy, obey/disobey.

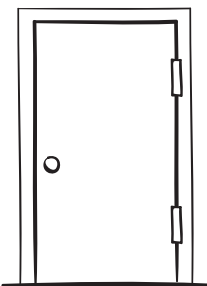
# Unit 9A

Look at the pictures.

Spell each word correctly by adding **or**, **ore**, **aw** or **au**.



1 h \_\_\_\_ k



2 do \_\_\_\_



3 d \_\_\_\_ ghter



4 st \_\_\_\_



5 y \_\_\_\_ n



6 st \_\_\_\_ m

Now write some sentences using all the words you have just made.

Your sentences can be as strange or funny as you want!



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**Unit 9B**

Circle the root words that by adding the prefix **un** or **dis** would make their **antonym**.

**rush**

An **antonym** is a word with the opposite meaning.

**obey****happy****trust***even***tie****agree****return****lock****like**

You should have circled eight root words.



Write the antonyms of the root words.

**disobey**


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# Unit 10

er  
ir  
ur

**Unit 10**

er  
ir  
ur

butter shirt  
purple

after	dirt	burn	computer
butter	first	purple	flower
paper	shirt	nurse	monster
sister	third	church	winter

**Finding words**  
Look at the picture.  
There are five things in the picture with the same sound as *ir* in *first*.  
Write the five words with the same sound.

All the words can be found in the word list.

Say the words aloud to check you have found the words with the same sound.

**Using words**  
A Copy the sentences and fill the gaps with *er*, *ir* or *ur*.

- Litt\_ had caught against the k\_\_b near the ch\_\_ch.
- Nazar was th\_\_sty – he drank so much he thought he might b\_\_st!
- Lianne's little broth\_\_ dreamt about a f\_\_ry monst\_\_.
- The c\_\_cus ret\_\_ned to the village green.
- A g\_\_l fell off h\_\_ bike and h\_\_t h\_\_self.

**Puzzle corner**  
Look at the dialogue words below.  
Put the best dialogue word in each gap.

screamed whispered asked moaned said

- "What's the time?" \_\_\_\_\_ Hugh.
- "Watch out!" \_\_\_\_\_ Amil.
- "Time for tea," \_\_\_\_\_ Mum.
- "Shh, don't wake Sarah," \_\_\_\_\_ Tim.
- "It's raining again!" \_\_\_\_\_ Meena.

If you are not sure which letters to use, look up the words in a dictionary.

## Targets

- to identify phonemes in writing and segment words into phonemes for spelling
- to use independent spelling strategies, including sounding out and spelling using phonemes, using visual skills, and spelling by analogy with other known words
- common vocabulary for introducing and concluding dialogue, e.g. said, replied, asked

## Word list

after	dirt	burn	computer
butter	first	purple	flower
paper	shirt	nurse	monster
sister	third	church	winter

## Some other relevant words

her herb herd kerb germ fern term ever every  
brother mother father letter litter better slipper  
hopper shopper chopper supper stopper digger  
flipper mixer boxer cleaner shorter taller trouser

irk fir sir stir bird circus flirt skirt firm  
squirt girl swirl twirl thirst thirsty chirp birch  
birth mirth

urn turn churn fur burp slurp curl hurl hurt  
spurt surf turf urge surge curse purse curve  
burnt burst return

## Relevant high-frequency words

after another brother her over sister water  
September October November December first  
girl Thursday

## Pupil Book answers

### Finding words

monster nurse church paper shirt

### Using words

- A** 1 Litter had caught against the kerb near the church.  
2 Nazar was thirsty – he drank so much he thought he might burst!  
3 Lianne's little brother dreamt about a furry monster.

4 The circus returned to the village green.

5 A girl fell off her bike and hurt herself.

**B** Two sentences, each including as many *er*, *ir* or *ur* words as possible.

### Puzzle corner

- 1 asked 2 screamed 3 said 4 whispered  
5 moaned

## Copymaster/Homework answers

### Unit 10A

- 1 burst 2 skirt 3 digger 4 purse  
5 circus 6 mother

Some sentences including all the above words.

### Unit 10B

The following dialogue words found in the wordsearch: said grumbled called shouted asked  
Each dialogue word then written in a sentence.

## Suggestions

- This *er* phoneme is technically known as the schwa vowel. In a few instances *er* appears as a straightforward vowel digraph within a word (e.g. herd), but *er* is most commonly found at the end of a word, where it is pronounced as a short, gentle 'grunt'.
- This unit gives an opportunity to follow up work on syllables from Unit 2, since *er* is often preceded by a double consonant, e.g. butter. In such very obvious two-syllable words, the division is normally taken between the double letters, i.e. but / ter.
- ir*, with *er*, *ur* and *ar*, is sometimes referred to as an 'r vowel', the first three of which are very similar in sound, and for an emerging speller tricky to differentiate! Interestingly, there are relatively few *ir* root words, as will be noted from the lists above – so if the children learn these they'll know only to use *ir* for these words, and that other words with the phoneme will probably be spelt with *ur*.
- Remind the children that dialogue words are verbs.
- Give the children a sentence (e.g. "Time to do your work," said the teacher.). Ask them to substitute 'said' with as many different dialogue words as possible.

**Unit 10A**

Look at the pictures.

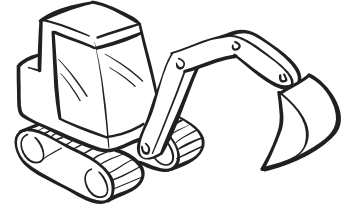
Spell each word correctly by adding **er**, **ir** or **ur**.



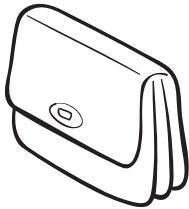
1 b\_\_st



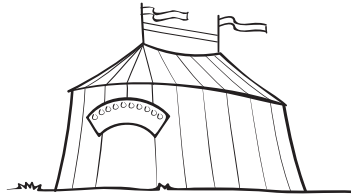
2 sk\_\_t



3 digg\_\_



4 p\_\_se



5 c\_\_cus



6 moth\_\_

Now write some sentences using all the words you have just made.



Your sentences can be as strange or funny as you want!

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**Unit 10B**

Find five **dialogue** words in the wordsearch.

Do you remember,  
a dialogue word  
describes how  
someone says  
something?



h	s	a	o	t	e	k	s	o
f	y	a	e	i	v	a	s	j
d	r	s	a	i	d	e	h	k
c	u	k	l	u	g	d	o	a
a	d	e	r	l	e	n	u	m
l	a	d	n	a	c	r	t	u
l	g	r	u	m	b	l	e	d
e	l	m	d	d	q	k	d	o
d	m	g	r	u	i	r	c	g

Write each dialogue word you have found in a sentence.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

# Unit 11

## de

## re

## pre

**Unit 11**

de  
re  
pre

preschool  
rebuild  
derail

decode  
defrost  
demist  
derail

reappear  
rebuild  
repaint  
restart

prearrange  
prepacked  
preschool  
preview

detour  
revisit  
reseal  
prehistoric

**Finding words**

A Add **de**, **re** or **pre** to each of the words to match the picture.

1 packed

2 mist

3 paint

4 build

The word list will help you with all of the words.

B Write each of the words you have made in a sentence.

**Using words**

The letters **de**, **re** and **pre** are prefixes. A **prefix** is added to the front of a word to change its meaning.

Prefix	Meaning
de	to undo
re	to do something again
pre	to do something before

A Look at the table above. Write a definition for each of the words.

1 defrost

2 reappear

3 prearrange

4 reseal

B Check the word definitions you have written in a dictionary. Copy the dictionary definition if it is different from yours.

**Puzzle corner**

Write the **opposite** of each of these words.

1 inside

2 before

3 lower

4 polite

5 always

6 difficult

1 outdoorsideghay

2 justingifeng

3 kupperghydes

4 rufefstwowai

5 huthgeneverh

6 hesreageasyk

I've helped by hiding the words in the letters!

### Targets

- to recognise and spell common prefixes and how these influence word meanings, e.g. *de re pre*
- to use the term 'prefix'
- to explore opposites, e.g. upper/lower, rude/polite

### Word list

decode	reappear	prearrange	detour
defrost	rebuild	prepacked	revisit
demist	repaint	preschool	reseal
derail	restart	preview	prehistoric

### Some other relevant words

debrief debug decamp decompose deflate  
defrock defuse degenerate delouse deodorant  
depopulate deregister dethrone devalue

reactivate readjust readmit reallocate reapply  
reappoint rearrange reassemble reawaken  
rebirth reborn rebound recall recapture recharge  
recheck reconnect reconsider reconstruct recover  
recreate recycle redecorate redesign redirect  
rediscover refreeze refresh relight reload remake  
remarry reoccupy reopen reorganise replace  
replant reread rerun respray retake retell  
retrace reuse rewire reword rewrite

predate predispose prejudge premature prepay  
prerecord prescribe preset presuppose prewar

### Relevant high-frequency words

home house live made make name new school  
take took (+ prefix)

### Pupil Book answers

#### Finding words

A 1 prepacked 2 demist 3 repaint 4 rebuild

B Four sentences, each with a word in A.

#### Using words

A 1 defrost – to thaw

2 reappear – to appear again

3 prearrange – to arrange something before it happens

4 reseal – to seal something again

B Children to check their definitions in a dictionary.

### Puzzle corner

1 outside 2 after 3 upper 4 rude 5 never  
6 easy

### Copymaster/Homework answers

#### Unit 11A

A detective story using at least five of the following words: decode detour prerecord prearrange reappear revisit recapture reconnect replace retrace

#### Unit 11B

The following balloons linked: buy – sell polite – rude enjoy – hate peace – war lost – found break – mend half – whole freeze – boil

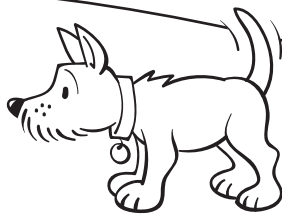
Writing opposites – e.g. whisper, e.g. patient, e.g. funny

### Suggestions

- Write some cloze sentences which have gaps where prefixed words are needed. Ask the children to fill the gaps.
- Prefix challenge – Put the children into groups. Give each group a prefix and ask the children to write, in two minutes, as many words with that prefix as possible. List all the words they have found. Play it several times with different prefixes – is there a winning team?
- 'Find the opposite' game – Prepare two sets of words, one set of words being the opposite of the other set (e.g. hot–cold scream–whisper etc). In pairs the children need to place the cards face down. They take it in turns to turn over two cards aiming to find the two opposite cards. If the cards don't match they need to be turned over again; if they do match that pair of cards belongs to that child. The winner is the one with the most pairs at the end.

## Unit 11A

Write a story.



You are a detective.

You have been asked to solve the crime of the missing dogs in Findthedog Village.

So many dogs have disappeared that there are now only three dogs left!

Your help is urgently needed.

Look at the words below. Use five of the words in your story... or can you use them all?

<b>decode</b>	<b>detour</b>
<b>prerecord</b>	<b>prearrange</b>
<b>reappear</b>	<b>revisit</b>
<b>recapture</b>	<b>reconnect</b>
<b>replace</b>	<b>retrace</b>

A line drawing of a woman with short, curly hair, wearing a collared shirt and large hoop earrings. She is smiling.

Remember the prefix **de** means to undo, **re** means to do something again and **pre** means to do something before. If you aren't sure what a word means, look it up in a dictionary!

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**Unit 11B**

Link the balloons with **opposite** words with a line.

mendhatewholewarpolitefreezebreakfoundbuylostboilenjoyrudesellpeacehalf

Write the opposite to each of these words.



shout \_\_\_\_\_



impatient \_\_\_\_\_



serious \_\_\_\_\_

# Unit 12

## + y

**Unit 12**  
**+ y**

**dirty** **cloudy** **giggly** **foggy**  
**dusty** **rainy** **juicy** **muddy**  
**lucky** **stormy** **lazy** **spotty**  
**messy** **windy** **tasty** **sunny**

**Finding words**  
**A** Write the word from the word list that describes each picture.  
 1 2 3 4 5 6   
**B** Choose three more words from the word list. Draw and label each word in a picture.

**Using words**  
 You need to watch out when you add y to some words!  
 wind + y = windy  
 But... when you add y to a word with one vowel letter before the last letter, you **double** the last letter of the word and then add y.  
 sun + y = sunny  
 one vowel letter  
 If a word ends in e, you usually drop the e before you add the y.  
 giggle + y = giggly

**A** Add y to each of these words.  
 1 jump 2 fun 3 stripe 4 mess  
 5 trick 6 nut 7 fur 8 cuddle

**B** Choose three of the words you have made and write each one in a sentence.

**Puzzle corner**  
 Write the two words each compound word is made from.  
 1 snowball 2 earache 3 horsebox  
 4 sunshine 5 windmill 6 somewhere

### Targets

- to show how words change when y is added
- to recognise and generate compound words, and to use this knowledge to support spelling

### Word list

**dirty** **cloudy** **giggly** **foggy**  
**dusty** **rainy** **juicy** **muddy**  
**lucky** **stormy** **lazy** **spotty**  
**messy** **windy** **tasty** **sunny**

### Some other relevant words

airy bossy brainy bumpy chilly crafty creepy  
 crispy crusty curly filthy frilly frosty fussy  
 glossy grassy greedy hairy healthy hilly inky  
 jerky leaky lucky moody rusty sandy smelly  
 spooky squeaky stuffy tricky

baggy chatty dotty fatty furry grubby knotty

boney bouncy bristly bubbly crumbly cuddly  
 dopy drizzly fiddly giggly greasy icy juicy lazy  
 noisy rosy slimy tasty

### Relevant high-frequency words

jump push water (+ y)

### Pupil Book answers

#### Finding words

**A** 1 lazy 2 muddy 3 lucky 4 spotty  
 5 giggly 6 messy

**B** Three words from the word list, drawn and labelled.

#### Using words

**A** 1 jumpy 2 funny 3 stripy (or stripey)  
 4 messy 5 tricky 6 nutty 7 furry  
 8 cuddly

**B** Three sentences, each with a word from **A**.

#### Puzzle corner

1 snow+ball 2 ear+ache 3 horse+box  
 4 sun+shine 5 wind+mill 6 some+where

### Copymaster/Homework answers

#### Unit 12A

1 frosty 2 drizzly 3 cloudy 4 sunny 5 foggy  
 6 windy

A weather report using some/all of the above words.

#### Unit 12B

1 e.g. snowstorm snowflake  
 2 e.g. somewhere sometime  
 3 e.g. rainstorm raindrop  
 4 e.g. everyday everywhere  
 5 e.g. sunshine sunburn

Compound word challenge – as many compound words as the child can think of in three minutes.

### Suggestions

- On a piece of A4 draw an outline of the British Isles. Ask the children to prepare a weather forecast, labelling and drawing the weather conditions, using the six weather words from the word list. This idea could also be used as a classroom display – the children could be videoed giving weather forecasts!
- Give the children a word and challenge them (possibly for homework) to find as many related compound words as they are able, e.g. bed (bedroom, bedtime, etc.).
- Possible compound root words – foot sun every some bed ear rain wind snow scare

## Unit 12A



Remember you  
need to watch out  
when you add **y**  
to some words!

Add **y** to each of these words  
to make an **adjective**.

1 frost + **y** = \_\_\_\_\_

2 drizzle + **y** = \_\_\_\_\_

3 cloud + **y** = \_\_\_\_\_

4 sun + **y** = \_\_\_\_\_

5 fog + **y** = \_\_\_\_\_

6 wind + **y** = \_\_\_\_\_



An **adjective** is a  
**describing** word.  
The day looks **stormy**...  
'stormy' is the word that  
describes the day.

Write a weather report for the week.

How many of the words you have made can you include?

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A **compound word** is a big word made from two smaller words.

## Unit 12B

Write two **compound words** using each of these root words.

1 snow

\_\_\_\_\_

\_\_\_\_\_

2 some

\_\_\_\_\_

\_\_\_\_\_

3 rain

\_\_\_\_\_

\_\_\_\_\_

4 every

\_\_\_\_\_

\_\_\_\_\_

5 sun

\_\_\_\_\_

\_\_\_\_\_

### Compound word challenge

Time yourself. In three minutes how many new compound words can you write?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

# Unit 13

## +er

## +est

### Unit 13

**+er**  
**+est**

taller

shortest

colder  
shorter  
sweeter  
taller

coldest  
shortest  
sweetest  
tallest

fitter  
funnier  
hotter  
messier

fittest  
funniest  
hottest  
messiest

**Finding words**

Write the word from the word list that describes each picture.

1

sweet

2

short

3

tall

4

cold

**Using words**

If a word ends in e just add r (not er) or st (not est).

rudg    rudger    rudgst

funny    funnier    funniest

But... if a word has one vowel letter before the last letter, you double the last letter of the word and then add er or est.

hgt    hgtter    hgttest

**A** Add er and est to each of these words.

1 sleepy    2 big    3 wide    4 fast

**B** Choose one group of words you have just made and write them in a sentence.

**Puzzle corner**

Singular means one, plural means more than one.

fish    boxes    books    boat    dog    clowns    tree

boats    dogs    trees

Copy the words shown here.

Circle the plural words.

Write the singular words in their plural form.

One word is written the same way in its singular and plural form. Which word is it?

### Targets

- to show how words change when *er* or *est* is added
- to use the terms 'singular' and 'plural' appropriately
- to investigate and identify basic rules for changing the spelling of nouns when *s* is added (Copymaster 13B)

### Word list

colder	coldest	fitter	fittest
shorter	shortest	funnier	funniest
sweeter	sweetest	hotter	hottest
taller	tallest	messier	messiest

### Some other relevant words

clean cleaner cleanest  
fast faster fastest  
long longer longest  
small smaller smallest

big bigger biggest  
fat fatter fattest  
sad sadder saddest  
thin thinner thinnest

chatty chattier chattiest  
dirty dirtier dirtiest  
dusty dustier dustiest  
foggy foggier foggiest  
funny funnier funniest  
fussy fussier fussiest  
pretty prettier prettiest  
sleepy sleepier sleepiest

close closer closest  
large larger largest  
wide wider widest

### Relevant high-frequency words

old (+ suffix)

### Pupil Book answers

#### Finding words

1 sweet sweeter sweetest

2 short shorter shortest

3 tall taller tallest

4 cold colder coldest

### Using words

**A** 1 sleepier sleepest 2 bigger biggest  
3 wider widest 4 faster fastest

**B** A sentence using one of the groups of words from **A**.

### Puzzle corner

fish boxes books boat dog clowns tree  
boats dogs trees

'Fish' is written the same way in both its plural and singular form.

### Copymaster/Homework answers

#### Unit 13A

1 taller tallest 2 chattier chattiest  
3 bigger biggest 4 sadder saddest  
A sentence using the words close, closer and closest.

#### Unit 13B

**A** 1 foxes 2 bushes 3 chicks 4 ditches  
5 lunches 6 washes  
**B** 1 match 2 dish 3 coach 4 sock

### Suggestions

- Further work can be done on adding the suffixes *er* and *est* to words ending in *y* (sounding *ee*). The *y* changes to an *i* before adding the suffixes. (See 'Some other relevant words'.)
- Discuss the role of adjectives in writing, making the connection with *er* and *est* words.
- The children could write a character description of themselves or a friend using *er* and *est* words.
- Give the children a sentence in its singular form and ask the children to change it to its plural form. Note with the children the words that change and those that stay the same.

**Unit 13A**

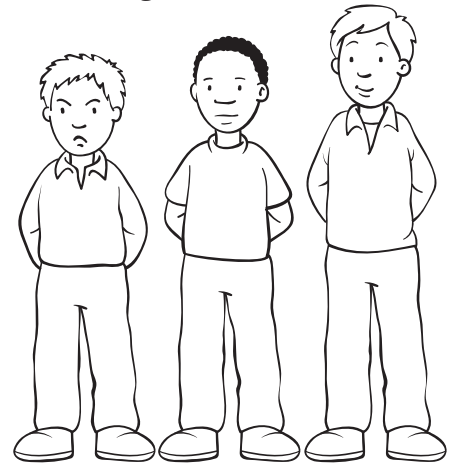
Finish these sentences.

- 1 Jay looks tall, Lance looks \_\_\_\_\_ but Kyle looks the \_\_\_\_\_.

- 2 Meena is chatty, Tom is \_\_\_\_\_ but Jess is the \_\_\_\_\_.

- 3 Veejay dug up a big potato, Denholm dug up a \_\_\_\_\_ one but Kay dug up the \_\_\_\_\_.

- 4 Aimee felt sad, Alice felt \_\_\_\_\_ but Andy felt the \_\_\_\_\_.



Write your own sentence using the words **close**, **closer** and **closest**.

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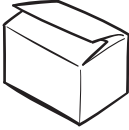
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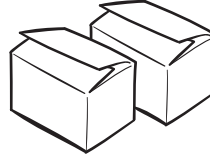
**Unit 13B**

Usually, to make a word **plural** an **s** is added to the word, but if the word ends in **s**, **x**, **ch** or **sh** you need to add **es**.

box



boxes



church



churches



**A** Write the **plural** of each word.

1 fox \_\_\_\_\_

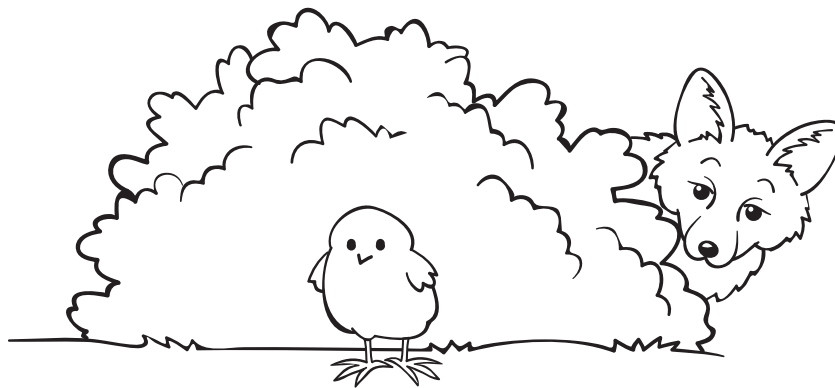
2 bush \_\_\_\_\_

3 chick \_\_\_\_\_

4 ditch \_\_\_\_\_

5 lunch \_\_\_\_\_

6 wash \_\_\_\_\_



**B** Write the **singular** of each word.

1 matches \_\_\_\_\_

2 dishes \_\_\_\_\_

3 coaches \_\_\_\_\_

4 socks \_\_\_\_\_

# Unit 14

## n't

### Unit 14

## n't

**didn't**   **mustn't**   **couldn't**   **can't**  
**isn't**   **hasn't**   **shouldn't**   **don't**  
**wasn't**   **haven't**   **wouldn't**   **won't**

**Finding words**  
Sometimes two words are put together to make one word.  
When the words are put together a letter is squeezed out!  
has + not = hasn't  
An **apostrophe** shows where the missing letter was.

Finish these word sums.  
1 did + not = \_\_\_\_\_  
2 was + not = \_\_\_\_\_  
3 must + not = \_\_\_\_\_  
4 do + not = \_\_\_\_\_  
5 has + not = \_\_\_\_\_  
6 could + not = \_\_\_\_\_

**Using words**

A Copy these words and add the missing apostrophe.  
1 isn't   2 wouldn't   3 don't  
4 haven't   5 wasn't   6 shouldn't

B Now write each word you have made in a sentence.

**Puzzle corner**

A Match the correct definition to each word.  
knowledge a feeling of quiet and calm  
peace what people know about things  
whirlwind a large African animal with a very long neck  
giraffe a wind that spins round and round

B Write your own definition for each of these words.  
1 scissors   2 leaflet   3 stopwatch

Check your definitions in a dictionary.  
Is your definition as clear as the one in the dictionary?

## Targets

- to use the apostrophe to spell shortened forms of words, e.g. don't, can't
- to use dictionaries to learn or check the spellings and definitions of words
- to write their own definitions of words, developing precision and accuracy in expression
- to use the term 'definition'

## Word list

**didn't**   **mustn't**   **couldn't**   **can't**  
**isn't**   **hasn't**   **shouldn't**   **don't**  
**wasn't**   **haven't**   **wouldn't**   **won't**

## Some other relevant words

doesn't   shan't (sha'n't)

## Relevant high-frequency words

can't   don't

could   did   do   had   has   have   must   should  
would (+ n't)

## Pupil Book answers

### Finding words

1 didn't   2 wasn't   3 mustn't   4 don't  
5 hasn't   6 couldn't

### Using words

A 1 isn't   2 wouldn't   3 don't   4 haven't  
5 wasn't   6 shouldn't

B Each of the words in A written in a sentence.

### Puzzle corner

A knowledge – what people know about things  
peace – a feeling of quiet and calm  
whirlwind – a wind that spins round and round  
giraffe – a large African animal with a very long neck

B Child's own definitions, e.g.

scissors – a device with sharp blades for cutting  
leaflet – a piece of paper/booklet containing information

stopwatch – a watch that can be stopped and started so measurements of time can be made

## Copymaster/Homework answers

### Unit 14A

The following balloons joined: must not – mustn't  
have not – haven't   is not – isn't  
cannot – can't   does not – doesn't  
would not – wouldn't   could not – couldn't

### Unit 14B

1 tangle   2 partridge   3 gargoyle   4 concoction  
5 smirk

launderette – a shop fitted with washing machines and driers where you can do your washing

forest – a large area covered thickly with trees

## Suggestions

- Most spelling mistakes associated with the words covered in this unit are because the children have put the apostrophe in the wrong place. As an aside, the word 'shan't' can be written with the use of one or two apostrophes (sha'n't), as indicated in the *Shorter Oxford English Dictionary*.
- Give the children a number of sentences with contractions missing; ask them to rewrite the sentences with the appropriate contractions.
- Find examples of contractions in the children's own reading books or class texts.
- Build a themed class dictionary (on a current project) in which the children are encouraged to write their own definitions for the words.

**Unit 14A**

Join the balloons together.

Match the words with their **contractions**.



Sometimes the first and the second word changes.  
**can** + not = **can't**  
You need to remember that usually there is only **one** apostrophe (showing the letter missing in the second word).

**cannot**

**must not**

**wouldn't**

**haven't**

**isn't**

**does not**

**can't**

**would not**

**couldn't**

**mustn't**

**have not**

**doesn't**

**is not**

**could not**

**Unit 14B**

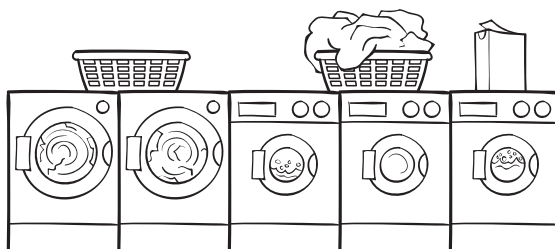
Use a dictionary to finish the word that matches the definition.

- |            |                                       |
|------------|---------------------------------------|
| 1 ta_____  | a jumbled mass of something           |
| 2 par_____ | a brown bird with a short tail        |
| 3 gar_____ | a stone decoration on an old building |
| 4 con_____ | a mixture of unusual things           |
| 5 sm_____  | an unpleasant smile                   |

Write your own definition for each of these words.

Then copy the definition of the word found in a dictionary.

**laundrette**



**forest**





# Unit 15

## silent k and w

**Unit 15**  
**silent k and w**

**Using words**  
The words in the word list each have a silent letter.  
A Write these words and circle the silent letter.

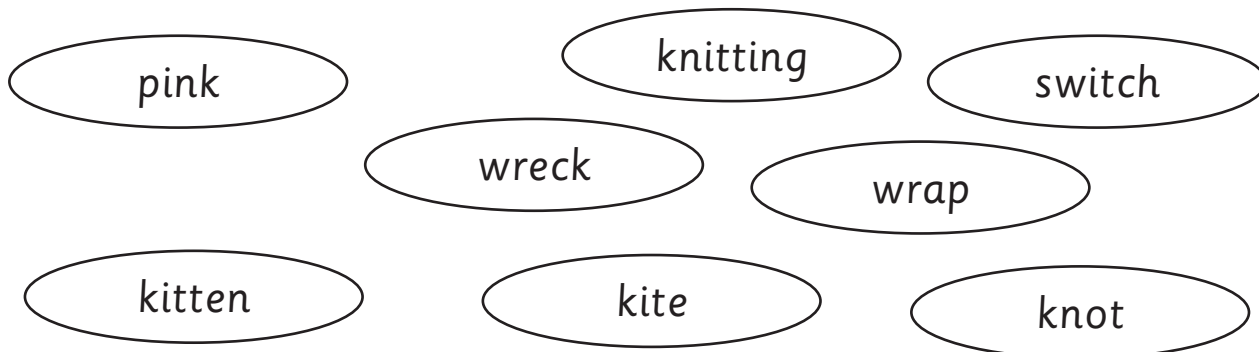
1 wrong 2 sword 3 knives 4 two  
5 answer 6 knit 7 wrote 8 knickers

**Puzzle corner**  
Add *ing* to each word.  
Look at the word.  
If the second to last letter is a single vowel, then the last letter usually needs to be doubled before adding *ing*.  
shop + *ing* = shopping

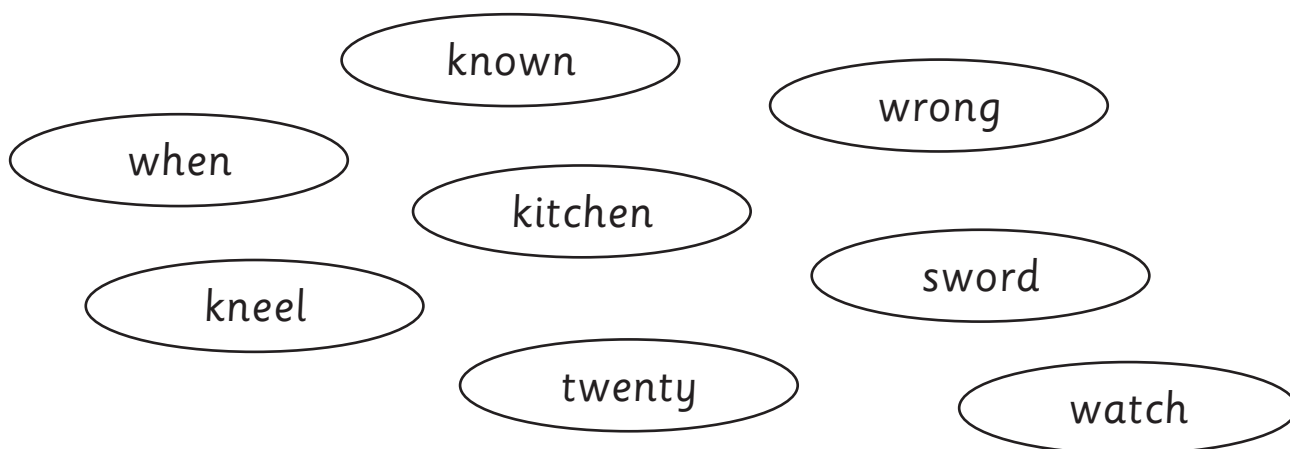
**Finding words**  
A Add *k* or *w* to finish the word in the picture.  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718

**Unit 15A**

Sort the words into the table.



Words with a <b>silent k</b>	Words with a <b>k sound</b>	Words with a <b>silent w</b>	Words with a <b>w sound</b>



Add two more words to each column.

## Unit 15B

Look at the picture.  
Write every action  
you can see.

Remember to look carefully at the word before adding **ing**.

- When **ing** is added to a word that ends in **e**, the **e** is dropped.
- If the second-to-last letter of the word is a **single vowel**, then the last letter usually needs to be **doubled** before adding **ing**.



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How many have you  
found? 6 is good, 8 is  
great but 10 is fantastic!



# Unit 16

## +ly

**Unit 16**  
**+ly**

**lovely**

**lonely**   **friendly**   **coolly**   **completely**  
**lovely**   **likely**   **really**   **immediately**  
**quickly**   **neatly**   **silently**   **separately**  
**quietly**   **stupidly**   **yearly**   **sincerely**

**Finding words**  
**A** Write the word from the word list that describes each picture.  
 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_

**B** Write two sentences, each with a **ly** word.

**Using words**  
**ly** is a suffix.  
**A suffix** is a group of letters that are added to the end of a word.  
**A suffix** helps the word 'fit' in the sentence.  
 Sam was **quickly** hit by the car.  
 Sam was **quickly** hit by the car.

Copy and change these sentences.  
 Add the **ly** suffix to the word in bold to make it 'fit'.  
 1 Ganes's dog had a **year** check at the vets.  
 2 Kate was **total** confused by the sum.  
 3 Hugh ran **quick** to the ice-cream van.  
 4 Meena **kind** gave Tuhil some sweets.  
 5 It was **like** Kylie would get a puppy for her birthday.

**Puzzle corner**  
 Put these words in **alphabetical** order.  
 All the words have the same first letter so you need to put them in alphabetical order using the second letter in each word.  
 1 light lamp lemon  
 2 river rabbit room  
 3 bucket bicycle boot  
 4 frog firework ferry

**Tip:** Write out the alphabet... it will make the Puzzle corner activity much easier.

## Targets

- to recognise and spell common suffixes and how these influence word meanings, e.g. *ly*
- to use knowledge of suffixes to generate new words from root words, e.g. proud/proudly
- to use the term 'suffix'
- to organise words or information alphabetically, using the first two letters

## Word list

**lonely**   **friendly**   **coolly**   **completely**  
**lovely**   **likely**   **really**   **immediately**  
**quickly**   **neatly**   **silently**   **separately**  
**quietly**   **stupidly**   **yearly**   **sincerely**

## Some other relevant words

accidentally actually beautifully carefully cruelly  
 eventually extremely faithfully fortunately  
 frightfully generally gratefully helpfully hopefully  
 humorously interestingly jokingly occasionally  
 peacefully playfully socially successfully tearfully  
 thoughtfully usefully wonderfully

## Relevant high-frequency words

brother just last love new night over sister  
 time

## Pupil Book answers

### Finding words

**A** 1 neatly 2 quickly 3 friendly 4 lonely  
 5 quietly 6 lovely

**B** Two sentences, each with a **ly** word.

### Using words

1 yearly 2 totally 3 quickly 4 kindly  
 5 likely

### Puzzle corner

1 lamp lemon light  
 2 rabbit river room  
 3 bicycle boot bucket  
 4 ferry firework frog

## Copymaster/Homework answers

### Unit 16A

1 cruelly 2 cheaply 3 steeply 4 weekly  
 5 softly 6 lazily 7 easily 8 funnily

### Unit 16B

Ahmed Aimee Alex Annabel  
 Jackie Jess Joseph Jude

Dictionary challenge – four words each starting with the following letters

1 fe, fo, fr, fu  
 2 sa, sh, sp, st  
 3 ba, bi, br, bu

## Suggestions

- For most words the *ly* suffix is just added. However, there are a few exceptions worth noting:
  - When a word ends in *y* change it to *i* and then add *ly*, e.g. busily. This is touched upon in Copymaster 16A.
  - When a word ends in *ble* or *ple* the *e* is dropped and *y* is added, e.g. simply.
  - When a word ends in *ic* usually *ally* is added, e.g. comically.
- Highlight with the children that sometimes more than one suffix can be added, e.g. helpfully, usefully, successfully, sinfully, playfully, tearfully, thoughtfully, wonderfully. Give the children a number of words, some where *ly* can be added and some where *ful* and *ly* can be added. The *ful* suffix is covered in more detail in Unit 17.
- The more familiar children are with the alphabet, the easier they will find second-place alphabetical ordering. Prepare an alphabet quiz including the following kinds of question: What letter is missing – m, n, \_\_, p? What letter is after t? Put these letters in alphabetical order – g, k, a, j.

**Unit 16A**

Add the suffix **ly** to each of these words.

1 cruel + ly = \_\_\_\_\_

2 cheap + ly = \_\_\_\_\_

3 steep + ly = \_\_\_\_\_

4 week + ly = \_\_\_\_\_

5 soft + ly = \_\_\_\_\_



Watch out for  
words ending in **y**!



When **ly** is added to a word ending in **y** the **y**  
needs to be changed to an **i** before **ly** is added.

busy + ly = busily

6 lazy + ly = \_\_\_\_\_

7 easy + ly = \_\_\_\_\_

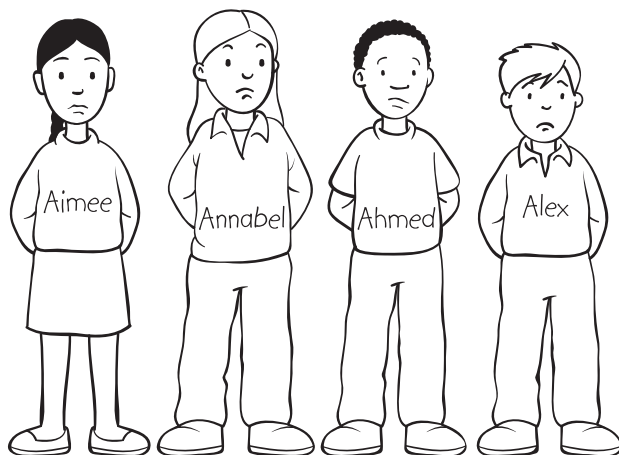
8 funny + ly = \_\_\_\_\_

**Unit 16B**

Put these names in  
**alphabetical order**.

Remember to use the **second letter** of each word.

Remember if you  
write out the  
**alphabet** it will  
help you.

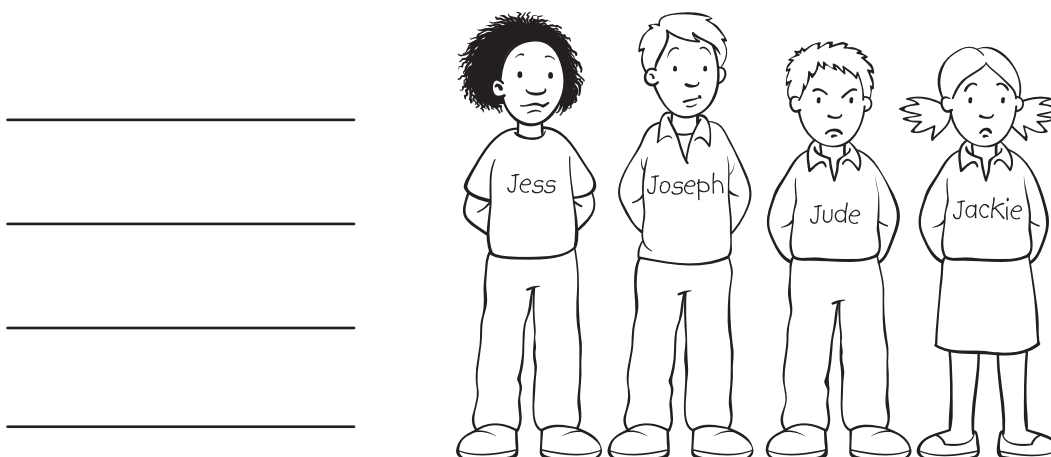



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**Dictionary challenge**

Use a dictionary to find a word beginning with each of these letters as quickly as you can.

**1** fe \_\_\_\_\_ fo \_\_\_\_\_ fr \_\_\_\_\_ fu \_\_\_\_\_

**2** sa \_\_\_\_\_ sh \_\_\_\_\_ sp \_\_\_\_\_ st \_\_\_\_\_

**3** ba \_\_\_\_\_ bi \_\_\_\_\_ br \_\_\_\_\_ bu \_\_\_\_\_



# Unit 17

## +ful

## +less

### Unit 17

**+ful** **+less**

**careful** **endless** **playful** **breathless**  
**helpful** **harmless** **hopeful** **tasteless**  
**joyful** **helpless** **peaceful** **pointless**  
**useful** **painless** **wonderful** **thoughtless**

**Finding words**

A Add **ful** or **less** to each word to match each picture.

1 use \_\_\_\_\_

2 peace \_\_\_\_\_

3 thought \_\_\_\_\_

4 hope \_\_\_\_\_

5 help \_\_\_\_\_

6 taste \_\_\_\_\_

B Write two sentences, one with a **ful** word and one with a **less** word.

**Using words**

**ful** and **less** are suffixes.  
**A suffix** is a group of letters that are added to the end of a word.

A Add **ful** and/or **less** to each of these words.  
 How many different words can you make?

help cup harm mind care shame use doubt spot

B Copy the sentence.  
 Use two of the words you have made to fill the gaps.  
 I was \_\_\_\_\_ not to spill my drink on Gran's \_\_\_\_\_ white tablecloth.

**Puzzle corner**

Write what you think each of the words in bold means?

1 Even though I followed the cake recipe, my result was **woeful**.  
 2 **Regardless** of keeping everyone waiting, Joe ate his pudding slowly.  
 3 Tom knew the grass snake was **harmless**.

Check the word in a dictionary. Were you right?

## Targets

- to recognise and spell common suffixes and how these influence word meanings, e.g. *ful*, *less*
- to use knowledge of suffixes to generate new words from root words, e.g. hope/hopeful/hopeless
- to use the term 'suffix'
- to infer the meanings of unknown words from context and generate a range of possible meanings

## Word list

careful	endless	playful	breathless
helpful	harmless	hopeful	tasteless
joyful	helpless	peaceful	pointless
useful	painless	wonderful	thoughtless

## Some other relevant words

armful bagful bashful beautiful bellyful boastful  
 cheerful colourful deceitful delightful doubtful  
 dreadful earful fearful forceful forgetful graceful  
 grateful handful hurtful joyful mournful painful  
 plentiful powerful resentful shameful spiteful  
 stressful successful thankful thoughtful truthful

ageless boundless careless cheerless cloudless  
 countless doubtless expressionless fearless  
 heartless homeless hopeless jobless luckless  
 meaningless priceless senseless shameless  
 thankless timeless tuneless worthless

## Relevant high-frequency words

help home love man time

## Pupil Book answers

### Finding words

A 1 useful 2 peaceful 3 thoughtless 4 hopeful  
 5 helpless 6 tasteless

B Two sentences, one with a **ful** word, one with a **less** word.

## Using words

A helpful helpless cupful harmful harmless  
 mindful mindless careful careless shameful  
 shameless useful useless doubtful  
 doubtless spotless

B I was careful not to spill my drink on Gran's  
 spotless, white tablecloth.

### Puzzle corner

- 1 woeful – hopeless  
 2 regardless – without thinking  
 3 harmless – will not hurt

## Copypaster/Homework answers

### Unit 17A

- 1 fearful 2 cheerful 3 powerless 4 cheerless  
 5 powerful 6 fearless 7 thoughtful  
 8 thoughtless

### Unit 17B

Child's own definition for:

canine – a dog

prominent – easily noticed

prolific – numerous, lots of

igniting – burning

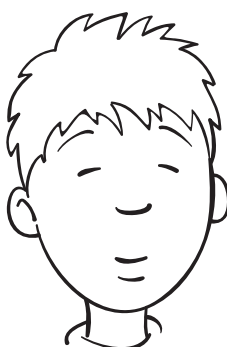
## Suggestions

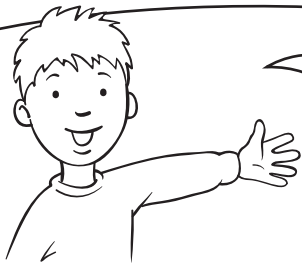
- Highlight to the children that when the word *full* is added to another word an *l* is always dropped.
- Referring to the words the children have made in the *Using words* section, ask the children to create their own sentences with gaps for the suffixed words (as in B) to try out on their friends. Share the sentences as a class.
- Give the children a single word. Ask them to write down what they think it means. Then draw a picture representing the word. Ask them to again refine their definition of the word. Finally put the word in a sentence. Ask them to finally refine their definition once more. Discuss with the children how the context of a word can often help us appreciate its meaning.



**Unit 17A**

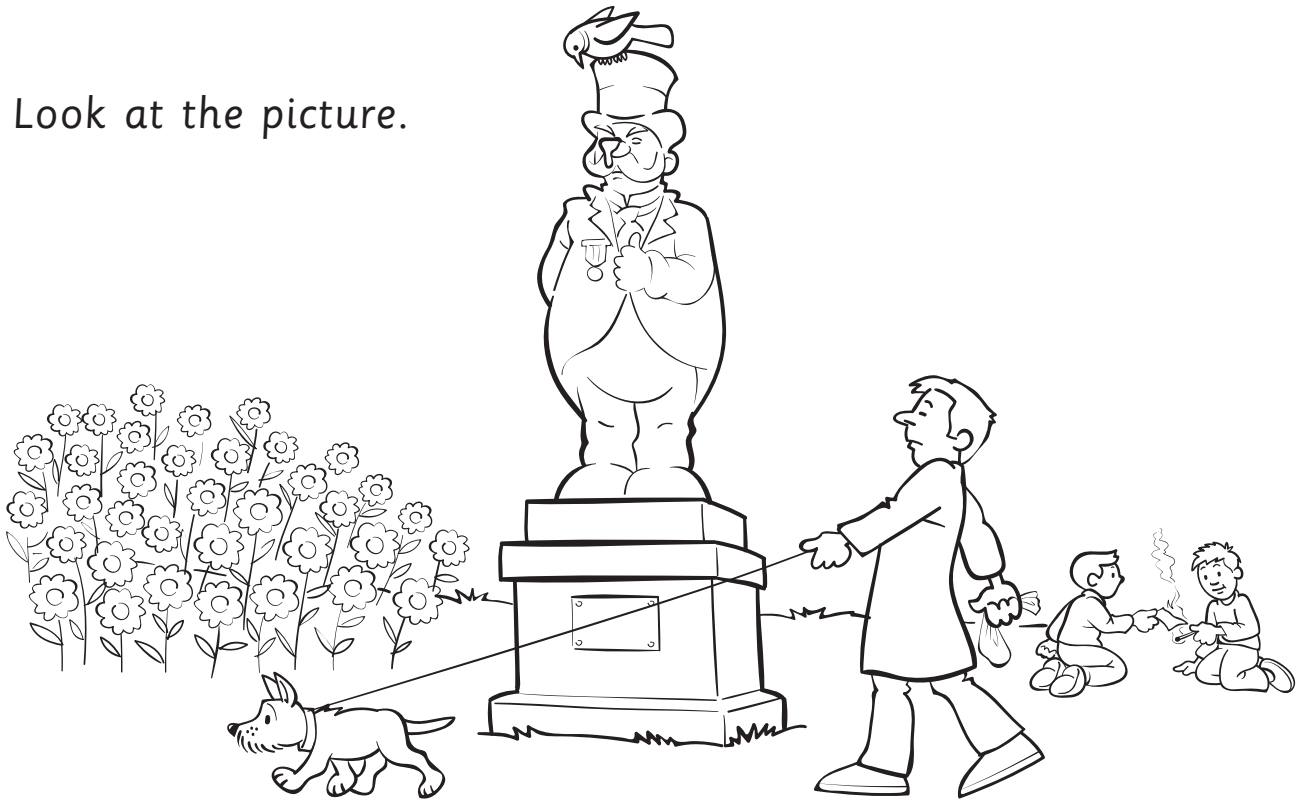
Match a word from the box with each child.

**thoughtless****cheerful****fearless****powerless****cheerless****fearful****powerful****thoughtful****1** \_\_\_\_\_**2** \_\_\_\_\_**3** \_\_\_\_\_**4** \_\_\_\_\_**5** \_\_\_\_\_**6** \_\_\_\_\_**7** \_\_\_\_\_**8** \_\_\_\_\_

**Unit 17B**

Pictures can often give you clues about what a word means.

Look at the picture.



The canine walks past a prominent statue with its owner. They are walking towards a prolific amount of flowers. In the far corner two children are igniting some paper.

Write your own definition for each of the words.

canine \_\_\_\_\_

prominent \_\_\_\_\_

prolific \_\_\_\_\_

igniting \_\_\_\_\_

Check your definitions in a dictionary. Write the correct definition if you are wrong.

# Unit 18

# plurals

## Unit 18

### flies

### foxes

### pizzas

ants  
drums  
sweets  
pizzas

circles  
rectangles  
squares  
triangles

bushes  
churches  
classes  
foxes

babies  
flies  
knives  
wives

#### Finding words

When we write a word in its plural form we often just add an s.

A List all the things in the picture that show more than one.

Can you find the sweets? Watch out, not all the words are in the word list!

Add three more plural words to your list.

#### Using words

When you make words plural there are some rules to remember...

- If a word ends in s, x, ch or sh you add es.
- If a word ends in f or fe you usually change the f or fe to a v, then add es.
- If a word ends in y with a consonant before it you change the y to an i, then add es.

Write each of these words in their plural form.

1 fly	2 calf	3 elephant	4 lady	5 class
6 fox	7 dish	8 rat	9 witch	10 knife

#### Puzzle corner

A homonym is a word with the same spelling but which has different meanings.

Copy these sentences and underline the homonyms.

- The fly stretches its wings and has a fly every morning!
- A tear came to the girl's eye when she found the tear on her new dress.
- Brian found a match while watching the match.

## Targets

- to investigate and identify basic rules for changing the spellings of nouns when s is added
- to explore homonyms, which have the same spelling but multiple meanings, and explain how the meanings can be distinguished in context

## Word lists

ants	circles	bushes	babies
drums	rectangles	churches	flies
sweets	squares	classes	knives
pizzas	triangles	foxes	wives

## Some other relevant words

bashes blushes brushes crashes eyelashes  
hairbrushes pushes rashes splashes washes  
wishes batches beaches benches branches  
peaches punches sandwiches scratches stitches  
torches watches buses gases lenses actresses  
bosses dresses glasses kisses passes princesses  
witnesses faxes indexes matchboxes sexes taxes  
waxes

abilities activities armies batteries berries bodies  
bullies butterflies cherries cities copies countries  
curries daisies dollies enemies fairies families  
ferries jellies ladies lorries nappies parties  
ponies spies stories teddies worries

believes calves dwarves leaves loaves scarves  
shelves wolves penknives

## Relevant high-frequency words

bed boy brother door girl house name night  
people school sister tree

## Pupil Book answers

### Making words

A cows drums triangles sweets cats  
puzzles books socks pillows crayons laces  
hexagons

B A further three plural words.

## Using words

1 flies 2 calves 3 elephants 4 ladies  
5 classes 6 foxes 7 dishes 8 rats 9 witches  
10 knives

## Puzzle corner

- The fly stretches its wings and has a fly every morning!
- A tear came to the girl's eye when she found the tear on her new dress.
- Brian found a match while watching the match.

## Copymaster/Homework answers

### Unit 18A

stitches glasses matchboxes valleys berries

A short story using each of the above words.

### Unit 18B

The following homonyms found in the picture:  
chest, wave, lift, palm, match.

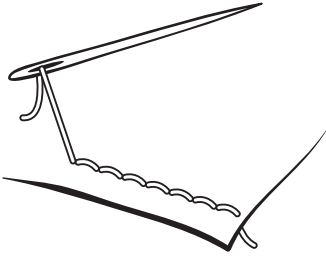
Two sentences showing the difference between the meanings of a homonym found above.

## Suggestions

- Give the children a word, ask them to change it into the plural form and then write it into a sentence.
- Challenge the children to make a labelled picture book for younger children. Ask them to choose a theme (e.g. toys, animals, food) and then on each double page write and draw the singular form on the left-hand page and the plural form on the right (e.g. a double page in a 'toy' picture book might be lorry – lorries with associated pictures).
- Give the children a list of words, including some homonyms. Ask the children to identify the homonyms. They could then write some sentences illustrating the different meanings of the homonyms.

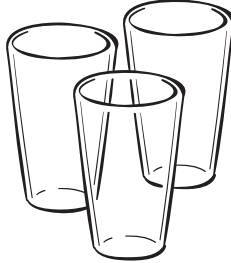
**Unit 18A**

Write each of these words as **plurals**.



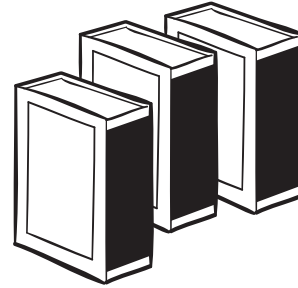
stitch

\_\_\_\_\_



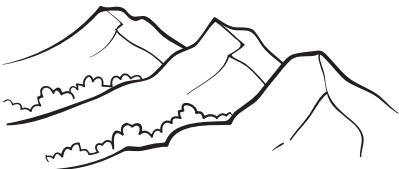
glass

\_\_\_\_\_



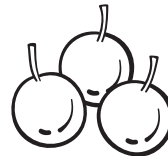
matchbox

\_\_\_\_\_



valley

\_\_\_\_\_



berry

\_\_\_\_\_

Now write a short adventure story using each of the plural words you have made.

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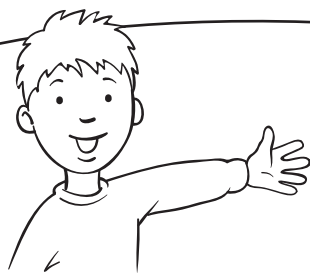
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**Unit 18B**

Remember... a **homonym** is a word with the same spelling but which has different meanings.

Look at this picture. Write all the **homonyms** you can find.



Can you find all five homonyms?






Choose one of the homonyms and write two sentences showing the different meanings of the words.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

# Unit 19

## mis

### Unit 19

## mis

**misuse**

**mis** is a prefix.  
A **prefix** is added to the front of a word to change its meaning.  
The prefix **mis** means "wrongly".

**mis**hit   **mis**hear   **mis**lead   **mis**adventure  
**mis**place   **mis**fire   **mis**match   **mis**behave  
**mis**read   **mis**lay   **mis**time   **mis**fortune  
**mis**spell   **mis**treat   **mis**use   **mis**understand

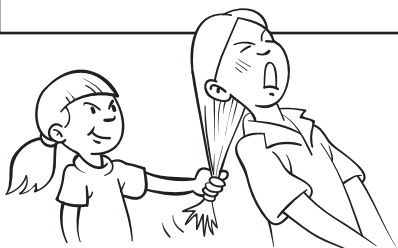
**Finding words**

**A** Add **mis** to each of the words to match the picture.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736

**Unit 19A**

Put the correct word in each sentence.

**misreads****misbehaves****mismatch****misspells****misheard**

1 Hannah's sister always \_\_\_\_\_.

2 Nazar and Joe were a \_\_\_\_\_

for the three-legged race!



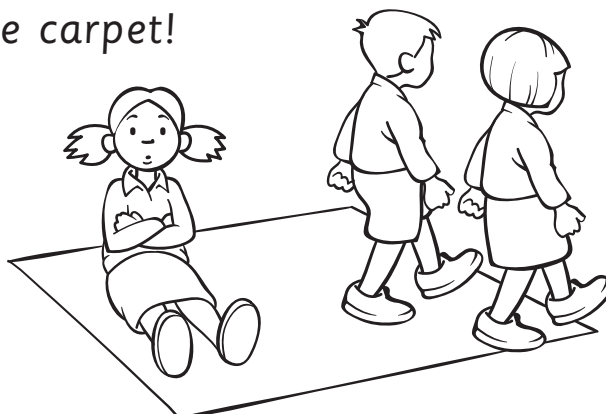
3 Mia usually \_\_\_\_\_  
the word 'separate'.

NO ENTRY



4 Kyle \_\_\_\_\_ the road sign!

5 Donna \_\_\_\_\_ her teacher and stayed  
sitting on the carpet!



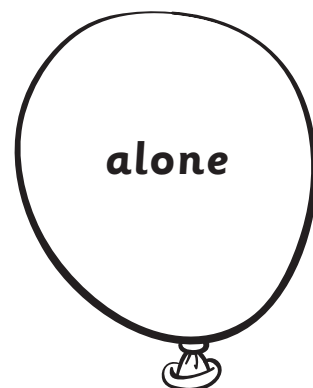
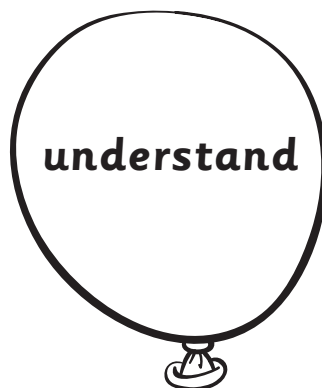
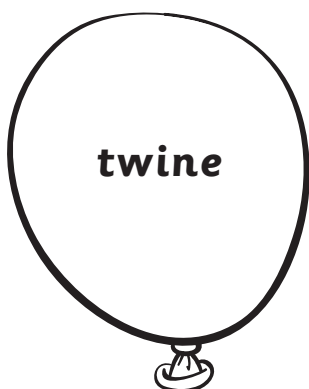
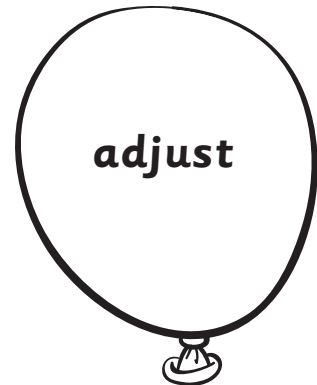
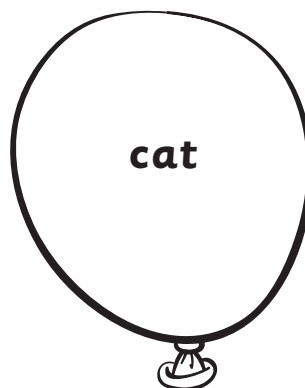


**Unit 19B**

Look at these words.

Count how many short words are in each word.

Link each word to the number that shows how many short words are in it.

**0****1****2****3****4****5****6**

# Unit 20

# qu

**Unit 20**

**qu** mosquito **queen**

**banquet**

queen squabble banquet quantity  
 quick square liquid quarrel  
 quilt squeeze mosque quarter  
 quiz squirrel mosquito question

**Finding words**  
 Look at the picture.  
 There are six things in the picture with a qu in the spelling of the word.  
 Write the six qu words in your book.

All of the words can be found in the word list.

**Using words**  
 A Match the qu word to the clue.  
 quantity squeak quit squaw  
 1 this flows out of a jug  
 2 a noise made by a mouse  
 3 the amount of something  
 4 to give up  
 5 a native North American woman  
 6 a long, high sound

B Choose three of the words and write each one in a sentence.

**Puzzle corner**  
 Match the expressions with the correct pictures.

1

2

3

4

5

6

Never mind! Watch out! Hello! Excuse me! Thanks! See you later!

## Targets

- to use independent spelling strategies, including using visual skills, e.g. recognising common letter strings and checking critical features
- to collect, investigate, classify common expressions from reading and own experience

## Word list

queen squabble banquet quantity  
 quick square liquid quarrel  
 quilt squeeze mosque quarter  
 quiz squirrel mosquito question

## Some other relevant words

quack quench quit quake quaint quite quote  
 quad quality quart quartet

squint squeak squaw squall squad squat  
 squash squalid

conquest

## Relevant high-frequency words

No relevant words.

## Pupil Book answers

### Finding words

mosque squirrel mosquito square squeeze liquid

### Using words

A 1 liquid 2 squeak 3 quantity 4 quit  
 5 squaw 6 squeal

B Three sentences, each using a word from A.

### Puzzle corner

1 Watch out! 2 Hello! 3 Thanks!  
 4 Never mind! 5 See you later! 6 Excuse me!

## Copymaster/Homework answers

### Unit 20A

1 queen 2 quiz 3 question 4 quilt

The child's own wordsearch with their six listed qu words in it.

## Unit 20B

Common expressions		
Goodbye	See you later	Bye
Sorry	Excuse me	Pardon me
Thank you	That's great	How nice

Watch out! – a warning

Good morning! – a greeting

That's lovely! – a thank you

## Suggestions

- A number of qu words contain irregular vowel phonemes and therefore can be tricky spellings for the children to learn.
- Prepare a wordsearch with qua words (see 'Some other relevant words').
- As a class collect common expressions found in the children's reading texts. Write the expressions they find under headings, e.g. 'Expressions of thanks', 'Expressions of surprise', etc.

**Unit 20A**

Remember the letter **q** always is followed by a **u**.



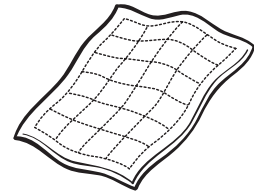
Rearrange these letters to make a **qu** word.

1 neueq \_\_\_\_\_

2 zuqi \_\_\_\_\_

3 usinoteq \_\_\_\_\_

4 ltiuq \_\_\_\_\_



Choose six words with the letters **qu** in them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

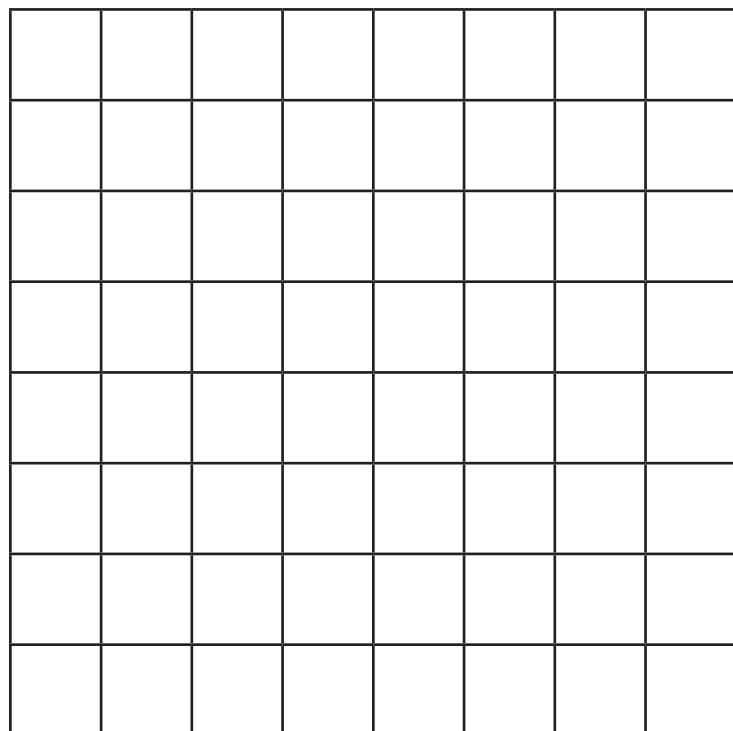
\_\_\_\_\_

\_\_\_\_\_

Now make your own wordsearch. Put the **qu** words you have chosen in the grid first, then fill in the gaps with other letters.



Try your wordsearch out on family or friends.



**Unit 20B**

Here are many common **expressions** that give the same message.



**Hello!**

**can also be...**

**Hi!**

**Good evening!**

**Good morning!**

Fill in the table with other common expressions that give the same message.

<b>Common expressions</b>		
Goodbye		
Sorry		
Thank you		

Write when you might use these expressions.

Watch out!

---



---

Good morning!

---



---

That's lovely!

---



---

# Unit 21

# apostrophe

## Unit 21

### apostrophe

**Using words**

A Finish these word sums.

- you + are =
- he + will =
- it + is =
- I + have =
- they + are =
- we + have =

B Now write each word you have made in a sentence.

**Puzzle corner**

A synonym is a word that has the same or similar meaning to another word.  
The slightly different ways we say things can be synonyms.

Look at the faces below.  
Match each face with one of the synonyms in the box.

screamed
cried
laughed
whispered
shouted

**Finding words**

Sometimes two words are put together to make one word.  
When the words are put together some letters are squeezed out!

she + will = she'll

An **apostrophe** shows where the missing letters were.

Match the two words with its **contraction**.  
Write them together in your book.

have not	he'll
he will	they'll
they have	you're
I will	didn't
did not	they've
they are	haven't
you are	I'll
they will	they're

Do you remember... words using apostrophes to show missing letters are called **contractions**!

## Targets

- to use the apostrophe to spell further contracted forms
- to collect synonyms which will be useful in writing dialogue, exploring the effects on meaning

## Word list

don't	he'll	I've	it's
didn't	I'll	they've	they're
haven't	she'll	we've	we're
shouldn't	they'll	you've	you're

## Some other relevant words

isn't wasn't hasn't couldn't wouldn't can't  
shan't won't mustn't

we'll

could've should've

## Relevant high-frequency words

can't don't

could did do had has have his her must  
our should that their there who would  
your (+ apostrophe)

## Pupil Book answers

### Finding words

have not – haven't he will – he'll  
they have – they've I will – I'll did not – didn't  
they are – they're you are – you're  
they will – they'll

### Using words

A 1 you're 2 he'll 3 it's 4 I've 5 they're  
6 we've

B Six sentences, each with a word in A.

### Puzzle corner

1 shouted 2 whispered 3 screamed 4 cried  
5 laughed

## Copypaster/Homework answers

### Unit 21A

1 isn't 2 you're 3 I'll 4 haven't  
5 they've 6 it's

Each of the above words in a sentence.

### Unit 21B

The child's own dialogue words and facial expressions to match.

## Suggestions

- Give the children some sentences where contractions have not been used. Ask them to rewrite the sentences using the appropriate contractions.
- With the children look for contractions in their reading books or specifically chosen texts.
- It is important to emphasise and demonstrate that the apostrophe is positioned where the letter(s) have been omitted. There are, however, a few awkward exceptions where letters have been left out in two places, e.g. shan't (shall not). Indeed the *Shorter Oxford English Dictionary* indicates that the latter word can be spelt with one (shan't) or two apostrophes (sha'n't).
- Look at a previous piece of work the child has written. Discuss how some of the overused words (e.g. dialogue words, 'got', 'nice', etc.) can be replaced with synonyms.
- Give the children a set of synonyms with one odd one out. Ask the children to find the odd one out. Ask them to write their own version of the activity and try it out on their friends.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 21A

Copy these words and add the missing **apostrophe**.



1 isn't \_\_\_\_\_

2 you're \_\_\_\_\_

3 I'll \_\_\_\_\_

4 haven't \_\_\_\_\_

5 they've \_\_\_\_\_

6 it's \_\_\_\_\_

Write each word you have made in a sentence.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_

**Unit 21B**

Write a different **dialogue word**  
in each of the gaps.

In the box draw a face that represents  
the dialogue word you have chosen.

1 “Quick, come here!” \_\_\_\_\_ Henry.

2 “I can’t find my dog,” \_\_\_\_\_ Faye.

3 “It’s time to go to bed,” \_\_\_\_\_ Mum.

4 “Where is my coat?” \_\_\_\_\_ Mya.

5 “Let’s go to the park,” \_\_\_\_\_ Laith.

6 “What’s the time?” \_\_\_\_\_ Dan.



# Unit 22

## non ex anti


### Unit 22


**non**  
**ex**  
**anti**


**nonstarter**  
**exhaust**  
**antifreeze**


**nonsense** **exchange** **anticlimax** **nonbeliever**  
**nonstarter** **exhaust** **anticlockwise** **nondrinker**  
**nonstick** **export** **antifreeze** **nonmember**  
**nonstop** **express** **antiseptic** **nonpayment**

**Finding words**  
Add **non**, **ex** or **anti** to each of these words.

1         stick

2         change

3         member

4         clockwise

### Using words

The letters **non**, **ex** and **anti** are prefixes.  
A **prefix** is added to the front of a word to change its meaning.  
**ex + port = export** (take 'out of port')

Prefix	Meaning
non	not
ex	out of, from
anti	against

**A** Look at the table above.  
Write a definition for each of the words.

1 nonsense

2 antiseptic

3 exchange

4 export

*A definition of a word explains its meaning.*

**B** Check the word definitions you have written in a dictionary.  
Copy the dictionary definition if it is different from yours.

**Puzzle corner**  
Choose three more words from the word list.  
Look up each word in a dictionary.  
Does it have more than one meaning?

Now draw and label three pictures of the words.  
Each picture needs to clearly show what each word means.

## Targets

- to recognise and spell the prefixes *non*, *ex*, *co*, *anti*
- to use knowledge of this prefix to generate new words from root words, and to understand how prefixes give clues to meaning
- to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings, and that this can provide a guide to spelling

## Word list

**nonsense** **exchange** **anticlimax** **nonbeliever**  
**nonstarter** **exhaust** **anticlockwise** **nondrinker**  
**nonstick** **export** **antifreeze** **nonmember**  
**nonstop** **express** **antiseptic** **nonpayment**

## Some other relevant words

noncompetitive noncompulsory nondescript nondrip  
 nonexistent nonfattening non-fiction nonplaying  
 nonpractising nonprofessional nonreturnable  
 nonscientific nonstandard nonverbal nonviolent

exclaim exclude exit expire explode extend  
 extension external

antibody anticlerical antiknock antiperspirant  
 antiseptic antistatic antitank antitrust

coeducation coefficient coequal coexist coextend  
 cohabit coincidence cooperate cooperation  
 coordinate copartner

## Relevant high-frequency words

No relevant words.

## Pupil Book answers

### Finding words

1 nonstick 2 exchange 3 nonmember  
 4 anticlockwise

### Using words

#### A Child's own definitions

- nonsense – something that doesn't make sense
- antiseptic – a liquid or cream that kills infections and germs

3 exchange – to give something up in return for something else

4 export – things sent for sale abroad

**B** Definitions checked in a dictionary.

## Puzzle corner

Three further words chosen from the word list and looked up in the dictionary. Child asked to notice if the words have more than one meaning. Pictures drawn of each word and labelled clearly.

## Copymaster/Homework answers

### Unit 22A

1 coexist 2 export 3 anticlockwise  
 4 nonvoter 5 copartner 6 cooperate

Three of the above words, each written in a sentence.

### Unit 22B

1 The joint where your finger joins your hand.  
 2 knock 3 3 4 noun 5 Qur'an

## Suggestions

- The prefix *co* is introduced in Copymaster 22A.
- After reminding the children how the prefixes *non*, *ex*, *co* and *anti* change the meanings of words, give the children some of the prefixed words and discuss as a class/group what they might mean. Refer back to Unit 17 *Puzzle corner* and 'Suggestions', where 'inferred meaning' is covered; encourage the children to use this skill if they have problems recognising the words.
- Give the children a number of prefixed words, including those prefixes covered in Units 7 and 19. Ask them to underline the root words or circle the prefix. This helps the children to focus on the different parts that can make up the word.
- Discuss with the children all the information a dictionary can provide (e.g. information about words, their origins and multiple meanings) and that this can provide a guide to spelling. Ask the children to find an interesting word in a dictionary and present that word to the rest of the group/class, detailing all information about it.

**Unit 22A**

Remember a **prefix** is added to the front of a word to change its meaning. Look at the table, I've added a new prefix!

<b>Prefix</b>	<b>Meaning</b>
non	not
ex	out of, from
anti	against
co	joint

Look at these words.

Circle the **prefix** in each word.

- |                   |                    |                        |
|-------------------|--------------------|------------------------|
| <b>1</b> coexist  | <b>2</b> export    | <b>3</b> anticlockwise |
| <b>4</b> nonvoter | <b>5</b> copartner | <b>6</b> cooperate     |

Now choose **three** of the words above and write them each in a sentence. Underline the word you have chosen.

**1** \_\_\_\_\_

\_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

**3** \_\_\_\_\_

\_\_\_\_\_

**Unit 22B**

Look at this dictionary page and answer the questions.

**knock**

- 1 (verb) to hit or bump
- 2 (verb) to tap on a door to attract people's attention

**knot**

- 1 (noun) the part where two ends have been tied together
- 2 (verb) to fasten something by tying it
- 3 (noun) a unit of measurement used for the speed of boats and planes

**knuckle**

(noun) the joint where your finger joins your hands

**koala**

(noun) a small, furry animal that lives in Australia and sleeps in trees

**Koran or Qur'an**

(noun) the sacred book of the Islamic religion

- 1 What is a knuckle? \_\_\_\_\_  
\_\_\_\_\_
- 2 Which word comes before knot? \_\_\_\_\_
- 3 How many different definitions are there for knot? \_\_\_\_\_
- 4 What part of speech is a koala? \_\_\_\_\_
- 5 What other way can Koran be written? \_\_\_\_\_

# **Pupil Assessments**

**Assessment notes and answers**

**Book 3 Pupil Assessment A**

**Book 3 Pupil Assessment B**

# Assessment notes and answers

## Notes

- There are two assessments: Pupil Assessment A covering Units 1–11 and Pupil Assessment B covering Units 12–22 from the *Pupil Book*.
- Each question represents the spelling focus of a unit.
- The questions the pupil struggles with represent the spelling focus the child needs further work on.
- It is suggested the child does the assessment in a relatively quiet environment.
- Ensure the pupils can read the questions before commencing the Assessment activity.

## Answers

### Pupil Assessment A

- 1 match
- 2 weak, heave or heavy week
- 3 e.g. lie tie
- 4 road snow
- 5 duck
- 6 handle
- 7 disobey untidy
- 8 stair stare (stere)
- 9 e.g. claw straw
- 10 butter skirt church
- 11 rebuild defrost preschool

### Pupil Assessment B

- 1 dirty muddy
- 2 Dan was funny, Jake was funnier but Kyle was the funniest.
- 3 hasn't mustn't
- 4 wrap sword knock
- 5 frriendly completely likely
- 6 harmless harmful helpless helpful pointless
- 7 wives babies
- 8 misunderstand misspelt
- 9 Three words, each with the letters **qu**.
- 10 she'll they're
- 11 A word with each of the suffixes **non**, **anti** and **ex**.

**Pupil Assessment A**

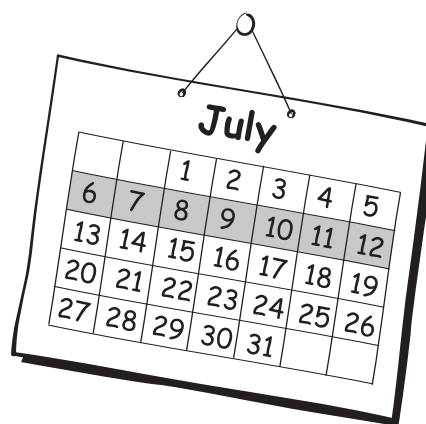
- 1 All these words have a similar sound apart from one.  
Circle the odd one out.

**snake****tray****match****pain**

- 2 Write an **ee** and **ea** word to match each picture



\_\_\_\_\_



\_\_\_\_\_

- 3 Write two **ie** words that rhyme with **cry**.

\_\_\_\_\_

\_\_\_\_\_

- 4 Circle the letters in these words that make the **o** sound  
as in **nose**.

**road****snow**

- 5 All these words have a similar sound apart from one.  
Circle the odd one out.

**spoon****chew****duck****prune****glue**

**Pupil Assessment A**

**6** Find a **le** word to answer the clue.

Clue: This opens doors. \_\_\_\_\_

**7** Add **un** or **dis** to each of these words.

\_\_\_\_\_ **obey**

\_\_\_\_\_ **tidy**

**8** Add **air**, **are**, **ear** or **ere** to make two words.

**st**\_\_\_\_\_

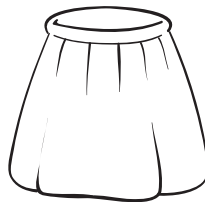
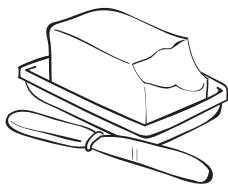
**st**\_\_\_\_\_

**9** Write two **aw** words that rhyme with **snore**.

\_\_\_\_\_

\_\_\_\_\_

**10** Look at the pictures. Find an **er**, an **ir** and an **ur** word that each have a similar sound.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**11** Underline the prefix in each of these words.

**rebuild**

**defrost**

**preschool**



**Pupil Assessment B**

1 Add **y** to each of these words.

**dirt** + **y** = \_\_\_\_\_ **mud** + **y** = \_\_\_\_\_

2 Complete this sentence by adding **er** and **est** to the word in bold.

Dan was **funny**, Jake was \_\_\_\_\_ but Kyle was the \_\_\_\_\_.

3 Rewrite each word, adding the missing apostrophe.

**hasnt** \_\_\_\_\_ **mustnt** \_\_\_\_\_

4 Circle the silent letter in each of these words.

**wrap**

**sword**

**knock**

5 Underline the suffix in each of these words.

**friendly**

**completely**

**likely**



**Pupil Assessment B**

**6** How many different words can you make by adding the suffixes **less** and **ful** to these words.

**harm****help****point**

\_\_\_\_\_

**7** Write the **plural** of each of these words.

**wife**

\_\_\_\_\_

**baby**

\_\_\_\_\_

**8** Finish the word sum.

**mis + understand =** \_\_\_\_\_**mis + spelt =** \_\_\_\_\_

**9** Write three words which include the letters **qu**.

\_\_\_\_\_

**10** Write these two words as one word with an apostrophe.

she will \_\_\_\_\_ they are \_\_\_\_\_

**11** Write three words with the suffix **non**, **anti** and **ex**.

**non**\_\_\_\_\_ **anti**\_\_\_\_\_ **ex**\_\_\_\_\_

# **Look Cover Say Write Check**

**Unit word lists**

**High-frequency (HF)  
word lists**

**Look Cover Say Write Check  
copymaster**

# Look Cover Say Write Check

## Unit word lists

The following lists of words from each unit are designed to be photocopied. If required they can be stuck to the photocopiable sheet on page 96 and used as the spelling homework for the week. The words can be split according to the ability of the child, e.g. one child might take home all sixteen spellings while another may take just eight.

## High-frequency words

It is important that the children are very familiar with the high-frequency words. It is crucial they learn to spell them as soon as they are able. As well as having various exercises throughout the scheme we have also included them as lists of spelling/homework words. The words have been listed in groups of six, as logically as possible.

We haven't included in the list colour, month, day and number words as classrooms tend to cover these thoroughly. However, they can be found in exercises throughout the *Pupil Books*.

**Unit word lists**

Unit 1	Unit 2	Unit 3	Unit 4
lake	seed	die	nose
flake	weed	lie	rose
lame	bleed	pie	bone
flame	speed	tie	phone
raid	beak	hide	load
afraid	leak	bride	road
rain	weak	time	soak
drain	speak	slime	croak
ray	sheet	cry	blow
spray	sleet	shy	snow
way	street	spy	throw
sway	sweet	style	yellow
train	cream	high	throat
sprain	dream	light	smoke
shame	scream	bright	slow
display	stream	flight	

lake  
flake  
lame  
flame  
raid  
afraid  
rain  
drain  
ray  
spray  
way  
sway  
train  
sprain  
shame  
display

Spelling Book 3 • Unit 1

Learning how to spell words is very important. Use the table below to help.

Name: \_\_\_\_\_

Word to learn	Cover the word. Say the word.	Cover the word. Write the word. Have you spelt it right?	Cover the word. Write the word. Have you spelt it right?
lake			
flake			
lame			
flame			
raid			
afraid			
rain			
drain			
ray			
spray			
way			
sway			
train			
sprain			
shame			
display			

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## Unit word lists

Unit 1	Unit 2	Unit 3	Unit 4
lake	seed	die	nose
flake	weed	lie	rose
lame	bleed	pie	bone
flame	speed	tie	phone
raid	beak	hide	load
afraid	leak	bride	road
rain	weak	time	soak
drain	speak	slime	croak
ray	sheet	cry	blow
spray	sleet	shy	snow
way	street	spy	throw
sway	sweet	style	yellow
train	cream	high	throat
sprain	dream	light	smoke
shame	scream	bright	stroke
display	stream	flight	tomorrow

## Unit word lists

Unit 5	Unit 6	Unit 7	Unit 8
food	angle	unable	chair
pool	tangle	uncover	hair
spoon	jungle	unborn	fair
tooth	single	undress	dairy
dew	bustle	disagree	care
chew	rustle	dislike	glare
screw	hustle	disobey	share
shrew	thistle	distrust	stare
tube	bundle	uneasy	bear
flute	candle	unhappy	pear
prune	handle	unkind	wear
costume	dwindle	untidy	swear
blue	bramble	disappear	there
glue	scramble	discomfort	where
rescue	grumble	disconnect	downstairs
statue	stumble	dishonest	upstairs

## Unit word lists

Unit 9	Unit 10	Unit 11	Unit 12
born	after	decode	dirty
fork	butter	defrost	dusty
torch	paper	demist	lucky
stork	sister	derail	messy
core	dirt	reappear	cloudy
more	first	rebuild	rainy
snore	shirt	repaint	stormy
shore	third	restart	windy
crawl	burn	prearrange	giggly
lawn	purple	prepacked	juicy
draw	nurse	preschool	lazy
straw	church	preview	tasty
autumn	computer	detour	foggy
because	flower	revisit	muddy
caught	monster	reseal	spotty
naughty	winter	prehistoric	sunny



## Unit word lists

Unit 13	Unit 14	Unit 15	Unit 16
colder	didn't	knee	lonely
shorter	isn't	kneel	lovely
sweeter	wasn't	knot	quickly
taller		know	quietly
coldest	mustn't	wrap	friendly
shortest	hasn't	wren	likely
sweetest	haven't	wrist	neatly
tallest		write	stupidly
fitter	couldn't	knife	coolly
funnier	shouldn't	knight	really
hotter	wouldn't	knock	silently
messier		knuckle	yearly
fittest	can't	whole	completely
funniest	don't	wreckage	immediately
hottest	won't	wriggle	separately
messiest		wring	sincerely

## Unit word lists

Unit 17	Unit 18	Unit 19	Unit 20
careful	ants	mishit	queen
helpful	drums	misplace	quick
joyful	sweets	misread	quilt
useful	pizzas	misspell	quiz
endless	circles	mishear	squabble
harmless	rectangles	misfire	square
helpless	squares	mislay	squeeze
painless	triangles	mistreat	squirrel
playful	bushes	mislead	banquet
hopeful	churches	mismatch	liquid
peaceful	classes	mistime	mosque
wonderful	foxes	misuse	mosquito
breathless	babies	misadventure	quantity
tasteless	flies	misbehave	quarrel
pointless	knives	misfortune	quarter
thoughtless	wives	misunderstand	question

## Unit word lists

Unit 21	Unit 22
don't	nonsense
didn't	nonstarter
haven't	nonstick
shouldn't	nonstop
he'll	exchange
I'll	exhaust
she'll	export
they'll	express
I've	anticlimax
they've	anticlockwise
we've	antifreeze
you've	antiseptic
it's	nonbeliever
they're	nondrinker
we're	nonmember
you're	nonpayment

# High-frequency (HF) word lists

<b>HF Words 1</b>	<b>HF Words 4</b>	<b>HF Words 7</b>	<b>HF Words 10</b>
an	but	another	may
as	jump	brother	way
had	just	been	time
has	must	seen	live
man	much	three	by
ran	us	tree	night

<b>HF Words 2</b>	<b>HF Words 5</b>	<b>HF Words 8</b>	<b>HF Words 11</b>
bed	ball	first	home
red	call	just	over
help	will	last	good
next	pull	must	new
got	push	sister	there
not	should	our	too

<b>HF Words 3</b>	<b>HF Words 6</b>	<b>HF Words 9</b>	<b>HF Words 12</b>
did	than	again	back
dig	that	came	put
his	their	name	pull
if	them	made	took
will	then	make	boy
with	these	take	from

# High-frequency (HF) word lists

<b>HF Words 13</b>	<b>HF Words 15</b>	<b>HF Words 17</b>	<b>HF Words 19</b>
now	what	would	people
down	when	could	little
how	where	do	laugh
out	school	don't	love
about	first	can't	many
house	girl	some	your

<b>HF Words 14</b>	<b>HF Words 16</b>	<b>HF Words 18</b>	<b>HF Words 20</b>
water	door	be	half
after	more	here	have
her	or	him	old
over	saw	so	once
one	because	off	very
two	want	who	were



Learning how to  
spell words is very  
important.  
Use the table  
below to help.

Name: \_\_\_\_\_

Word to learn	Cover the word. Say the word.	Cover the word. Write the word. Have you spelt it right?	Cover the word. Write the word. Have you spelt it right?