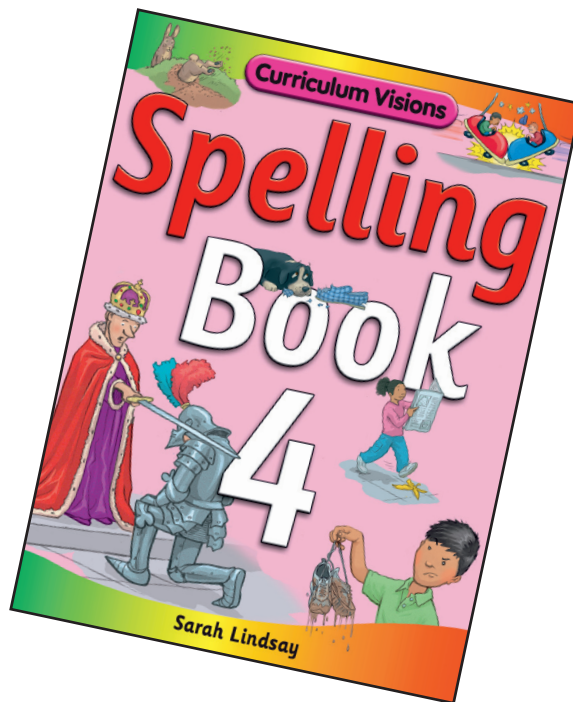


Curriculum Visions

# Spelling



## Teacher's Resource Book

# 4

Sarah Lindsay

# Curriculum Visions

## Spelling

Atlantic Europe Publishing Company Ltd

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Curriculum Visions Spelling

Teacher's Resource Book 4

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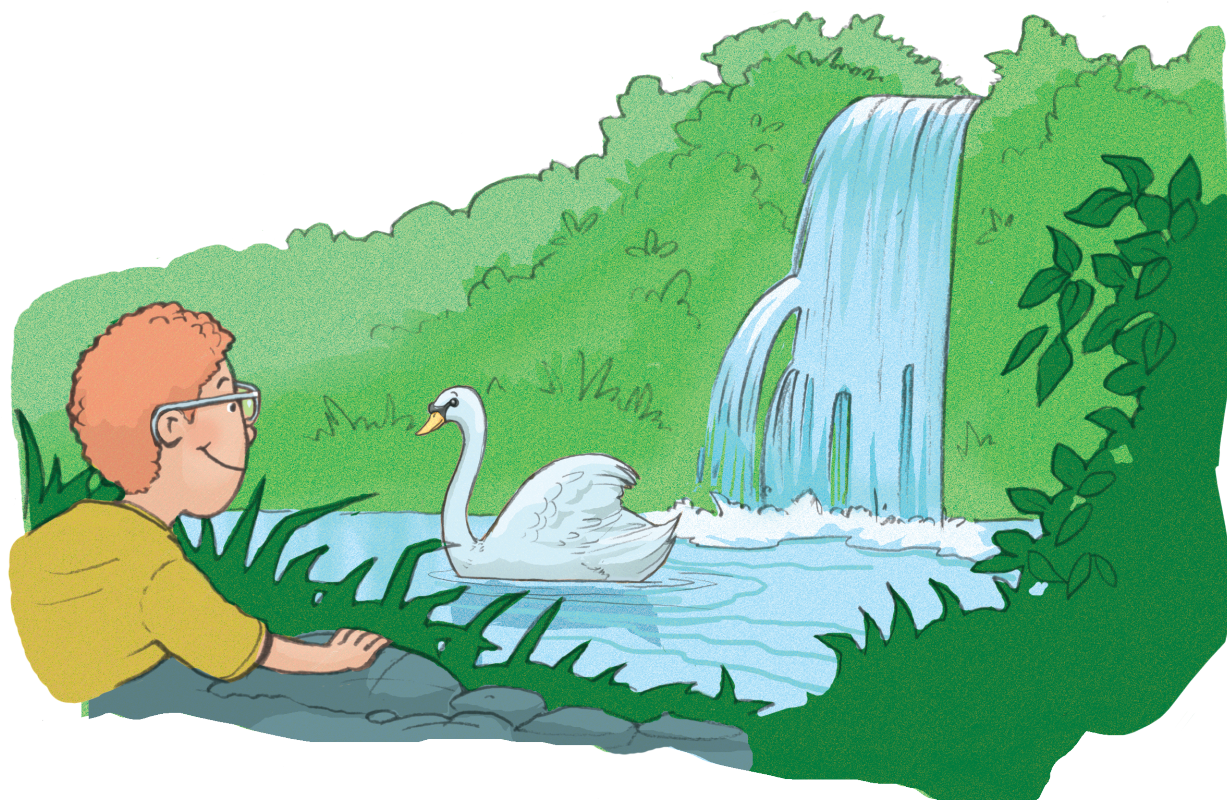
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# An Introduction to *Curriculum Visions Spelling*

## 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.

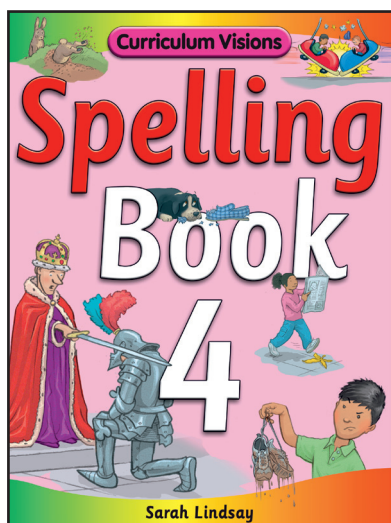
The instructional language is clear, direct and carefully tailored to the needs of pupils at each level and age group. The activities are gently differentiated in difficulty and will help build pupils' confidence and reinforce their spelling knowledge, skills and competence.

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



You will find me throughout the units. I am used to lighten the content for the child whilst also acting as a teaching tool! I remind the children of previously covered themes or teaching points.



### 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.

#### Unit 2

**er**

dancer

butter

butter	butcher	computer	altogether
gutter	dancer	discover	character
letter	farmer	shoulder	laughter
litter	singer	weather	surrender

#### Finding words

A Look at the pictures. Find the word in the word list and copy it.

B Choose four of the words you have written and write a word that rhymes with each one.

If I was you I would find a word to rhyme with numbers 1, 3, 4 and 5. Miss out 2 and 6!

#### Using words

A Each of these pictures shows someone doing a job. Write the job each of them is doing. Use the words in the box to help.

soldier plumber builder teacher gardener singer

B Write five more jobs that end in **er**.

#### Puzzle corner

Homophones are words that sound the same but have different spellings.

one won

Find the homophone pairs on the puzzle pieces. Write the pairs you have found.

### 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 beyond the words found in the *Word list* for answers.

### 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/medium-frequency words

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

## 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.

## Suggestions

A few extension activities have been suggested and/or background information provided.



## 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 medium-frequency words with which the children should become familiar as quickly as possible.

# 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



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

# Book 4 targets


Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 1	less ness	<ul style="list-style-type: none"> <li>to recognise and spell the suffixes <i>less</i> and <i>ness</i></li> </ul>	misspelt words	<ul style="list-style-type: none"> <li>to identify misspelt words</li> <li>to identify misspelt words in own writing; to keep individual lists and learn to spell them</li> </ul>
Unit 2	er	<ul style="list-style-type: none"> <li>to use independent spelling strategies, including: sounding out and spelling using phonemes; using visual skills; building from other words with similar patterns and meanings</li> </ul>	homophones	<ul style="list-style-type: none"> <li>to distinguish between the spelling and meanings of common homophones</li> </ul>
Unit 3	al	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>al</i></li> </ul>	definitions	<ul style="list-style-type: none"> <li>to define familiar vocabulary in their own words, using alternative phrases or expressions</li> </ul>
Unit 4	ment	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>ment</i></li> </ul>	high-frequency words	<ul style="list-style-type: none"> <li>recalling, reading and spelling of high-frequency words previously covered</li> </ul>
Unit 5	verb + s ed ing	<ul style="list-style-type: none"> <li>to spell regular verb endings <i>s</i>, <i>ed</i>, <i>ing</i></li> </ul>	irregular tense changes	<ul style="list-style-type: none"> <li>to spell irregular tense changes, e.g. <i>go/went can/could</i></li> </ul>
Unit 6	hood ship	<ul style="list-style-type: none"> <li>to recognise and spell the suffixes <i>hood</i>, <i>ship</i></li> </ul>	alphabetical order (third place)	<ul style="list-style-type: none"> <li>to use third-place letters to locate and sequence words in alphabetical order</li> </ul>
Unit 7	on en	<ul style="list-style-type: none"> <li>to use independent spelling strategies, including: sounding out and spelling using phonemes; using visual skills; building from other words with similar patterns and meanings</li> </ul>	making verbs	<ul style="list-style-type: none"> <li>investigate spelling patterns and generate rules to govern patterns that show how nouns and adjectives can be made into verbs when a suffix is added</li> </ul>
Unit 8	double letters	<ul style="list-style-type: none"> <li>to spell two-syllable words containing double consonants</li> </ul>	changing vocabulary	<ul style="list-style-type: none"> <li>to understand that vocabulary changes over time</li> </ul>
Unit 9	ic	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>ic</i></li> <li>to explore how the <i>ic</i> suffix can be added to nouns to make adjectives</li> </ul>	alternative words	<ul style="list-style-type: none"> <li>to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. <i>got</i>, <i>nice</i></li> </ul>
Unit 10	un re non dis	<ul style="list-style-type: none"> <li>revise and reinforce earlier work on prefixes</li> </ul>	gender words	<ul style="list-style-type: none"> <li>to explore and discuss the implications of words which imply gender, including the <i>ess</i> suffix</li> </ul>

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 11	words ending in <i>f</i>	<ul style="list-style-type: none"> <li>to investigate what happens to words ending in <i>f</i> when suffixes are added</li> </ul>	definitions	<ul style="list-style-type: none"> <li>to define familiar words but within varying constraints, e.g. in four words, then three words, then two, and consider how to arrive at the best use of words for different purposes</li> </ul>
Unit 12	ight	<ul style="list-style-type: none"> <li>to spell words with the common ending <i>ight</i></li> </ul>	alphabetical order (fourth place)	<ul style="list-style-type: none"> <li>to use fourth-place letters to locate and sequence words in alphabetical order</li> </ul>
Unit 13	ory ery ary	<ul style="list-style-type: none"> <li>to spell words with the common endings <i>ory</i>, <i>ery</i>, <i>ary</i></li> </ul>	making adjectives	<ul style="list-style-type: none"> <li>to explore a range of suffixes that can be added to nouns and verbs to make adjectives</li> </ul>
Unit 14	ough	<ul style="list-style-type: none"> <li>to spell words with common letter strings but different pronunciations</li> </ul>	medium-frequency words	<ul style="list-style-type: none"> <li>to read and spell accurately medium-frequency words</li> <li>to identify misspelt words</li> </ul>
Unit 15	able	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>able</i></li> </ul>	compound words	<ul style="list-style-type: none"> <li>to investigate compound words and recognise that they can aid spelling even when pronunciation obscures it, e.g. cupboard</li> </ul>
Unit 16	ible	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>ible</i></li> </ul>	diminutives	<ul style="list-style-type: none"> <li>to understand how diminutives are formed</li> </ul>
Unit 17	ive	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>ive</i></li> </ul>	prefixes	<ul style="list-style-type: none"> <li>to practise extending and compounding words through adding parts; revise and reinforce earlier work on prefixes; investigate links between meaning and spelling</li> </ul>
Unit 18	ie ei	<ul style="list-style-type: none"> <li>to use independent spelling strategies, including: sounding out and spelling using phonemes; using visual skills; building from other words with similar patterns and meanings</li> </ul>	misspelt words	<ul style="list-style-type: none"> <li>to identify misspelt words</li> <li>to read and spell accurately medium-frequency words</li> <li>to identify misspelt words in own writing; to keep individual lists and learn to spell them</li> </ul>
Unit 19	tion	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>tion</i></li> </ul>	its and it's	<ul style="list-style-type: none"> <li>to distinguish the two forms: 'its' (possessive) and 'it's' (contraction) and to use these accurately in writing</li> </ul>

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 20	sion	<ul style="list-style-type: none"> <li>to recognise and spell the suffix <i>sion</i></li> </ul>	homophones	<ul style="list-style-type: none"> <li>to distinguish between the spelling and meanings of common homophones, e.g. <i>their, there, they're</i></li> </ul>
Unit 21	wa	<ul style="list-style-type: none"> <li>to explore the occurrence of <i>wa</i> within words</li> </ul>	suffixes	<ul style="list-style-type: none"> <li>to practise extending and compounding words through adding parts; revise and reinforce earlier work on suffixes; investigate links between meaning and spelling</li> </ul>
Unit 22	ss	<ul style="list-style-type: none"> <li>to explore the occurrence of <i>ss</i> within words</li> </ul>	root words	<ul style="list-style-type: none"> <li>to collect/classify words with common roots, e.g. phone, telephone, microphone; investigate origins and meanings</li> </ul>







# **Unit notes, answers and copymasters**

**Units 1–22**

# Unit 1

# less

# ness

### Unit 1

## less

## ness

thoughtless

darkness

**Using words**

When you add a suffix to a word watch out for words ending in y!

If the y sounds like ee in see, you need to change the y to an i and then add the suffix.

**A** Add *ness* to these words ending in y.

1 cheeky	2 greedy	3 lazy
4 tidy	5 empty	6 lovely

**B** Write a short passage describing something that happened one playtime. Your passage must include three of the words in the box.

breathless    thoughtless  
careless    happiness    silliness

**Finding words**

**A** Add *less* or *ness* to each of the words.

1  dark	2  fit	3  price
4  home	5  weak	6  care

**B** Write a sentence describing the labelled picture at the top of the page.

**Puzzle corner**

Spot the correct spelling! Copy the word that is spelled correctly.

1 somethink	something	something
2 stoppped	stoped	stopppd
3 different	diffrent	different
4 suddnly	suddenly	suddly
5 thought	thought	thought

If you are stuck in a word, check it in a dictionary.

## Targets

- to recognise and spell the suffixes *less* and *ness*
- to identify misspelt words
- to identify misspelt words in own writing; to keep individual lists and learn to spell them (Copymaster 1B)

## Word list

careless    darkness    defenceless    craziness  
homeless    fitness    meaningless    dizziness  
priceless    stillness    senseless    emptiness  
worthless    weakness    thoughtless    loneliness

## Some other relevant words

ageless boundless breathless cheerless cloudless  
countless doubtless endless expressionless  
fearless harmless heartless helpless hopeless  
jobless luckless painless pointless restless  
ruthless shameless tasteless thankless timeless  
toothless tuneless useless

awareness awfulness awkwardness bitterness  
brightness calmness coldness deafness drabness  
eagerness fondness freshness fullness gladness  
greatness harshness joyfulness kindness lameness  
loudness madness meanness mildness newness  
numbness openness sadness shyness slowness  
softness wetness

cheekiness emptiness fogginess greediness  
haziness laziness loveliness silliness tidiness  
ugliness waviness

harmlessness ruthlessness

## Relevant high/medium-frequency words

back good home time help love  
together (+ suffix)

## Pupil Book answers

### Finding words

**A** 1 darkness 2 fitness 3 priceless  
4 homeless 5 weakness 6 careless

**B** A sentence including the words 'thoughtless' and 'darkness', describing the picture at the beginning of the unit.

## Using words

**A** 1 cheekiness 2 greediness 3 laziness  
4 tidiness 5 emptiness 6 loveliness

**B** A short passage describing something that happened one playtime. It must include three of the following words: breathless thoughtless careless happiness silliness.

## Puzzle corner

1 something 2 stopped 3 different 4 suddenly  
5 thought

## Copymaster/Homework answers

### Unit 1A

**A** 1 calmness 2 helpless 3 breathless  
4 openness

**B** harmless – unlikely to cause damage  
quietness – no sound  
toothless – having no teeth  
worthless – having no value or use  
sadness – a feeling of unhappiness  
senseless – not showing awareness  
softness – not hard or firm  
meaningless – without meaning

### Unit 1B

A table for the children to fill in, helping them identify the spellings they have problems with.

## Suggestions

- Note the suffix *less* is previously covered in Book 3, Unit 17.
- If you add *ness* to an adjective it makes a noun, e.g. happy happiness.
- Misspelt words are also covered in Unit 18.
- Copymaster 1B can either be done in partnership with the teacher or, if the children are capable, by themselves.
- 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 1A**

**A** Add **less** or **ness** to each of these words.

1 calm \_\_\_\_\_

2 help \_\_\_\_\_

3 breath \_\_\_\_\_

4 open \_\_\_\_\_

**B** Draw a line between the **less** and **ness** words and their definitions.

**harmless**

not hard or firm

**quietness**

a feeling of unhappiness

**toothless**

not showing awareness

**worthless**

unlikely to cause damage

**sadness**

no sound

**senseless**

without meaning

**softness**

having no teeth

**meaningless**

having no value or use

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

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

## Unit 1B

Write in this table ten words you often spell incorrectly.  
Practise spelling the words as often as you can.  
Cover the columns you have already written in each time.  
Finally test yourself.

Word	Check 1	Check 2	Check 3	Final Test



When you can spell them all correctly give yourself a treat!



# Unit 2

## er

**Unit 2**  
**er**

**dancer**  
**butter**

butter butcher computer altogether  
gutter dancer discover character  
letter farmer shoulder laughter  
litter singer weather surrender

**Finding words**  
A Look at the pictures.  
Find the word in the word list and copy it.

1 2 3  
4 5 6

B Choose four of the words you have written and write a word that rhymes with each one.

**Using words**  
A Each of these pictures shows someone doing a job.  
Write the job each of them is doing.  
Use the words in the box to help.

soldier plumber builder teacher gardener singer

1 2 3 4 5 6

B Write five more jobs that end in **er**.

**Puzzle corner**  
Homophones are words that sound the same but have different spellings.  
one won  
Find the homophone pairs on the puzzle pieces.  
Write the pairs you have found.

bough bowed new piece past  
bored daze days board  
knew here peace hear passed

6 7

## Targets

- to use independent spelling strategies, including: sounding out and spelling using phonemes; using visual skills; building from other words with similar patterns and meanings
- to distinguish between the spelling and meanings of common homophones

## Word list

butter	butcher	computer	altogether
gutter	dancer	discover	character
letter	farmer	shoulder	laughter
litter	singer	weather	surrender

## Some other relevant words

better fitter hitter potter sitter

baker banker bowler bricklayer builder  
carpenter courier designer dressmaker driver  
fighter gardener grocer hairdresser hurdler  
joiner lawyer manager organiser painter  
performer photographer plasterer plumber  
printer publisher rider roofer runner seller  
slimmer soldier swimmer teacher tiler walker  
worker

conquer daughter deliver hammer miser summer  
whether winner

chopper clipper hopper slipper shopper stopper  
supper zipper

## Relevant high/medium-frequency words

after another her water over September  
October November December

brother father sister together paper mother  
number never other every different

## Pupil Book answers

### Finding words

A 1 letter 2 computer 3 shoulder 4 weather  
5 litter 6 laughter

B Rhyming words with A1, 3, 4 and 5 –  
e.g. better, boulder, feather, bitter

## Using words

A 1 plumber 2 teacher 3 singer 4 gardener  
5 builder 6 soldier

B The child's list of a further five jobs ending in **er**.

## Puzzle corner

piece – peace here – hear passed – past  
days – daze new – knew bored – board  
bow – bough

## Copymaster/Homework answers

### Unit 2A

A Children to underline the **er** letter pattern in the following words: 1 germ 2 stern 3 herb  
4 nerve; then write a rhyming word for each, e.g. perm, fern, kerb, serve.

B everything everywhere everyone

### Unit 2B

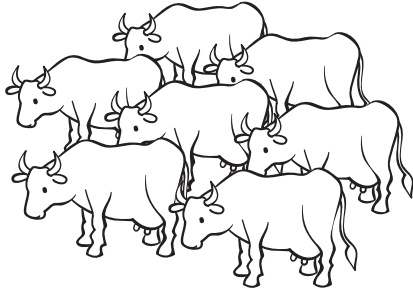
1 blew blue 2 arc ark 3 flower flour  
4 boy buoy 5 guessed guest  
6 threw through

## Suggestions

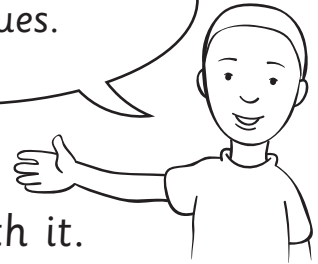
- Children rarely find the **er** grapheme a problem to distinguish. However, it is worth noting that the medial **er** and the final **er** have different vowel sounds, the final **er** being a schwa vowel (sounding more like a grunt).
- Challenge the children to find as many words as they can with a double letter and ending in **er**. Ask them to group the words according to their double letters. (Further work on double letters can be found in Unit 8.)
- Homophones are covered further in Unit 20.
- Compare homonyms (previously covered in Book 3 Unit 18) which are both spelt and sound the same.
- In a given amount of time, challenge the children to write as many homophones as they can.

**Unit 2A**

Sometimes the letters **er** appear in the middle of a word.

**herd**

The pictures will give you some clues.



**A** Underline the **er** letter pattern in each of these words, then write a word that rhymes with it.

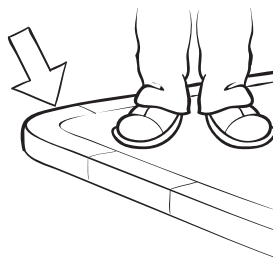
**1** germ**2** stern**3** herb**4** nerve

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**B** The word **every** has the **er** letter pattern.

It can be used to make some compound words.

Write as many compound words as you can using the word **every**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can find three.  
Can you?



**Unit 2B**

Remember... **Homophones** are words that **sound the same** but have **different spellings**.

Write the correct **homophone** in each of these sentences.

**1 blue blew**

The wind \_\_\_\_\_ the \_\_\_\_\_ balloon into the garden next door!

**2 ark arc**

The rainbow made an \_\_\_\_\_ above Noah's \_\_\_\_\_.

**3 flower flour**

Deano picked a \_\_\_\_\_ after buying some \_\_\_\_\_ at the local shop.

**4 boy buoy**

The \_\_\_\_\_ swam right out to the \_\_\_\_\_ and back!

**5 guessed guests**

The bridesmaids \_\_\_\_\_ how many \_\_\_\_\_ were coming to the wedding.

**6 through threw**

Kelly \_\_\_\_\_ the ball \_\_\_\_\_ the hoop and won a prize.

# Unit 3 al

### Unit 3 al

**already musical**

**also**  
always  
already  
almost

**coastal**  
magical  
musical  
physical

**accidental**  
autumnal  
electrical  
fictional

**arrival**  
disposal  
natural  
rehearsal

**Finding words**

A Copy the sentences. Fill the gaps with a word from the word list.

1 The castle looked \_\_\_\_\_.

2 The \_\_\_\_\_ path on the cliffs looked dangerous.

3 The trees were beginning to look \_\_\_\_\_.

4 Granddad bought an \_\_\_\_\_ hedge trimmer.

B Write your own sentence using a different word from the word list.

**Using words**

post = al = postal    al = so = also

A Look at these root words. Add the prefix al or suffix al to make a word.

1 \_\_\_\_\_ magic    2 \_\_\_\_\_ though  
3 \_\_\_\_\_ way    4 \_\_\_\_\_ accident  
5 \_\_\_\_\_ origin    6 \_\_\_\_\_ ready  
7 \_\_\_\_\_ most    8 \_\_\_\_\_ together

B Choose three of the words you have made and write them in a sentence. Can you write a funny sentence?

**Puzzle corner**

Rewrite each of these definitions in as few words as possible! Use only the most important information about each word.

1 gang: a group of people who hang out and do things together

2 perimeter: the perimeter is the outside edge of something

3 snow: snow is frozen water that falls from the sky as white flakes, often making things slippery

4 chameleon: a chameleon is a small, lizard-like animal that changes its colour to match the surroundings it is in or the leaf it is sitting on

## Targets

- to recognise and spell the suffix *al*
- to define familiar vocabulary in their own words, using alternative phrases or expressions

## Word list

also    coastal    accidental    arrival  
always    magical    autumnal    disposal  
already    musical    electrical    natural  
almost    physical    fictional    rehearsal

## Some other relevant words

almighty alone although altogether

additional behavioural betrayal classical clinical  
coastal comical conditional continental critical  
departmental digital directional educational  
emotional exceptional experimental fractional  
functional herbal historical illogical instrumental  
intentional logical mathematical mystical national  
optical original ornamental postal professional  
regional seasonal sensational

agricultural approval bridal continual cultural  
global medicinal proposal refusal removal spiral  
tidal

burial

## Relevant high/medium-frequency words

almost also always

## Pupil Book answers

### Finding words

A 1 magical 2 coastal 3 autumnal 4 electrical

B Child's own sentence using a word from the word list.

### Using words

A 1 magical 2 although 3 always 4 accidental  
5 original 6 already 7 almost 8 altogether

B The child's own funny sentence using three of the words from A.

## Puzzle corner

The child rewrites definitions in fewer words:

- 1 gang e.g. group of people who do things together
- 2 perimeter e.g. the outside edge of something
- 3 snow e.g. frozen water that falls from the sky as white flakes
- 4 chameleon e.g. a small, lizard-like animal that changes its colour to match its surroundings

## Copymaster/Homework answers

### Unit 3A

#### A

al as a prefix	al as a suffix
also	rehearsal
almighty	comical
altogether	musical
almost	medical
B Two further words in each column of the child's choice	

### Unit 3B

The child's own definitions for the words: ivy, passport, bath, doctor, shampoo.

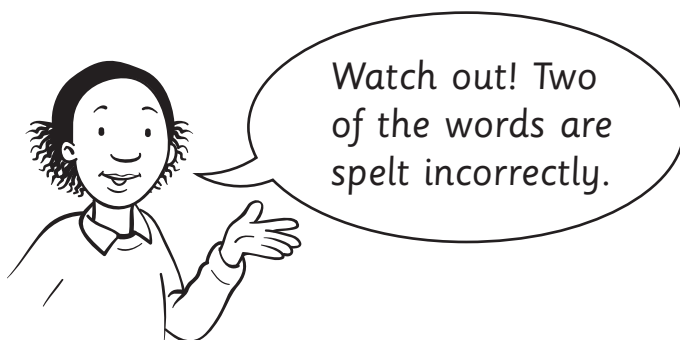
## Suggestions

- Discuss with the children that, although *all* is spelt with *ll*, when it stands alone as a suffix *al* has a single *l*.
- Highlight to the children that the *al* sound sounds very similar to both *el* and *le* endings.
- It may help the children to know that the spelling of a root word always stays the same when adding a prefix but may change when adding a suffix.
- Find a piece of text where *al* prefixes and suffixes are used. Discuss with the children how it will change the text if the *al* prefixes and suffixes are removed.
- Give the children three different definitions of the same word. Discuss which is best and why.



**Unit 3A****A** Put these words in the table below.

<b>also</b>	<b>comical</b>	<b>rehearsal</b>	<b>allmighty</b>
<b>altogether</b>	<b>musical</b>	<b>medical</b>	<b>almost</b>



<b>al</b> as a prefix	<b>al</b> as a suffix
also	

**B** Add two more **al** words to each column.

**Unit 3B**

Write your own definition for each of these words in the shapes.

Use as few words as possible.



**passport**

\_\_\_\_\_

\_\_\_\_\_



**ivy**

\_\_\_\_\_

\_\_\_\_\_



**bath**

\_\_\_\_\_

\_\_\_\_\_



**doctor**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**shampoo**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Unit 4 ment

**Unit 4**  
**ment**

excite**ment**


advertis**ment**

agreement department arrangement achievement  
enjoyment equipment amazement advertisement  
movement government excitement environment  
treatment punishment enlargement entertainment

**Finding words**

A Match a word from the word list to each picture.








B Underline the suffix in each of the words you have written.

Do you remember... a suffix is a group of letters added to a root word!

**Using words**

A Which of these root words can have the suffix **ment** added to them? Write the new words in your book.

encourage mean enjoy  
pay adjust dry entertain  
disappoint weak sore

B Write three sentences, each with a word you have just made.

**Puzzle corner**

Copy the sentences and fill each gap with a word from the box.

two down time  
Darren ran \_\_\_\_\_ the stairs \_\_\_\_\_ at a \_\_\_\_\_.

brother called him  
His \_\_\_\_\_ was chasing \_\_\_\_\_ because he had \_\_\_\_\_.

three name times  
him a \_\_\_\_\_.

## Targets

- to recognise and spell the suffix *ment*
- recalling, reading and spelling of high-frequency words previously covered

## Word list

agreement	department
enjoyment	equipment
movement	government
treatment	punishment
arrangement	achievement
amazement	advertisement
excitement	environment
enlargement	entertainment

## Some other relevant words

adjustment allotment amusement announcement  
apartment appointment astonishment  
attachment commitment contentment derailment  
development disappointment embankment  
embarrassment employment encouragement  
involvement measurement payment repayment  
requirement settlement statement  
argument

## Relevant high/medium-frequency words

No relevant words.

## Pupil Book answers

### Finding words

A 1 punishment 2 agreement 3 amazement  
4 treatment 5 enlargement 6 equipment

B The suffix **ment** underlined in all the above words.

### Using words

A enjoyment payment encouragement  
entertainment disappointment adjustment

B Three sentences, each with a word from A.

## Puzzle corner

Darren ran down the stairs two at a time.

His brother was chasing him because he had called him a name three times.

## Copymaster/Homework answers

### Unit 4A

A 1 agreement 2 amazement 3 movement  
4 punishment 5 equipment

B 1 pay/ment 2 judge/ment 3 en/ter/tain/ment  
4 in/volve/ment

### Unit 4B

A short adventure story with the following high-frequency words underlined:

about some door water took help again how  
laugh push

## Suggestions

- Highlight to the children that some verbs can be changed to a noun by adding *ment*, e.g. govern – government.
- Look at the root words from which some of the suffixed words in this unit are made. Discuss their origins.
- High-frequency words are also covered in Book 2, Units 5, 9 and 20.
- All *ment* suffix nouns derive from nouns. The only apparent exception to this is merriment, derived from an obsolete noun 'to merry'.

**Unit 4A**

**A** Add the suffix **ment** to each of these words.

1 agree + ment = \_\_\_\_\_

2 amaze + ment = \_\_\_\_\_

3 move + ment = \_\_\_\_\_

4 punish + ment = \_\_\_\_\_

5 equip + ment = \_\_\_\_\_



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

1 payment = pay / ment

2 judgement = \_\_\_\_\_

3 entertainment = \_\_\_\_\_

4 involvement = \_\_\_\_\_

## Unit 4B

Write a short adventure story.  
Make it exciting!

It can be about secret castles, exploding volcanoes, raging rivers or deserted beaches – you can choose anything you like but... **you have to include all the words in the box!**

about some door water took  
help again how laugh push



Write on the back of this page if you need more room to finish your exciting adventure.

# Unit 5 verb + s ed ing

### Unit 5 verb + s ed ing

**tricks**

tricking tricked

check drag fix cancel  
knock knot relax grovel  
pack quiz amuse quarrel  
trick squat circle signal

**Finding words**

**A** Finish these word sums.

1 kick + ing = \_\_\_\_\_  
3 hit + s = \_\_\_\_\_  
5 whisper + ing = \_\_\_\_\_

**B** Write a word sum for each of these words, like this...

screaming = scream + **ing**

1 combing 2 smashed 3 gallops  
4 filmed 5 winks 6 testing

**Using words**

If a word ends in **e**, just add **s**, but drop the **e** before adding **ing** or **ed**.

argue argues arguing argued

If the second to last letter is a single vowel... in most cases just add **s**, but double the last letter before adding **ing** or **ed**.

clap claps clapping clapped

Complete the table on the right, but think carefully about the rules!

Verb	+s	+ing	+ed
amuse			
grovel			
scrub			
circle			
travel			

**Puzzle corner**

Copy the table.

Challenge! Can you put these verbs in the correct column in the table.

	catch	thought	go
<b>Past</b>	saw	see	fell
<b>Present</b>	caught	see	fell
	see		
	fall		
	went		
	think		

If something has happened in the past, it means it has already happened.

If something is happening in the present it means it is happening now.

12

## Targets

- to spell regular verb endings *s, ed, ing*
- to spell irregular tense changes, e.g. *go/went can/could*

## Word list

check	drag	fix	cancel
knock	knot	relax	grovel
pack	quiz	amuse	quarrel
trick	squat	circle	signal

## Some other relevant words

bang bump bat beg bet camp cancel carry  
check clap copy cram dent drag drink drop  
dry dust expel fix fly grip grovel hang hiccup  
hop hurry jump kick knit knock knot label level  
lift marry melt nest pack pelt pick plan propel  
quarrel quiz relax reply rock rub run scrub shift  
ship shovel sip signal skip slap slip smack smash  
spy step stop study talk test trap travel trick  
tunnel try walk whip wink

## Relevant high/medium-frequency words

call dig help jump laugh live love make name  
push pull

asked being coming follow opened jumped turned  
tries started stopped walked walking swimming  
used

## Pupil Book answers

### Finding words

**A** 1 kicking 2 knocked 3 hits 4 tricked  
5 whispering 6 cooks

**B** 1 comb + ing 2 smash + ed 3 gallop + s  
4 film + ed 5 wink + s 6 test + ing

### Using words

verb	+ s	+ ing	+ ed
amuse	amuses	amusing	amused
grovel	grovels	grovelling	grovelled
scrub	scrubs	scrubbing	scrubbed
circle	circles	circling	circled
travel	travels	travelling	travelled

## Puzzle corner

Past	Present
saw	see
caught	catch
went	go
thought	think
fell	fall

## Copymaster/Homework answers

### Unit 5A

- A** 1 dusts, dusted, dusting  
2 expels, expelled, expelling  
3 skips, skipped, skipping  
4 packs, packed, packing  
5 hops, hopped, hopping

**B** Four words chosen from **A**, each written in their own sentence.

### Unit 5B

kissed kicked came stood took ate swam  
brought drank

## Suggestions

- Begin this unit by revising what a verb is and helping the children understand the 'tense' of a verb.
- The *Using words* section covers some important rules for the children to learn. Give the children further words to reinforce the rules.
- Provide the children with sentences where the verb + *ing* or *ed* has been used incorrectly, e.g. The rain had *stopping* at last. Ask the children to write the sentences correctly.
- In the *Puzzle corner* exercise, highlight to the children that they are now covering irregular verb endings – that the root word no longer is in place when a suffix is added.
- Provide the children with sentences where the irregular verb is written incorrectly, e.g. Damion *buyed* an ice cream. Ask the children to write the sentences correctly using the appropriate irregular verb.



**Unit 5A**

**A** Add **s**, **ed** and **ing** to each of these verbs.

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

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

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

**4 pack** \_\_\_\_\_

**5 hop** \_\_\_\_\_

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**4** \_\_\_\_\_

\_\_\_\_\_

**Unit 5B**

Write in the empty balloon  
the same verb but write it  
in the past tense.

**blow****blew****kiss****kick****come****stand****take****swim****eat****bring****drink**

# Unit 6

# hood

# ship

## Unit 6

### hood

### ship

### friendship

### friendship

friendship  
membership  
ownership  
township

### babyhood

babyhood  
brotherhood  
childhood  
manhood

### partnership

partnership  
premiership  
sponsorship  
relationship

### adulthood

adulthood  
knighthood  
neighbourhood  
likelihood

### Using words

A Match the correct hood and ship words with their definitions.

- childhood – the time of being a child
- scholarship – an award of money towards education
- relationship – the way people get along
- likelihood – being likely
- championship – a competition

B Choose two of the words above and write them each in a sentence.

### Finding words

A Add hood or ship to each of the words.

- member
- knight
- friend
- partner
- baby
- premier

B Write a sentence describing the labelled picture at the top of the page.

### Puzzle corner

A Put these words in alphabetical order.

- pond
- day
- scissors
- pocket
- dance
- scarf
- police
- dart
- school
- porridge
- dairy
- scout

Watch out... the first two letters in each word are the same so you need to put the words in alphabetical order using their third letter!

Use a dictionary to help!

ABCDEFGHIJKLMNOPQRSTUVWXYZ

B Add one more word to the end of each list of words. The word you have chosen must still be in alphabetical order using its third letter.

## Targets

- to recognise and spell the suffixes *hood*, *ship*
- to use third-place letters to locate and sequence words in alphabetical order

## Word list

friendship	babyhood
membership	brotherhood
ownership	childhood
township	manhood
partnership	adulthood
premiership	knighthood
sponsorship	neighbourhood
relationship	likelihood

## Some other relevant words

censorship championship citizenship courtship  
 dictatorship fellowship headship lordship readership  
 scholarship sportsmanship warship workmanship

boyhood falsehood girlhood parenthood sisterhood  
 womanhood

livelihood unlikelyhood

## Relevant high/medium-frequency words

man  
 sister brother father friend baby mother  
 (+ suffix)

## Pupil Book answers

### Finding words

**A** 1 membership 2 knighthood 3 friendship  
 4 partnership 5 babyhood 6 premiership

**B** A sentence describing the picture at the beginning of the unit.

### Using words

- A**
- childhood – the time of being a child
  - scholarship – an award of money towards education
  - relationship – the way people get along
  - likelihood – being likely
  - championship – a competition
- B** Two of the words from **A**, each in a sentence.

## Puzzle corner

- A**
- 1 pocket police pond porridge
  - 2 dairy dance dart day
  - 3 scarf school scissors scout

**B** A further word added to each list, still in alphabetical order using the third letter.

## Copymaster/Homework answers

### Unit 6A

ownership parenthood brotherhood adulthood  
 sponsorship headship knighthood courtship

### Unit 6B

The gap filled with a word that keeps the word lists in alphabetical order.

## Suggestions

- Remind the children that when you add a suffix to a word watch out for words ending in *y*! If the *y* sounds like *ee* in *see*, you need to *change the y to an i and then add the suffix*, e.g. likely + hood = likelihood.
- Ask the children to find further *hood* or *ship* words in books. Which suffix appears to be the more common?
- A suffix is a unit of meaning. The suffix *hood* can change the meaning of a word by a 'state of being' (e.g. childhood). The suffix *ship* can change the meaning of a word by a 'state of being' or 'group of people' (e.g. membership).
- Second-place alphabetical ordering is covered in Book 3, Unit 16.
- The more familiar children become with the alphabet, the easier they will find third-place alphabetical ordering. As revision, prepare an alphabet quiz including the following questions: What letter is missing – m,n,\_,p? What letter is after t? Put these letters in alphabetical order – g,k,a,j.

**Unit 6A**

There are eight hidden words in this wordsearch.  
Find the eight words and then add the suffix **ship** or the  
suffix **hood** to each one.

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

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**Unit 6B**

These words have been put in **alphabetical order**.  
In each list a word has been missed out.  
Add a word to keep the list in alphabetical order.

Note that all the words have the same first and second letter so they have been put in alphabetical order using their third letter.



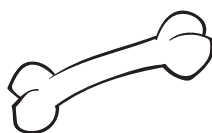
**a b c d e f g h i j k l m n o p q r s t u v w x y z**

1 lick

line

lip

li \_\_\_\_\_



2 boat

bolt

bone

bo \_\_\_\_\_

3 flame

flea

fl \_\_\_\_\_

flute



4 wolf

wood

wo \_\_\_\_\_

wound



5 stair

st \_\_\_\_\_

store

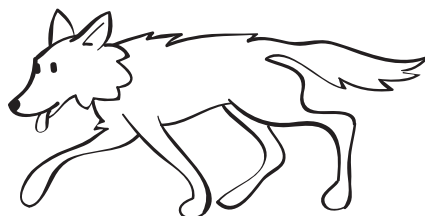
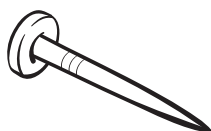
street

6 nail

na \_\_\_\_\_

naughty

navel





# Unit 7

## on

## en

### Unit 7

**on**  
**en**

ribbon kitten

button bitten lemon dampen  
cotton kitten pardon golden  
lesson mitten season heaven  
ribbon rotten skeleton oxygen

**Finding words**  
A What am I?  
1 I'm a baby cat.  
2 I am a fruit that tastes bitter.  
3 I'm the bones in a body.  
4 I'm used in the cold and don't have fingers.  
5 I'm an apology.  
6 I keep parts of clothing together.  
B Write clues for two more on or en words. Try them out on a friend.

**Using words**  
A Add on or en to make a word.  
1 wood 2 give 3 seat  
4 bar 5 heavy 6 bird  
7 person 8 iron 9 square

Check your words in a dictionary to make sure you've spelled them correctly!

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

**Puzzle corner**  
A Sort the pairs of words into the table.

Noun or adjective	Verb
thick	thicken
drama	dramatise
fertile	fertilise
solid	solidify

B What is added to the noun or adjective to make the verb?

## Targets

- to use independent spelling strategies, including: sounding out and spelling using phonemes; using visual skills; building from other words with similar patterns and meanings
- investigate spelling patterns and generate rules to govern patterns that show how nouns and adjectives can be made into verbs when a suffix is added

## Word list

button bitten lemon dampen  
cotton kitten pardon golden  
lesson mitten season heaven  
ribbon rotten skeleton oxygen

## Some other relevant words

common mutton glutton

bacon iron matron person piston prison reason  
reckon sermon squadron

batten fatten flatten happen sudden

burden given seven siren soften wooden

## Relevant high/medium-frequency words

take

garden children woken

## Pupil Book answers

### Finding words

A 1 kitten 2 lemon 3 skeleton 4 mitten  
5 pardon 6 button

B Clues for two on or en words.

### Using words

A 1 wooden 2 given 3 season 4 bacon  
5 heaven 6 burden 7 person 8 iron  
9 squadron

B Three of the words in A, each written in a sentence.

## Puzzle corner

### A

Noun or adjective	Verb
thick	thicken
drama	dramatise
fertile	fertilise
solid	solidify

B A suffix is added to the noun or adjective to make a verb.

## Copymaster/Homework answers

### Unit 7A

1 kitten 2 lemon 3 skeleton 4 bacon  
5 golden 6 bitten 7 seven 8 siren 9 flatten  
10 sermon 11 lesson 12 season

### Unit 7B

A 1 dramatise 2 soften 3 quicken 4 terrorise  
5 magnetise 6 sharpen 7 sparkle 8 shorten  
9 liquidate 10 characterise

### B

Nouns	Adjectives
drama	soft
magnet	sharp
spark	terror
liquid	short
character	quick

## Suggestions

- It is worth pointing out to the children that most words that end in *on* are nouns, e.g. button, prison.
- Also, *en* is often added to adjectives to make them into verbs, e.g. *weak* + *en* = *weaken*.
- Put together the clues the class/group have written in *Finding words B* and further possible clues for other *on* and *en* words and have fun with a class 'What am I?' quiz.
- Give the children some of the verbs in the *Puzzle corner* or those used in Copymaster 7B and ask them to write them into sentences.

**Unit 7A**

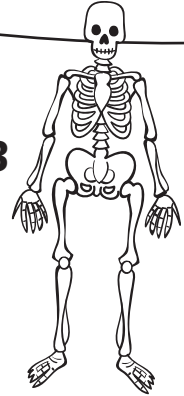
Add the missing letters to the words.

**1**

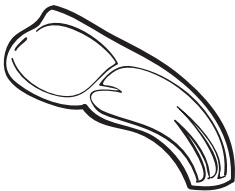
\_\_\_ tt \_\_\_

**2**

l \_\_\_ n

**3**

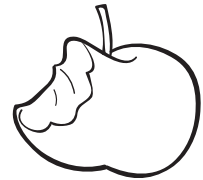
\_\_\_ k \_\_\_ l \_\_\_ t \_\_\_

**4**

\_\_\_ ac \_\_\_

**5**

go \_\_\_ d \_\_\_ n

**6**

bi \_\_\_\_\_

**7**

\_\_\_\_\_ n

**8**

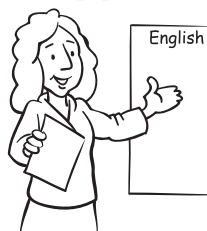
s \_\_\_ r \_\_\_

**9**

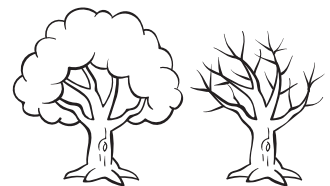
\_\_\_ la \_\_\_ t \_\_\_

**10**

s \_\_\_ m \_\_\_

**11**

\_\_\_ e \_\_\_ s \_\_\_

**12**

s \_\_\_ as \_\_\_

**Unit 7B**

Sometimes, when a **suffix** is added to a **noun** or **adjective** it changes the word into a **verb**.

Look at these verbs.

**A** Underline the noun or adjective from which each verb was made.

**1** dramatise

**2** soften

**3** quicken

**4** terrorise

**5** magnetise

**6** sharpen

**7** sparkle

**8** shorten

**9** liquidate

**10** characterise

**B** Sort the nouns and adjectives you have underlined into the table below.

<b>Nouns</b>	<b>Adjectives</b>

# Unit 8

# double letters

### Unit 8 double letters

**arrow** **flannel** **collage** **giggle**  
**burrow** **kennel** **pollute** **wriggle**  
**narrow** **minnow** **shallow** **drizzle**  
**sparrow** **sunny** **yellow** **puzzle**

### Using words

A Complete each word with a pair of double letters from the box.

dd	ll	rr	tt	ss
----	----	----	----	----

1 co...ect 2 pa...at 3 bu...er  
4 a...ress 5 ke...tle 6 pa...le  
7 le...on 8 lo...y 9 me...y

B Write a short story. Include as many double-letter words as you can. Underline all the double-letter words you use.  
If you use seven words, that's good... fifteen is brilliant... but you can't use twenty!!

### Finding words

A What am I?  
1 I'm used to wash faces.  
2 I'm a very small fish.  
3 I'm a type of laugh.  
4 A rabbit digs me for its home.  
5 I'm a colour.  
6 I'm a very light form of rain.

B Write clues for two more double-letter words. Try them out on a friend.

### Puzzle corner

Some words change over time.

PAST	PRESENT
spectacles	glasses

Sort these words into past and present pairs.

wireless satchel pitcher jug dress  
bonnet frock radio hat schoolbag

## Targets

- to spell two-syllable words containing double consonants
- to understand that vocabulary changes over time

## Word list

arrow flannel collage giggle  
burrow kennel pollute wriggle  
narrow minnow shallow drizzle  
sparrow sunny yellow puzzle

## Some other relevant words

**bb:** bubble rabbit dribble

**cc:** soccer

**dd:** address daddy paddle

**ff:** effort

**ll:** allow ballot bellow bullet collect fillet  
follow gallop hollow pillow silly willow

**mm:** common mummy summer

**nn:** funnel

**pp:** appear appoint approve copper happen  
poppy puppet suppose

**rr:** arrive lorry parrot quarrel

**ss:** lesson messy vessel

**tt:** attack attend attic attract battle better  
bottle butter cotton kettle little pattern  
rattle settle

## Relevant high/medium-frequency words

ball off will

happy small different follow still suddenly  
better balloon

## Pupil Book answers

### Finding words

**A** 1 flannel 2 minnow 3 giggle 4 burrow  
5 yellow 6 drizzle

**B** Clues for two double-letter words.

## Using words

**A** 1 collect or correct 2 parrot 3 butter  
4 address 5 kettle 6 paddle 7 lesson  
8 lorry or lolly 9 messy or merry

**B** A short story using as many underlined double letter words as possible.

## Puzzle corner

wireless – radio bonnet – hat pitcher – jug  
satchel – school bag frock – dress

## Copymaster/Homework answers

### Unit 8A

**A** 1 let/ter 2 bel/low 3 mes/sy 4 sun/ny  
5 ket/tle 6 quar/rel

**B** The child should notice each word has two syllables, split between the double letters.

### Unit 8B

**A** The following words circled: internet, computer, DVD, trainers, disposable nappy

**B** 1 Where is my dog?  
2 Go away!

## Suggestions

- The spelling of words with double letters can often be a problem to children. The more familiar they can become with these words the better.
- Syllables can be used to break up words and therefore provide children with an aid to their spelling. Many polysyllabic words that contain double letters are pronounced with a short vowel sound.
- A challenge for the children: can every letter of the alphabet be doubled and be found in a two syllable word?
- If possible, find a text that uses language that now sounds strange to us. Read it out to the children and discuss how it might be written in today's language.

**Unit 8A**

**A** Write each of these double-letter words again.  
Separate each syllable with a line.

1 letter = let / ter

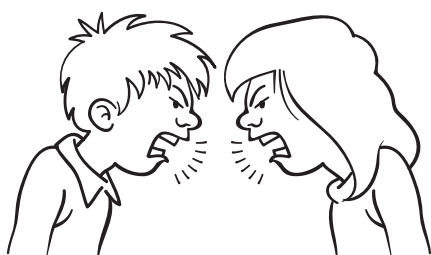
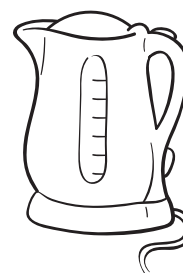
2 bellow = \_\_\_\_\_

3 messy = \_\_\_\_\_

4 sunny = \_\_\_\_\_

5 kettle = \_\_\_\_\_

6 quarrel = \_\_\_\_\_



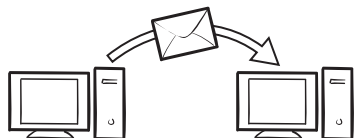
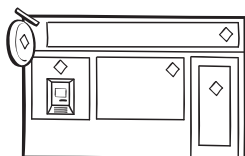
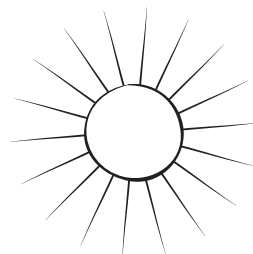
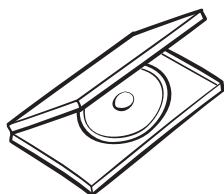
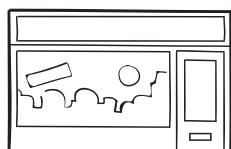
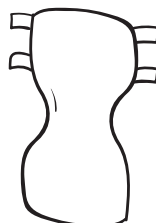
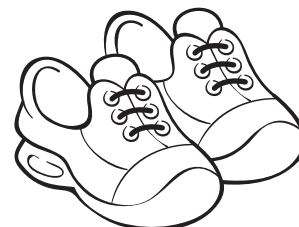
**B** What do you notice about the number of syllables each word has? What happens to the double letter?

\_\_\_\_\_



**Unit 8B**

**A** Circle the words below that have been introduced into our language recently.

**internet****bank****sun****doctor****DVD****shop****disposable nappy****trainers****coin****computer**

You should have circled six words!



**B** Write these sentences in present-day language.

1 "Where art thou, dog?"

\_\_\_\_\_

2 "Get thee gone!"

\_\_\_\_\_

# Unit 9

## ic

### Unit 9

#### ic

**gigantic**

**enthusiastic**

artistic  
heroic  
magnetic  
robotic

athletic  
fantastic  
idiotic  
poetic

alphabetic  
gigantic  
horrific  
rhythmic

atmospheric  
enthusiastic  
microscopic  
photographic

**Finding words**  
Look at the pictures.  
Find the word in the word list and copy it.

Write a sentence describing the labelled picture at the top of the page.

**Using words**  
A Copy the sentences and fill the gaps with an *ic* word.

fantastic    allergic    scenic  
tragic    frantic    robotic

1 Mum felt \_\_\_\_\_ when my baby sister got lost.  
2 I cried my eyes out at the end of the film, which had a \_\_\_\_\_ ending.  
3 Sophie can't eat peanuts because she is \_\_\_\_\_ to them.  
4 Deano loved his newly decorated room; he thought it looked \_\_\_\_\_.  
5 Kyle loved his new \_\_\_\_\_ toy.  
6 Caroline enjoyed the \_\_\_\_\_ view; she could even see the sea!

B Choose two more *ic* words and write each of them in a sentence.

**Puzzle corner**  
Copy this passage.  
Replace each of the **bold** words with a more interesting word or words.

Dave and Hannah were having a **good** holiday. Everyday they played by the sea then had a **nice** ice cream. On Tuesday they **got** some postcards for their friends. One evening they had a **nice** meal and then went to a **nice** carnival in the **nice** village. They **got** to bed at 11.00 p.m.!

It is very easy to use the same words all the time, but it can make your writing a bit boring! Read the passage below and you will see what I mean! In the first sentence try replacing the word **good** with the word **fantastic**.

## Targets

- to recognise and spell the suffix *ic*
- to explore how the *ic* suffix can be added to nouns to make adjectives (Copymaster 9A)
- to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. got, nice

## Word list

artistic    athletic    alphabetic    atmospheric  
heroic    fantastic    gigantic    enthusiastic  
magnetic    idiotic    horrific    microscopic  
robotic    poetic    rhythmic    photographic

## Some other relevant words

acidic acrobatic alcoholic allergic angelic  
automatic bionic characteristic comic critic cubic  
democratic drastic fantastic frantic futuristic  
historic hygienic idealistic idyllic Jurassic metallic  
naturalistic operatic optimistic realistic scenic  
tragic

## Relevant high/medium-frequency words

No relevant words.

## Pupil Book answers

### Finding words

A 1 artistic 2 poetic 3 magnetic  
4 enthusiastic 5 robotic 6 alphabetic

B A sentence describing the picture at the beginning of the unit.

### Using words

A 1 frantic 2 tragic 3 allergic 4 fantastic  
5 robotic 6 scenic

B Two *ic* words, each written in a sentence.

### Puzzle corner

The passage copied and the words in bold replaced with more interesting words.

## Copymaster/Homework answers

### Unit 9A

A 1 robotic 2 idiotic 3 poetic 4 angelic  
5 rhythmic 6 heroic 7 alphabetic  
8 acrobatic

B 1 athlete 2 artist 3 history 4 scene  
5 cube 6 photograph

### Unit 9B

Child to add 'more interesting words' than 'nice', 'got' and 'good' to a table.

## Suggestions

- It is important the children understand that when a suffix is added to a word there is sometimes a need to modify the root word.
- A suffix is a unit of meaning. The suffix *ic* can change the meaning of a word by implying 'pertaining to' (e.g. poetic).
- The Copymaster 9A highlights how, when *ic* is added to a noun, the word can then become an adjective, e.g. athlete – athletic.
- A rule worth highlighting for the children while doing work on this suffix is... usually when adding a suffix that begins with a vowel to a word with a modifying magic *e*, drop the *e* before adding the suffix.
- Give the children a number of sentences where the words *nice* or *got* (etc.) have been used too frequently. Ask the children to rewrite the sentences using more interesting words/expressions.

**Unit 9A**

**A** Add **ic** to these nouns to make them into adjectives.

1 robot    robotic

2 idiot    \_\_\_\_\_

3 poet    \_\_\_\_\_

4 angel    \_\_\_\_\_

5 rhythm    \_\_\_\_\_

6 hero    \_\_\_\_\_

7 alphabet    \_\_\_\_\_

8 acrobat    \_\_\_\_\_

**B** Write the noun these adjectives were made from.



Watch out... you don't always  
just take off the suffix **ic**.  
allergic → allergy



1 athletic    athlete

2 artistic    \_\_\_\_\_

3 historic    \_\_\_\_\_

4 scenic    \_\_\_\_\_

5 cubic    \_\_\_\_\_

6 photographic    \_\_\_\_\_

**Unit 9B**

It is always a good idea to have a collection of more interesting words you can use.

Fill in this table with as many interesting words you can use in place of **nice**, **got** and **good**.



Keep it handy when you next do some writing!

<b>nice</b>	<b>got</b>	<b>good</b>
wonderful	bought	great

# Unit 10

## un

## re

## non

## dis

### Unit 10

**un**  
**re**  
**non**  
**dis**

**unaware** **recharge** **nondrip** **disbelieve**  
**unfair** **reconsider** **nonexistent** **discontinue**  
**unlikely** **refresh** **nonsense** **dishonest**  
**unwell** **revisit** **nonviolent** **disregard**

**Finding words**  
A Add to each of the root words **un**, **re**, **non** or **dis** to make a new word.

1 drip  
2 well  
3 charge  
4 sense  
5 honest  
6 aware

B The root word **charge** can also have one of the prefixes **un**, **non** or **dis** added to it to make another word. Which prefix is it?

### Using words

A Write an adventure story. Include at least six words from the box in your story. Underline the words.

**uncertain** **recapture** **nonsense** **disbelieve**  
**unimportant** **reread** **nonexistent** **dismount**

While on holiday you have discovered a map under an old newspaper in a drawer. It gives directions to hidden treasure buried in a cave...

How easy is it for you to find the cave? Does anyone else come with you? What do you find?

**Puzzle corner**  
Some words are used for males (masculine words), some are used for females (feminine words). When the suffix **ess** is added to a word it can change a masculine word to a feminine word.

**count** **countess**

Change these masculine words to make them feminine.

1 lion 2 manager 3 baron  
4 mayor 5 heir 6 prince

## Targets

- revise and reinforce earlier work on prefixes
- to explore and discuss the implications of words which imply gender, including the *ess* suffix

## Word list

**unaware** **recharge** **nondrip** **disbelieve**  
**unfair** **reconsider** **nonexistent** **discontinue**  
**unlikely** **refresh** **nonsense** **dishonest**  
**unwell** **revisit** **nonviolent** **disregard**

## Some other relevant words

unbearable uncertain uncommon unconscious  
undecided undo unexpected unfit unfold  
unfriendly unheard unimportant unload  
unnecessary unpack unpleasant unreal unreliable  
unsuccessful untie untrue unusual

reactivate reappoint rearrange rebound recall  
recapture reconnect reconstruct recover recreate  
recycle redecorate redirect rediscover refreeze  
relight reload remake remarry reopen reorganise  
reread rerun retake reuse rewire reword rewrite  
noncompetitive nondescript nonreturnable  
nonscientific nonstandard nonverbal

disadvantage disallow disappear disapprove  
disconnect disinfect dislodge dismount dissatisfy

## Relevant high/medium-frequency words

do just made make may seen took take new  
name live house home  
told think sure word work write (+ prefix)

## Pupil Book answers

### Finding words

A 1 nondrip 2 unwell 3 recharge 4 nonsense  
5 dishonest 6 unaware

B dis (discharge)

### Using words

An adventure story, including six of the following words underlined: uncertain unimportant recapture reread nonsense nonexistent disbelieve dismount

## Puzzle corner

1 lioness 2 manageress 3 baroness  
4 mayoress 5 heiress 6 princess

## Copymaster/Homework answers

### Unit 10A

A undo redo defrost coexist untidy retidy  
disappear reappear disagree depart return

The odd 'root' word out – date

### Unit 10B

A ram – ewe bridegroom – bride  
gander – goose tiger – tigress monk – nun  
drake – duck nephew – niece lord – lady

B The words 'mare', 'hen', 'vixen' and 'goddess' circled.

## Suggestions

- This unit revises some prefixes previously taught in Book 3 (*un* and *dis* in Unit 7, *re* in Unit 11 and *non* in Unit 22).
- It is useful for the children to know that the spelling of a root word usually stays the same when adding a prefix.
- It is worth noting that most words with the *dis* prefix are negative. Note that not all *dis* words have a stand-alone root word if the prefix is removed (e.g. distract).
- 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.
- Do some revision of the meanings of the different prefixes covered in Book 3. Give the children some prefixed words, e.g. mistake, mistreat, misadventure, etc. and ask them to try to work out the meaning of the prefix (mis = wrongly).
- Revise the words masculine, feminine and gender. Discuss with the children how some feminine forms of nouns are being used less, the same word now being used for both genders (e.g. sculptor).



**Unit 10A**

Match as many **prefixes** as you can with the **root words**. Write the new words you have made.



Watch out! One of the root words cannot have any of the prefixes added to it.



do date frost exist tidy turn part agree appear











Have you found the odd 'root' word out?



**Unit 10B**

**A** With a line, match the **masculine** and **feminine** words.

ram

niece

bridegroom

duck

gander

nun

tiger

lady

monk

goose

drake

ewe

nephew

bride

lord

tigress

**B** Circle the feminine words.

**mare****hen***uncle***grandfather****widower**

duke

**vixen***goddess*

# Unit 11

## words ending in f

### Unit 11 words ending in f

calf	dwarf	brief	belief
half	scarf	chief	relief
leaf	shelf	grief	disbelief
loaf	wolf	thief	mischief

#### Using words

When a suffix that begins with a vowel is added to words ending in a single f, the f changes to a v before the suffix is added.

relief + ed = relieved

**A** Add the suffixes to the words ending in f.

1 thief + ing =	2 grief + ous =
3 relief + ed =	4 grief + ing =
5 mischief + ous =	6 shelf + ed =

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

#### Puzzle corner

Definition challenge! Write three definitions for each of these words.

The first must have four words, the second three words and the fourth two words.

Like this... elephant is a big grey animal a big animal an animal

1 rain 2 mouse 3 tooth

### Targets

- to investigate what happens to words ending in f when suffixes are added
- to define familiar words but within varying constraints, e.g. in four words, then three words, then two, and consider how to arrive at the best use of words for different purposes

### Word list

calf	dwarf	brief	belief
half	scarf	chief	relief
leaf	shelf	grief	disbelief
loaf	wolf	thief	mischief

### Some other relevant words

aperitif bookshelf chef elf gulf hoof life motif  
proof reef roof self serf serif sheaf sunroof turf  
waif werewolf wharf

bailiff bluff castoff chuff cliff cuff earmuff  
flagstaff gaff handcuff huff kickoff muff payoff  
plaintiff puff scuff sheriff sniff staff takeoff  
tariff tiff toff whiff

### Relevant high/medium-frequency words

half

### Pupil Book answers

#### Finding words

**A** 1 loaf 2 scarf 3 thief 4 mischief

**B** The child's own sentence using a word from the word list.

#### Using words

**A** 1 thieving 2 grievous 3 relieved 4 grieving  
5 mischievous 6 shelved

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

#### Puzzle corner

The child's three definitions for the following words:

1 rain 2 mouse 3 tooth

The first definition with four words, the second with three words and the third with two words!

### Copypaster/Homework answers

#### Unit 11A

**A** 1 elves 2 shelves 3 loaves 4 thieves  
5 halves 6 leaves

**B** 1 knives 2 lives 3 midwives 4 penknives

#### Unit 11B

The child's own definitions, and then comparison to the dictionary definitions, to the following words:  
garage sofa laugh milk bicycle

### Suggestions

- Technically, the reason f is changed to v is that the suffix is normally added to the verb form of the root words (e.g. relief + ed).

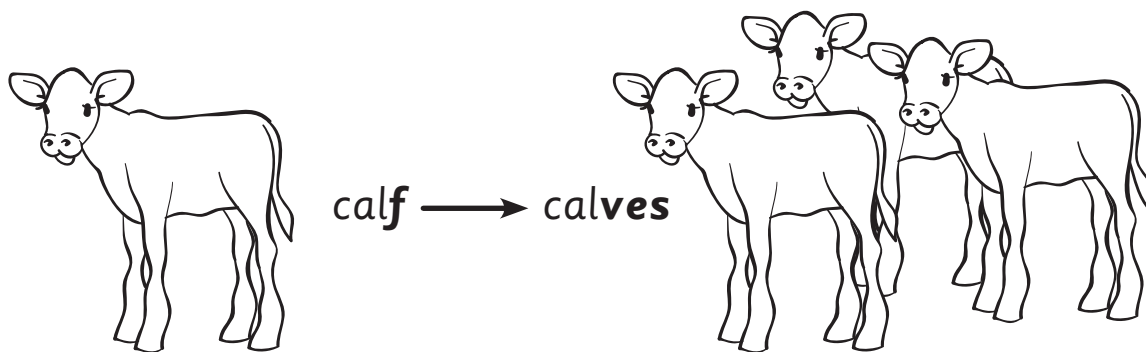
Some exceptions to the f-ves nouns are briefs, griefs, beliefs, chiefs, dwarfs.

- Give the children further practice of the exercise found in the *Using words* section.
- Provide the children with a root word ending in f, ask them to find as many different suffixes for it as possible. Highlight the fact that not many different suffixes can be added to words ending in f.
- Give the children a short definition of a word and ask them to write in a longer/more detailed form.

**Unit 11A**

There is another useful rule to learn about words ending in **f**.

Usually, when you add an **s** to a word ending in **f**, you change the **f** to **v** and then add **es**.



This rule also works for words ending in **fe**.

wife → wives



**A** Add **s** to each of these words ending in **f**.

1 elf \_\_\_\_\_

2 shelf \_\_\_\_\_

3 loaf \_\_\_\_\_

4 thief \_\_\_\_\_

5 half \_\_\_\_\_

6 leaf \_\_\_\_\_

**B** Add **s** to each of these words ending in **fe**.

1 knife \_\_\_\_\_

2 life \_\_\_\_\_

3 midwife \_\_\_\_\_

4 penknife \_\_\_\_\_

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

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

## Unit 11B

Write a **definition** for each of these words.

Use as few words as possible.

Then look up the word in the dictionary and write the dictionary definition next to yours – are they similar?

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

**4** milk \_\_\_\_\_

\_\_\_\_\_

**5** bicycle \_\_\_\_\_

\_\_\_\_\_

# Unit 12 ight

## Unit 12

# ight

**Finding words**

A Look at the pictures. Find the word in the word list and copy it.

1

2

3

4

5

6

B Write a sentence describing the labelled picture at the top of the page.

**Using words**

A Copy and complete the table.

Adjective	+er	+est
bright	brighter	brightest
light	lighter	lightest
tight	tighter	tightest

B Write three sentences, each of which has all the words from one of the rows in the table above.

**Puzzle corner**

The words below have been put in alphabetical order. All the words have the same first, second and third letter so they have been put in alphabetical order using their fourth letter. In each list a word has been missed out. Add a word, keeping the list in alphabetical order.

1	catapult	catch	caterpillar	pentagon
2	penalty	pencil	scroll	scrub
3	scrap	throw	thrush	thrust
4				

Use a dictionary to help!

## Targets

- to spell words with the common ending *ight*
- to use fourth-place letters to locate and sequence words in alphabetical order

## Word list

fight	light	flight	brightest
might	night	slight	tightest
right	tight	bright	frighten
sight	uptight	fright	lighten

## Some other relevant words

blight plight  
brighten lighten tighten  
brighter lighter tighter  
brightly lightly nightly slightly  
tonight  
high sigh thigh

## Relevant high/medium-frequency words

night  
high light might right

## Pupil Book answers

### Finding words

A 1 night 2 tight 3 fight 4 flight 5 sight  
6 right

B A sentence describing the picture at the beginning of the unit.

### Using words

A

Adjective	+er	+est
light	lighter	lightest
bright	brighter	brightest
tight	tighter	tightest

B Three sentences, each with a row of the words from the table in A.

## Puzzle corner

The gap filled with a word that keeps the word lists in alphabetical order.

## Copypmaster/Homework answers

### Unit 12A

A bright tighten nightly right sight tonight  
blight flight slightest uptight

### Unit 12B

A 1 road roam roar roast  
2 insect inside inspect install  
3 baseball basin basket bassoon

B Two additional words in alphabetical order following on from: 1 deer 2 purse 3 return.  
The number that shows the letter used to put the words in alphabetical order should be circled.

## Suggestions

- Explain to the children that *ight* is a common letter string. Highlight the fact that the *igh* represents the long *i* sound. Further work on the long *i* sound is covered in Book 3, Unit 3.
- Give the children, individually or in groups, a letter string and ask them to find as many words with that letter string as possible. Do they notice anything about where the letter strings are found in the words? Possible letter strings are *ough* (see Unit 14) *ave*, *orm*, *ear*, *ost*, *ild* and *wa* (see Unit 21).
- Third-place alphabetical ordering is covered in Unit 6.
- The more familiar children are with the alphabet, the easier they will find fourth-place alphabetical ordering.



**Unit 12A**Find the **ight** words.

Write the words you find.

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

Watch out!  
Some of the  
words have  
a suffix or  
prefix added.




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**Unit 12B****A** Write these words in alphabetical order.**1** **roar**    **roam**    **roast**    **road**

\_\_\_\_\_

**2** **insect**    **install**    **inside**    **inspect**

\_\_\_\_\_

**3** **bassoon**    **basket**    **basin**    **baseball**

\_\_\_\_\_

**B** Look up each of these words in a dictionary.

Write the word that comes after it.

Circle the number that shows the letter used to put the word in alphabetical order. Like this...

locker    locust    1st    2nd    3rd    **4th****1** deer    \_\_\_\_\_    1st    2nd    3rd    4th**2** purse    \_\_\_\_\_    1st    2nd    3rd    4th**3** return    \_\_\_\_\_    1st    2nd    3rd    4th

# Unit 13

## ory ery ary

### Unit 13

**ory  
ery  
ary**

**story** **jewellery** **imaginary**

**factory** **delivery** **dictionary** **jewellery**  
**history** **discovery** **February** **machinery**  
**memory** **mystery** **library** **imaginary**  
**story** **nursery** **primary** **necessary**

**Finding words**  
**A** What am I?  
 1 I'm a piece of fiction.  
 2 I'm a month.  
 3 You can look up the meanings of words in me.  
 4 In me, things are made.  
 5 You will find young children in me.  
 6 I decorate bodies.

**B** Write clues for three more **ory**, **ery** or **ary** words. Try them out on a friend.

**Using words**  
**A** Add **ory**, **ery** or **ary** to make a word.

1 mem\_\_\_\_ 2 deliv\_\_\_\_ 3 jewell\_\_\_\_  
 4 ordin\_\_\_\_ 5 libr\_\_\_\_ 6 vict\_\_\_\_  
 7 slipp\_\_\_\_ 8 bound\_\_\_\_ 9 secret\_\_\_\_

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

**Puzzle corner**  
**A** Sort the pairs of words into the table.

Noun or verb	Adjective
manage	manageable
hope	hopeful
end	endless
support	supportive
reverse	reversible

**B** List the suffixes added to the noun or verbs in **A** to make adjectives.

## Targets

- to spell words with the common endings *ory*, *ery*, *ary*
- to explore a range of suffixes that can be added to nouns and verbs to make adjectives

## Word list

**factory** **delivery** **dictionary** **jewellery**  
**history** **discovery** **February** **machinery**  
**memory** **mystery** **library** **imaginary**  
**story** **nursery** **primary** **necessary**

## Some other relevant words

auxiliary binary boundary burglary estuary  
 glossary January military primary salary  
 secretary vocabulary

bravery brewery bribery crockery delivery  
 discovery grocery mystery nursery slippery  
 glory victory

## Relevant high/medium-frequency words

every

## Pupil Book answers

### Finding words

**A** 1 story 2 February 3 dictionary 4 factory  
 5 nursery 6 jewellery

**B** Clues for three more **ory**, **ery** or **ary** words.

### Using words

**A** 1 memory 2 delivery 3 jewellery 4 ordinary  
 5 library 6 victory 7 slippery 8 boundary  
 9 secretary

**B** Three of the words in **A**, each written in a sentence.

## Puzzle corner

Noun or verb	Adjective
manage	manageable
hope	hopeful
end	endless
support	supportive
reverse	reversible

**B** able ful less ive ible

## Copymaster/Homework answers

### Unit 13A

Word in wordsearch	Word in plural form
story	stories
memory	memories
victory	victories
dictionary	dictionaries
library	libraries
discovery	discoveries
mystery	mysteries
burglary	burglaries

### Unit 13B

**A** 1 boyish 2 mountainous 3 angelic  
 4 childish 5 personal 6 poisonous

**B** 1 helpful 2 inventive 3 lucky 4 washable  
 5 faithful 6 attractive or attractable

## Suggestions

- It is worth highlighting to the children that *ary* words occur most frequently, with *ery* being less common.
- Although not the particular focus of this unit, *ory*, *ery* and *ary* are all suffixes. The children can be asked to find as many words as they can with these word endings and then ask them to underline the words where *ory*, *ery* and *ary* are suffixes added to a root word. Discuss how the root words have changed with the addition of the suffix.
- Give the children some of the adjectives in the *Puzzle corner* or those used in Copymaster 13B and ask them to write them into sentences.

**Unit 13A**

Find eight **ory**, **ery** or **ary** words in this wordsearch.

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

Don't forget... when you write words ending in **y** in their plural form, you usually change the **y** to an **i** and then add **es**. Like this: factory**y** = factories

Write down each word you find and then write it in its plural form.



Word in wordsearch	Word in plural form

**Unit 13B**

Sometimes, when a **suffix** is added to a **noun** or **verb** it changes the word into a **adjective**.

**A** Add a suffix from the box to each **noun** to make it into an adjective.

**al****ous****ic****ish****1** boy\_\_\_\_\_**2** mountain\_\_\_\_\_**3** angel\_\_\_\_\_**4** child\_\_\_\_\_**5** person\_\_\_\_\_**6** poison\_\_\_\_\_

**B** Add a suffix from the box to each **verb** to make it into an adjective.

**y****ive****ful****able****1** help\_\_\_\_\_**2** invent\_\_\_\_\_**3** luck\_\_\_\_\_**4** wash\_\_\_\_\_**5** faith\_\_\_\_\_**6** attract\_\_\_\_\_

# Unit 14

# ough

### Unit 14

## ough

**Using words**

A Copy the sentences and find a rhyming word in the box

trough	tough	bough
brought	dough	thorough

1 though rhymes with \_\_\_\_\_  
2 rough rhymes with \_\_\_\_\_  
3 thought rhymes with \_\_\_\_\_  
4 borough rhymes with \_\_\_\_\_  
5 plough rhymes with \_\_\_\_\_  
6 cough rhymes with \_\_\_\_\_  
7 fought rhymes with \_\_\_\_\_

B Choose three rhyming pairs. Write three nonsense sentences, each of which includes both the rhyming words in one of the sentences in A.

**Puzzle corner**

Write a short story about something that happens at a friend's swimming birthday party. You must use all the words in the box in your story. In your story, underline the words from the box.

brought	great	window	through	thought
heard	above	suddenly	without	knew

**Finding words**

A Look at the pictures. Find the word in the word list and copy it.

1 2 3 4 5 6

B The word you have written for number 3 rhymes with another word you have written. Which word is it?

Say aloud the words you have written. Do you notice the different sounds the ough makes?

## Targets

- to spell words with common letter strings but different pronunciations
- to read and spell accurately medium-frequency words
- to identify misspelt words

## Word list

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

## Some other relevant words

through throughout

ought wrought

bough slough

hour journey could route four

## Relevant high/medium-frequency words

out your would should could

thought through brought found around round

sound without young

## Pupil Book answers

### Finding words

A 1 trough 2 plough 3 nought 4 dough  
5 thought 6 cough

B thought

### Using words

A 1 dough 2 tough 3 brought or bought  
4 thorough 5 bough 6 trough  
7 bought or brought

B Three nonsense sentences, each one with a pair of rhyming words from A.

### Puzzle corner

A short story about a friend's swimming birthday party, including all the following words underlined: brought great window through thought heard above suddenly without knew.

## Copymaster/Homework answers

### Unit 14A

The children need to write the following words that match the picture and then find a word that rhymes with it: thought dough plough rough fought cough borough.

### Unit 14B

The children need to mark the spellings, correcting the words that are misspelt.

**Correct words** – brother great brought together.

**Incorrect words** – always through important friends stopped can't.

## Suggestions







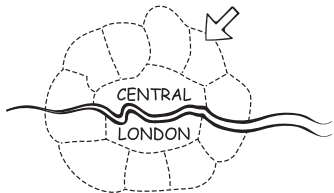
- Be aware that the phonemes the letter string in this unit represent are particularly susceptible to regional variations.
- It is important to highlight the different definitions and spellings between 'bought' and 'brought'.
- There are a number of homophones that can be highlighted in the group of words covered in this unit (e.g. dough, doe; fought, fort etc.).
- Misspelt words are also covered in Units 1 and 18.
- Challenge the children to a timed word hunt of some specified medium-frequency words. The children could either be given a specific text for the task, or asked to use texts of their choice.
- 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 14A**

Write the **ough** word that matches the picture.

Then write a word that rhymes with it.

Picture	Word	Rhyming word
		
		
		
		
		
		
		

**Unit 14B**

Please mark my spelling test with  
a tick or a cross.

If I get any words wrong,  
please can you write them out  
correctly for me.

If you aren't sure how to spell a  
word, check it in a dictionary.



**1** brother

☐

\_\_\_\_\_

**2** allways

☐

\_\_\_\_\_

**3** great

☐

\_\_\_\_\_

**4** throogh

☐

\_\_\_\_\_

**5** importent

☐

\_\_\_\_\_

**6** brought

☐

\_\_\_\_\_

**7** freinds

☐

\_\_\_\_\_

**8** stoped

☐

\_\_\_\_\_

**9** ca'nt

☐

\_\_\_\_\_

**10** together

☐

\_\_\_\_\_



How many did  
I get right?

# Unit 15

# able

**Unit 15**  
**able**  
washable

agreeable    acceptable    advisable    believable  
bearable    adaptable    arguable    excusable  
laughable    avoidable    excitable    lovable  
washable    preferable    forgivable    reliable

**Finding words**  
A Copy the sentences.  
Fill the gaps with a word from the word list.  
1 The water in the swimming pool was just b\_\_\_\_\_.  
2 The l\_\_\_\_\_ puppy fell asleep in Wang Ling's lap.  
3 The policeman said the accident was a\_\_\_\_\_.  
4 Class 4 are e\_\_\_\_\_ as they are off to visit a castle.

B Write your own sentence using a different word from the word list.

**Using words**  
Watch out when you add the **able** suffix to a word ending in one **e**. Usually you need to drop the **e** and then add the suffix.

A Add **able** to these words ending in **e**.  
1 love    2 argue    3 recognise  
4 believe    5 inflate    6 adore

B Choose two of the words you have just made and write them both in the same sentence.

**Puzzle corner**  
Find the two words that make each of these **compound words**.

1 tablecloth = \_\_\_\_\_ + \_\_\_\_\_    2 weekend = \_\_\_\_\_ + \_\_\_\_\_  
3 handbag = \_\_\_\_\_ + \_\_\_\_\_    4 cupboard = \_\_\_\_\_ + \_\_\_\_\_  
5 redhead = \_\_\_\_\_ + \_\_\_\_\_    6 database = \_\_\_\_\_ + \_\_\_\_\_  
7 checkout = \_\_\_\_\_ + \_\_\_\_\_    8 anywhere = \_\_\_\_\_ + \_\_\_\_\_

Compound words can help you with your spelling. If you find a word difficult to spell look to see if it is a compound word. Then all you have to do is remember the two smaller words!

## Targets

- to recognise and spell the suffix **able**
- to investigate compound words and recognise that they can aid spelling even when pronunciation obscures it, e.g. cupboard

## Word list

agreeable    acceptable    advisable    believable  
bearable    adaptable    arguable    excusable  
laughable    avoidable    excitable    lovable  
washable    preferable    forgivable    reliable

## Some other relevant words

abominable    adjustable    available    changeable  
chargeable    considerable    eatable    forgettable  
impressionable    irreplaceable    knowledgeable  
likeable    manageable    payable    perishable    readable  
unshakeable

admirable    adorable    amiable    desirable    immovable  
indescribable    indispensable    inescapable    inflatable  
pleasurable    removable    unmistakable    usable

able    disable    fable    constable    stable    table

## Relevant high/medium-frequency words

No relevant words.

## Pupil Book answers

### Finding words

A 1 bearable    2 lovable    3 avoidable  
4 excitable

B A sentence using a word from the word list.

### Using words

A 1 lovable    2 arguable    3 recognisable  
4 believable    5 inflatable    6 adorable

B Two of the words in A written in one sentence.

### Puzzle corner

1 table + cloth    2 week + end    3 hand + bag  
4 cup + board    5 red + head    6 data + base  
7 check + out    8 any + where

## Copymaster/Homework answers

### Unit 15A

1 reasonable    2 curable    3 cleanable  
4 desirable    5 payable    6 impressionable  
7 inescapable

A copied sentence with an **able** word.

### Unit 15B

playground    bathroom    landmark    football  
meanwhile    printout    jackpot    inlet

## Suggestions

- It is important the children understand that when a suffix is added to a word there is sometimes a need to modify the root word.
- A suffix is a unit of meaning. The suffix **able** can change the meaning of the word by being 'able to' (inflatable) or 'capable of' (measurable).
- When teaching this suffix it is worth highlighting to the children that there are many more words ending in **able** than its close partner **ible** (see Unit 16).
- Note, if a word ends in **e** but has a soft **c** or **g**, the **e** is retained when adding the suffix. Also, depending on the dictionary, the word 'lovable' can sometimes be spelt with the **e** included (loveable).
- Compound words have previously been covered in Book 3, Unit 12.
- 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.).
- Highlight the fact that in some compound words the pronunciation of some letters is obscured.
- Possible compound root words – foot sun every some bed ear play rain wind snow scare.
- Note, the term 'compound word' can also apply to hyphenated words (lay-by) and when two words together form a single noun (football match).

**Unit 15A**

Finish these word sums.

Remember to watch out  
for words ending in **e**!  
Usually you drop the **e**  
before adding **able**.



1 reason + able = \_\_\_\_\_

2 cure + able = \_\_\_\_\_

3 clean + able = \_\_\_\_\_

4 desire + able = \_\_\_\_\_

5 pay + able = \_\_\_\_\_

6 impression + able = \_\_\_\_\_

7 inescape + able = \_\_\_\_\_

Find an **able** word in a reading book.

Copy the sentence with the **able** word.

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**Unit 15B**

Draw lines to link the two words that make  
a **compound word**.

**play****while****bath****let****land****pot****foot****room****mean****ground****print****mark****jack****ball****in****out**

Write out the compound words you have made.

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# Unit 16 ible

**Unit 16**  
**ible**

**flexible**

**incredible**

horrible	divisible	collapsible	convertible
possible	edible	responsible	extendible
terrible	flexible	reversible	indigestible
visible	incredible	sensible	irresistible

**Finding words**

**A** Look at the pictures. Find the word in the word list and copy it.

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

2   
r. \_\_\_\_\_

3   
e. \_\_\_\_\_

4   
s. \_\_\_\_\_

5   
c. \_\_\_\_\_

6   
r. \_\_\_\_\_

**B** Write a sentence describing the labelled picture at the top of the page.

**Using words**

**A** Add the ible suffix to these words.

1 access + ible = _____	2 convert + ible = _____
3 digest + ible = _____	4 destruct + ible = _____

**B** Add the ible suffix to these words ending in e.

1 sense + ible = _____	2 reverse + ible = _____
3 response + ible = _____	4 collapse + ible = _____

**Puzzle corner**

Some words imply smallness. These words are called **diminutives**. Diminutives have special suffixes like et, ette, kin, ling and ock.

**A** Write these words with their diminutive.

piglet   cygnet   bullock   eaglet   duckling

**B** Make a list of diminutives with each of these suffixes.

et   ette   kin   ling   ock

## Targets

- to recognise and spell the suffix *ible*
- to understand how diminutives are formed

## Word list

horrible	divisible	collapsible	convertible
possible	edible	responsible	extendible
terrible	flexible	reversible	indigestible
visible	incredible	sensible	irresistible

## Some other relevant words

accessible audible compatible credible  
destructible digestible exhaustible expressible  
gullible inaccessible invincible irrepressible  
susceptible

defensible forcible reducible

## Relevant high/medium-frequency words

No relevant words.

## Pupil Book answers

### Finding words

**A** 1 horrible 2 reversible 3 extendible  
4 sensible 5 collapsible 6 responsible

**B** A sentence describing the labelled picture introducing the unit.

### Using words

**A** 1 accessible 2 convertible 3 digestible  
4 destructible

**B** 1 sensible 2 reversible 3 responsible  
4 collapsible

### Puzzle corner

**A** cow – bullock duck – duckling eagle – eaglet  
pig – piglet swan – cygnet

**B** The child's own list of diminutives using the following suffixes: et, ette, kin, ling, ock.

## Copymaster/Homework answers

### Unit 16A

The following words first found in the wordsearch and then included in a short story – sensible horrible invisible possible incredible

### Unit 16B

**A** The following words circled – eaglet duckling bullock lambkin owlet droplet statuette riverlet

**B** Three diminutives the child has thought of him/herself.

## Suggestions

- It is important the children understand that when a suffix is added to a word there is sometimes a need to modify the root word.
- A suffix is a unit of meaning. The suffix *ible* can change the meaning of the word by being 'able to be' (accessible).
- It is worth highlighting to the children that many more words end in *able* than *ible*, so if they are in doubt...!
- With the children, make a class word bank of diminutives. Organise them into their suffixes.



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

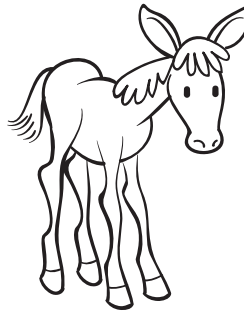
**Unit 16B**

Some **diminutives** are formed by **adding a suffix**.

**A** Circle the diminutives below that have a suffix added.

riverlet

filly



cygnet

cub

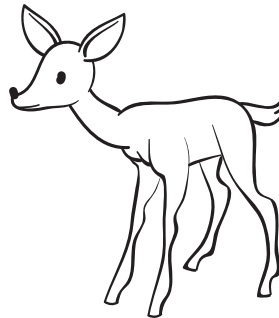
statuette

eaglet



fawn

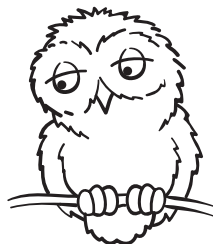
duckling



droplet



owlet



lambkin

bullock

**B** Write three more diminutives.

\_\_\_\_\_

# Unit 17

## ive

**Unit 17**  
**ive**

**massive** **explosive**

attractive	impressive	alternative	disruptive
detective	massive	expensive	distinctive
protective	secretive	explosive	inventive
reflective	talkative	repulsive	progressive

**Finding words**

A Copy the sentences. Fill the gaps with a word from the word list.

1 Thomas always gets told off for being t\_\_\_\_\_.

2 The fireman wears p\_\_\_\_\_ clothing.

3 The school production of Cinderella was l\_\_\_\_\_.

4 The d\_\_\_\_\_ solved the crime.

B Write your own sentence using a different word from the word list.

**Using words**

A Add the *ive* suffix to each of these words. Remember, if a word ends in *e*, drop the *e* before adding *ive*.

1 attract	2 secret	3 defense
4 mass	5 expense	6 abuse
7 decorate	8 collect	9 destruct

B Write the antonym of the word positive. Clue: It is an *ive* word.

**Puzzle corner**

Many different words can be made from root words by adding prefixes.

Each of the words below can be made into two new words by adding two of the prefixes in the box.

un dis mis re anti ex

like take  
lay social claim

Can you make the ten new words?

### Targets

- to recognise and spell the suffix *ive*
- to practise extending and compounding words through adding parts; revise and reinforce earlier work on prefixes; investigate links between meaning and spelling

### Word list

attractive impressive alternative disruptive  
detective massive expensive distinctive  
protective secretive explosive inventive  
reflective talkative repulsive progressive

### Some other relevant words

addictive adoptive argumentative assertive  
collective defective deflective destructive  
digestive dismissive distractive elective eruptive  
excessive exhaustive exploitive objective  
obstructive preventive productive selective

abusive decorative defensive intensive  
offensive reclusive

### Relevant high/medium-frequency words

No relevant words.

### Pupil Book answers

#### Finding words

A 1 talkative 2 protective 3 impressive  
4 detective

B The child's own sentence using a word from the word list.

#### Using words

A 1 attractive 2 secretive 3 defensive  
4 massive 5 expensive 6 abusive  
7 decorative 8 collective 9 destructive

B negative

#### Puzzle corner

unlike dislike mistake retake antisocial unsocial  
exclaim disclaim reclaim relay mislay

### Copypaster/Homework answers

#### Unit 17A

A attractive – good-looking  
reflective – able to reflect  
massive – very large  
alternative – another option  
distinctive – something that stands out as different  
repulsive – disgusting

B A sentence using each of the following words, showing the child understands its meaning:

1 secretive 2 expensive 3 disruptive

#### Unit 17B

Each of the following words with the prefix underlined and the child's own definition for the word.

unlike – e.g. different from  
antifreeze – e.g. stops freezing  
misspelt – e.g. not spelt correctly  
reopen – e.g. open again  
nonstop – e.g. without stopping  
disconnect – e.g. take apart

### Suggestions

- In some words ending *ive*, the *i* has a long sound e.g. drive, alive, but in others, particularly when *ive* is a suffix, the *i* has a short sound, e.g. positive, motive.
- Apart from the word 'spiv', words always end in *ve*.
- It is important the children understand that when a suffix is added to a word there is sometimes a need to modify the root word.
- A suffix is a unit of meaning. The suffix *ive* can change the meaning of the word by implying 'one who' (cooperative) and 'that which is' (destructive).
- This unit gives another opportunity to revise previously covered prefixes.
- As a class or group look at a piece of text. Ask the children to highlight all the prefixed words. Read aloud the text omitting the prefixes on the root words. Discuss how it changes the text.

**Unit 17A**

**A** With a line, match the definitions to the **ive** words.

**attractive**

very large

**reflective**

something that stands out  
as different

**massive**

good-looking

**alternative**

disgusting

**distinctive**

another option

**repulsive**

able to reflect

**B** Write a sentence using each of the words below, showing you understand its meaning.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



Did you know that when prefixes are added to a word they change the word in a certain way.

## Unit 17B

This table shows the meanings each prefix can add to a word.

Underline the prefix in each of the words below, then write your own definition for each word. Use the table to help.

Prefix	Meaning
un	not
dis	apart, not
re	again
mis	wrongly
anti	against
non	not

1 unlike \_\_\_\_\_

\_\_\_\_\_

2 antifreeze \_\_\_\_\_

\_\_\_\_\_

3 misspelt \_\_\_\_\_

\_\_\_\_\_

4 reopen \_\_\_\_\_

\_\_\_\_\_

5 nonstop \_\_\_\_\_

\_\_\_\_\_

6 disconnect \_\_\_\_\_

\_\_\_\_\_

# Unit 18

## ie ei

### Unit 18

**ie**  
**ei**

**weight**

**shriek**

chief  
thief  
belief  
relief

eight  
weight  
sleigh  
weigh

believe  
priest  
relieve  
shriek

ceiling  
deceive  
receive  
receipt

**Finding words**

**A** Look at the picture. There are six ie or ei words that can be found in the picture. Write the six words.

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

**B** Write about the picture using the words you have found.

**Using words**

Spelling words with ie or ei can be tricky, but there is a rule to remember that can help.

piece receive reign

*i comes before e except after c, or when the sound is not ee.*

Say the rule a few times aloud; it really helps with your spelling if you can remember it.

**A** Add ie or ei to these letters to make a word to match the picture.

1 rec\_\_pt 2 ve\_\_n 3 fi\_\_ld 4 sh\_\_ld 5 n\_\_ghbour

6 p\_\_ce 7 ce\_\_ling 8 be\_\_ge 9 r\_\_in

**B** Check each of the words in a dictionary, to check you have spelt them correctly.

**Puzzle corner**

Rewrite this short passage. Spell all the words correctly! Underline the words you change.

A loud neigh came from the stables. Liam ran to his hoarse to check everthink was all right. As he turned the corner, he spotted a fire. Quickly, he tied his horse by the reins to safety. The fire brigade arrived befor too much damage had bean done.

## Targets

- to use independent spelling strategies, including: sounding out and spelling using phonemes; using visual skills; building from other words with similar patterns and meanings
- to identify misspelt words
- to read and spell accurately medium-frequency words
- to identify misspelt words in own writing; to keep individual lists and learn to spell them (Copymaster 18B)

## Word list

chief	eight	believe	ceiling
thief	weight	priest	deceive
belief	sleigh	relieve	receive
relief	weigh	shriek	receipt

## Some other relevant words

brief grief

niece piece frieze shield siege

friend

feint rein veil vein

beige eighty eighteen eightieth freight neigh  
neighbour reign

either eiderdown height neither

their leisure

## Relevant high/medium-frequency words

friends

## Pupil Book answers

### Finding words

**A** Words identified in the picture: chief thief eight sleigh priest receipt

**B** A few sentences written about the picture, using the words from **A**.

## Using words

**A** 1 receipt 2 vein 3 field 4 shield  
5 neighbour 6 piece 7 ceiling  
8 beige 9 rein

**B** The above words checked in a dictionary.

## Puzzle corner

The child rewrites the passage and corrects the following misspelt words: neigh, horse, everything, turned, spotted, reins, safety, before, been.

## Copymaster/Homework answers

### Unit 18A

ie	ei (after c)	ei (when the sound is not ee)
field	deceit	reign
achieve	receive	forfeit
shield	deceive	rein
piece	receipt	veil
believe	ceiling	their

### Unit 18B

The child highlights five words he/she has problems spelling and uses the character's comments to look for ways to help to spell them correctly.

## Suggestions

- The *ie* and *ei* letter pattern is one children often find confusing. A little time spent reinforcing the rule 'i comes before e except after c, or when the sound is not ee' is time well spent. Remember, though, that there are exceptions!
- Although the words 'view', 'review' and 'interview' all have the *ie* spelling pattern, they are more usually taught with the *ew* words, the *i* being taught as silent.
- A number of *ie* words end in *f* which highlights an opportunity to revise work covered in Unit 11.
- Misspelt words are also covered in Units 1 and 14.
- Ask the children in pairs to make up mnemonics for some medium-frequency words. Ask them to explain their mnemonic/s to other children.





Remember... **i** comes before **e**, except after **c** or when the sound is not **ee**.

## Unit 18A

Sort these **ie** and **ei** words into the table.

**reign**

**field**

**shield**

**rein**

<b>ie</b>	<b>ei</b> (after <b>c</b> )	<b>ei</b> (when the sound is not <b>ee</b> )

**their**

**achieve**

**deceit**

**deceive**

**ceiling**

**receipt**

**forfeit**

**veil**

**receive**

**believe**

**piece**

**Unit 18B**

My lesson on 'How to help your spelling'... **Look carefully!**

Look at these words.

Circle five words you think you may have trouble spelling.

**without      around**  
**important      different**  
**garden      whole**  
**together      money      paper**  
**thought      sometimes**  
**sound      leave      suddenly**

If you can spell all these words, then find five words you do have trouble spelling.



Write the words out below. **Look carefully** at the words.

\_\_\_\_\_

\_\_\_\_\_

Ask yourself these questions about each word...

- 1** Are there any small words in the big word?
- 2** Are there any double letters in the word?
- 3** Do you recognise any letter patterns in the word?
- 4** What letter does the word begin and end with?

After looking carefully at each word, try writing them out again and again.



Now are the spellings getting any easier? Keep looking carefully at words you find difficult... Honestly, it helps!

# Unit 19 tion

**Unit 19 tion**

**emotion**   **action**   **attention**   **celebration**  
**lotion**   **direction**   **invention**   **conservation**  
**motion**   **fraction**   **mention**   **examination**  
**potion**   **subtraction**   **prevention**   **investigation**

**Finding words**  
**A** Copy the sentences.  
Fill the gaps with a word from the word list.

1 The \_\_\_\_\_ of the train made Harry feel sick!

2 Only a \_\_\_\_\_ of the cake was left.

3 The green \_\_\_\_\_ bubbled as the toad was added.

4 Uncle James's wedding was a real \_\_\_\_\_.

**B** Write your own sentence using a different word from the word list.

**Using words**  
**A** Copy the sentences and find the rhyming words in the box!

**eruption**  
**intention**  
**completion**  
**subtraction**

**station**  
**situation**  
**position**  
**potion**

1 location rhymes with \_\_\_\_\_  
2 addition rhymes with \_\_\_\_\_  
3 deletion rhymes with \_\_\_\_\_  
4 lotion rhymes with \_\_\_\_\_  
5 attraction rhymes with \_\_\_\_\_  
6 celebration rhymes with \_\_\_\_\_  
7 disruption rhymes with \_\_\_\_\_  
8 invention rhymes with \_\_\_\_\_

**B** Write three sentences, each with a gap where a **tion** word is needed. Test your teacher! See if she or he can fill the gaps correctly.

**Puzzle corner**  
Do you know when to use **its** or **it's**?  
Use **its** when something belongs to something.  
Use **it's** in place of **it is** or **it has**.  
Copy the sentences and fill the gaps with **its** or **it's**.

## Targets

- to recognise and spell the suffix **tion**
- to distinguish the two forms: 'its' (possessive) and 'it's' (contraction) and to use these accurately in writing

## Word list

**emotion**   **action**   **attention**   **celebration**  
**lotion**   **direction**   **invention**   **conservation**  
**motion**   **fraction**   **mention**   **examination**  
**potion**   **subtraction**   **prevention**   **investigation**

## Some other relevant words

**ation:** nation station ration location relation  
vacation conversation education occupation  
operation population situation vaccination  
multiplication

**etion:** completion deletion discretion

**ition:** addition ambition ammunition condition  
competition edition expedition ignition position  
repetition

**otion:** commotion devotion promotion

**ction:** attraction connection distinction election  
extraction faction fiction friction function  
infection instruction junction objection section  
selection suction traction

**ption:** caption deception description disruption  
eruption option reception

**ntion:** detention intention

## Relevant high/medium-frequency words

No relevant words.

## Answers

### Finding words

**A** 1 motion 2 fraction 3 potion 4 celebration

**B** A word from the word list in a sentence.

### Using words

**A** 1 station 2 position 3 completion 4 potion  
5 subtraction 6 situation 7 eruption  
8 intention

**B** Three sentences, each with a gap for you (the teacher) to fill with a **tion** word!

## Puzzle corner

[1] It's

[2] its

[3] its it's

## Copymaster/Homework answers

### Unit 19A

Four nonsense/funny sentences, the first with one **tion** word, the second two **tion** words, the third three and the fourth four **tion** words.

### Unit 19B

Two sentences using 'it's' and two sentences using 'its' in the right context.

## Suggestions

- It is important the children understand that when a suffix is added to a word there is sometimes a need to modify the root word.
- A suffix is a unit of meaning. The suffix **tion** can change the meaning of the word by being an act, a process of or a result of (e.g. demolition).
- The majority of words with the *shun* sound end in **tion**. Also verbs that end in *t*, *te* or *fy* usually in the noun form end in **tion**.
- The distinction between 'its' and 'it's' is a very hard concept for many children to grasp. Possessive pronouns need to be taught alongside the concept, in order to help the children to understand when an apostrophe is needed.
- Give the children verbal sentences that include 'its' or 'it's'. Ask them to distinguish which should be used.
- The words 'its' and 'it's' are homophones. Remind the children homophones are words that sound the same but have different spellings. Homophones are also covered in Units 2 and 20.



It is worth remembering most words that end with a 'shun' sound have **tion** at the end.

## Unit 19A

Write four nonsense or funny sentences.

The first needs one **tion** word, the second two **tion** words, the third three and the fourth four **tion** words!

The **tion** words listed below will help you but you can use any **tion** words.

**fiction**

**competition**

**infection**

**expedition**

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

**detention**

**subtraction**

**station**

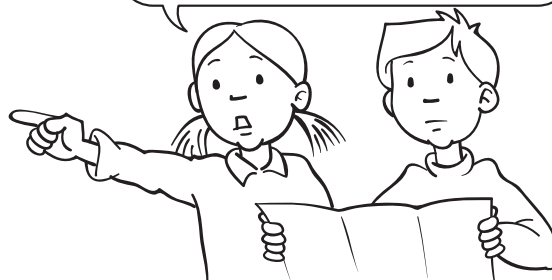
**invention**

**condition**

**Unit 19B**

A quick reminder...  
Use **its** when something  
**belongs** to something.  
Use **it's** in place of **it is** or  
**it has**.

It's very muddy that way!



Write two sentences using **it's**.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_



Write two sentences using **its**.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

# Unit 20 sion

**Unit 20 sion**

**invasion**

**collision**

**collision** aggression abrasion concussion  
**decision** expression invasion discussion  
**division** impression occasion percussion  
**television** profession persuasion repercussion

**Finding words**  
**A** Look at the pictures. Find the word in the word list and copy it.

1 2 3 4 5 6

**B** Write a sentence describing the labelled picture at the top of the page.

**Using words**  
**A** Copy the table. Sort the words in the box into the table.

passion	invasion	mission
vision	decision	occasion
persuasion	television	percussion

ision	asion	ssion

**B** Write down three more sion words. Do any of them fit into the table above?

**Puzzle corner**  
Homophones are words that sound the same but have different spellings.  
Challenge... Can you write a sentence that includes all the homophones in each box?

1 there their they're 2 your you're  
3 whose who's

Hint - If you aren't sure about the different meanings of the words, check them in a dictionary.

## Targets

- to recognise and spell the suffix *sion*
- to distinguish between the spelling and meanings of common homophones, e.g. *their, there, they're*

## Word list

**collision** aggression abrasion concussion  
**decision** expression invasion discussion  
**division** impression occasion percussion  
**television** profession persuasion repercussion

## Some other relevant words

**ision:** incision precision provision revision  
supervision vision

**osion:** corrosion erosion explosion

**usion:** confusion conclusion delusion disillusion  
exclusion fusion illusion inclusion transfusion

**assion:** passion compassion

**ession:** compression concession confession  
depression obsession oppression possession  
progression recession session succession suppression

**ission:** admission commission intermission mission  
omission permission submission transmission

**ansion:** mansion expansion

**ension:** comprehension dimension extension  
pension suspension tension

**ersion:** conversion diversion emersion excursion  
immersion version

## Relevant high/medium-frequency words

No relevant words.

## Pupil Book answers

### Finding words

**A** 1 television 2 division 3 percussion  
4 collision 5 expression 6 discussion

**B** A sentence describing the labelled picture at the top of the page.

### Using words

**A**

ision	asion	ssion
vision	invasion	passion

decision	occasion	percussion
television	persuasion	mission

**B** Three **sion** words – possibly added to the table.

### Puzzle corner

Three sentences, each including the following homophones.

1 there their they're 2 your you're  
3 whose who's

## Copymaster/Homework answers

### Unit 20A

explode – explosion discuss – discussion  
progress – progression invade – invasion  
decide – decision confess – confession  
collide – collision possess – possession

### Unit 20B

**A** The following homophones linked: grate – great  
bean – been ate – eight buy – bye  
fort – fought two – to.

**B** 1 no 2 fur 3 you 4 ball 5 hear 6 key  
7 flew or flue 8 fare

## Suggestions

- It is important the children understand that when a suffix is added to a word there is sometimes a need to modify the root word.
- A suffix is a unit of meaning. The suffix *sion* can change the meaning of the word by being an act (discussion), a process of (admission) or a result of (aggression).
- Note, homonyms (previously covered in Book 3, Unit 18) are words that are both spelt and sound the same. Homophones are also covered in Unit 2 of this book.
- Have the children do further exercises on the most commonly confused homophones – two, to and too, here and hear, passed and past, there, their and they're, you're and your, its and it's (also covered in Unit 19), whose and who's.
- In a given amount of time, challenge the children to write as many homophones as they can think of.

**Unit 20A**

**Suffixes** are added to shorter words.

Draw a line from the shorter word to the matching word with the **sion** suffix.

**explode**

**progression**

**discuss**

**invasion**

**progress**

**possession**

**invade**

**explosion**

**decide**

**confession**

**confess**

**collision**

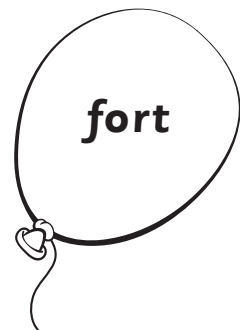
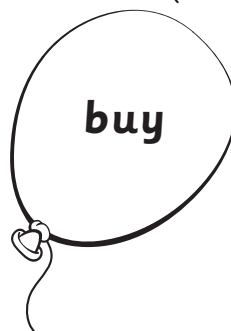
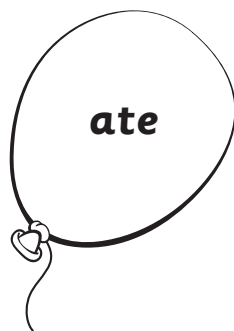
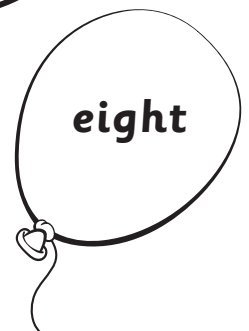
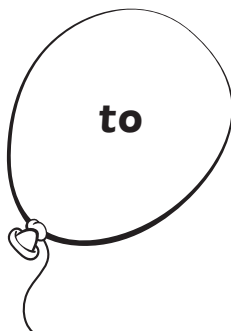
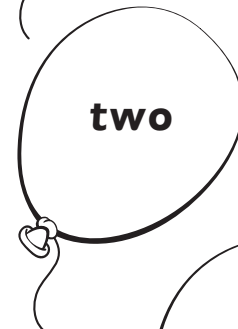
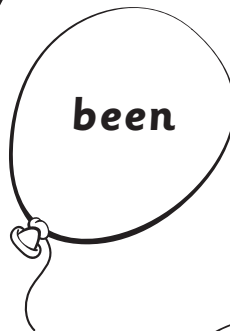
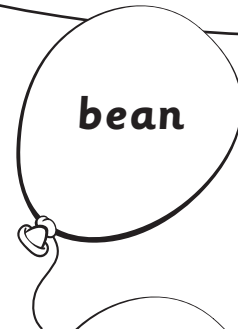
**collide**

**discussion**

**possess**

**decision**



**Unit 20B****A** Join the **homophones** with a line.**B** Write a **homophone** next to each of these words.

1 know \_\_\_\_\_

2 fir \_\_\_\_\_

3 ewe \_\_\_\_\_

4 bawl \_\_\_\_\_

5 here \_\_\_\_\_

6 quay \_\_\_\_\_

7 flu \_\_\_\_\_

8 fair \_\_\_\_\_

# Unit 21

## wa

**Unit 21**  
**wa**

**Finding words**  
A Look at the picture. There are eleven **wa** words that can be found in the picture. Write the eleven words.

**B** Write about the picture using at least six of the words you have found.

**Using words**  
Say the **wa** words aloud. Do you notice the **wa** makes a different sound in some of the words?

**A** Copy and sort the words from the box into the table.

wa as in wasp	wa as in wave
wafer	waterproof
waffle	waltz
wattle	waste
waterproof	wages
wafer	wake
waffle	walrus

**B** Add one more word to each column in the table.

**Puzzle corner**  
Many different words can be made from root words by adding suffixes. Each of the words below can be made into new words by adding the suffixes in the box.

ly	ful	less	ness	ship	hood	tion
sad	knight	operate	child	love	friend	pain

### Targets

- to explore the occurrence of **wa** within words
- to practise extending and compounding words through adding parts; revise and reinforce earlier work on suffixes; investigate links between meaning and spelling

### Word list

walk	wallet	swallow	wardrobe
wand	walnut	swamp	warren
wasp	walrus	swarm	warrior
water	watch	swan	waterfall

### Some other relevant words

waffle waltz wander want was wasn't wash  
watermark waterproof watertight  
war ward warden warm warn warp wart  
swab swam swap swat sway  
wade wafer wage wake waste wave wax

### Relevant high/medium-frequency words

way water want  
watch walk always

### Pupil Book answers

#### Finding words

**A** Words identified in the picture: wand wasp wallet walrus swan swamp warrior swarm watch water wardrobe

**B** A few sentences written about the picture, using at least six words from **A**.

#### Using words

**A**

wa as in wasp	wa as in wave
waffle	wafer
waltz	wages
walrus	wavy
wattle	waste
waterproof	wake

**B** A further word added to each column in table.

### Puzzle corner

Ten words from the following: lovely friendly sadly knightly painful painless childless loveless friendless sadness friendship knighthood childhood operation

### Copymaster/Homework answers

#### Unit 21A

The child creates his/her own wordsearch using nine **wa** words.

#### Unit 21B

Each of the following words with the suffix underlined and the child's own definition for the word.

painful – e.g. full of pain  
thoughtless – e.g. without thinking  
friendly – e.g. in the manner of friendship  
revision – e.g. a process of revising  
inflatable – e.g. able to inflate  
protective – e.g. something which protects

### Suggestions

- Explain to the children that **wa** is a common letter string. Highlight the fact that because words may have the same letter strings it doesn't necessarily mean the pronunciation of the letter string will be the same in every word, e.g. wasp and wave.
- Give the children, possibly in groups, a letter string and ask them to find as many words with that letter string as possible. Do they notice anything about where the letter strings are found in the words? Possible letter strings are *ight* (see Unit 12), *ough* (see Unit 14), *ss* (see Unit 22), *ave*, *orm*, *ear*, *ost*, *ild* and *wo*.
- The children can repeat the activity above looking for words with the letters *v* and *k*.
- This unit gives another opportunity to revise previously covered suffixes.
- As a class or group, look at a piece of text. Ask the children to highlight all the suffixed words. Read aloud the text omitting the suffixes from the root words. Discuss how it changes the text.

## Unit 21A

Write nine **wa** words.  
The **wa** letter pattern  
can be at the beginning  
or in the middle of a word.

Use a dictionary to help  
if you run out of ideas!




Now make your own  
wordsearch using  
these words.



### Here is how you do it!

Use a pencil in case you need to change  
something.

First write your nine words in the grid below,  
then fill the spaces with any other letters.  
Make sure you spell the words correctly or  
they will be impossible to find!


Now try it out on a  
friend or an adult!  
Remember to fold this  
paper in half or they  
will see the words  
already written at the  
top of the page!





Did you know that when suffixes are added to a word they change the word in a certain way.

## Unit 21B

This table shows the meanings each suffix can add to a word.

Underline the suffix in each word below.  
Write your own definition for each word.  
Use the table to help.

Suffix	Meaning
ly	in the manner of
sion	a process of
able	able to
ful	full of
ive	one who/something which
less	without

1 painful \_\_\_\_\_

\_\_\_\_\_

2 thoughtless \_\_\_\_\_

\_\_\_\_\_

3 friendly \_\_\_\_\_

\_\_\_\_\_

4 revision \_\_\_\_\_

\_\_\_\_\_

5 inflatable \_\_\_\_\_

\_\_\_\_\_

6 protective \_\_\_\_\_

\_\_\_\_\_

# Unit 22

## SS

### Unit 22

### SS

### assembly class

### Using words

A Find six double **ss** words in this wordsearch.

d	h	g	u	e	s	s
g	u	b	t	k	f	t
l	c	l	a	s	s	a
a	e	o	b	i	f	k
s	d	r	e	s	s	i
s	b	i	d	a	o	s
c	o	m	p	a	s	s

B Now write each word ending in **ss** in its plural form.

Do you remember... if you need to write a noun ending in **ss** in its plural form, you need to add **es**!

### class

assist  
cross  
guess  
press

### assist

hassle  
missile  
vessel

### address

embarrass  
harness  
success

### assembly

glossary  
necessary  
possession

### Finding words

A What am I?

- I'm not very happy!
- Horses wear me.
- I'm often found at the back of a book and I explain words.
- I am where you live.
- I am a container.
- I'm an anxious or shy feeling.

B Write clues for three more **ss** words. Try them out on a friend.

Hint... You will find the words in the word list.

### Puzzle corner

A Copy these words and underline the root word.

- sunny
- singer
- agreeable

B Challenge! Explain why you think the root words were used in each of these words.

Like this... **helpful**

The root word **help** is used because it is a way of describing the **help** someone gives.

## Targets

- to explore the occurrence of **ss** within words
- to collect/classify words with common roots, e.g. phone, telephone, microphone; investigate origins and meanings

## Word list

class	assist	address	assembly
cross	hassle	embarrass	glossary
guess	missile	harness	necessary
press	vessel	success	possession

## Some other relevant words

abscess abyss actress albatross ass boss brass  
bypass carcass compass countess cuss cutlass  
dress duchess excess eyewitness glass goddess  
grass headdress heiress hiss hostess kiss lioness  
loss mass mistress moss pass princess process  
stress toss witness

assistant classic classify crosshatch password

## Relevant high/medium-frequency words

across

## Pupil Book answers

### Finding words

A 1 cross 2 harness 3 glossary 4 address  
5 vessel 6 embarrass

B Clues for three **ss** words.

### Using words

A class glass dress compass (or pass) kiss guess

B classes glasses dresses compasses (or passes)  
kisses guesses

### Puzzle corner

A 1 sunny 2 singer 3 agreeable

B The child's explanation as to why they think the root words are used in the above words.

## Copymaster/Homework answers

### Unit 22A

<b>ss</b> at the <b>end</b> of a word	<b>ss</b> in the <b>middle</b> of a word
harness	glasses
princess	missile
lioness	vessel
grass	tassle
kiss	
dress	

### Unit 22B

- A 1 correct – e.g. correction correctly  
2 phone – e.g. microphone telephone  
3 shop – e.g. shopping shopper  
4 love – e.g. lovely loveable  
5 attract – e.g. attractive attraction

B A word the child has made from each of the root words above written in a sentence.

## Suggestions

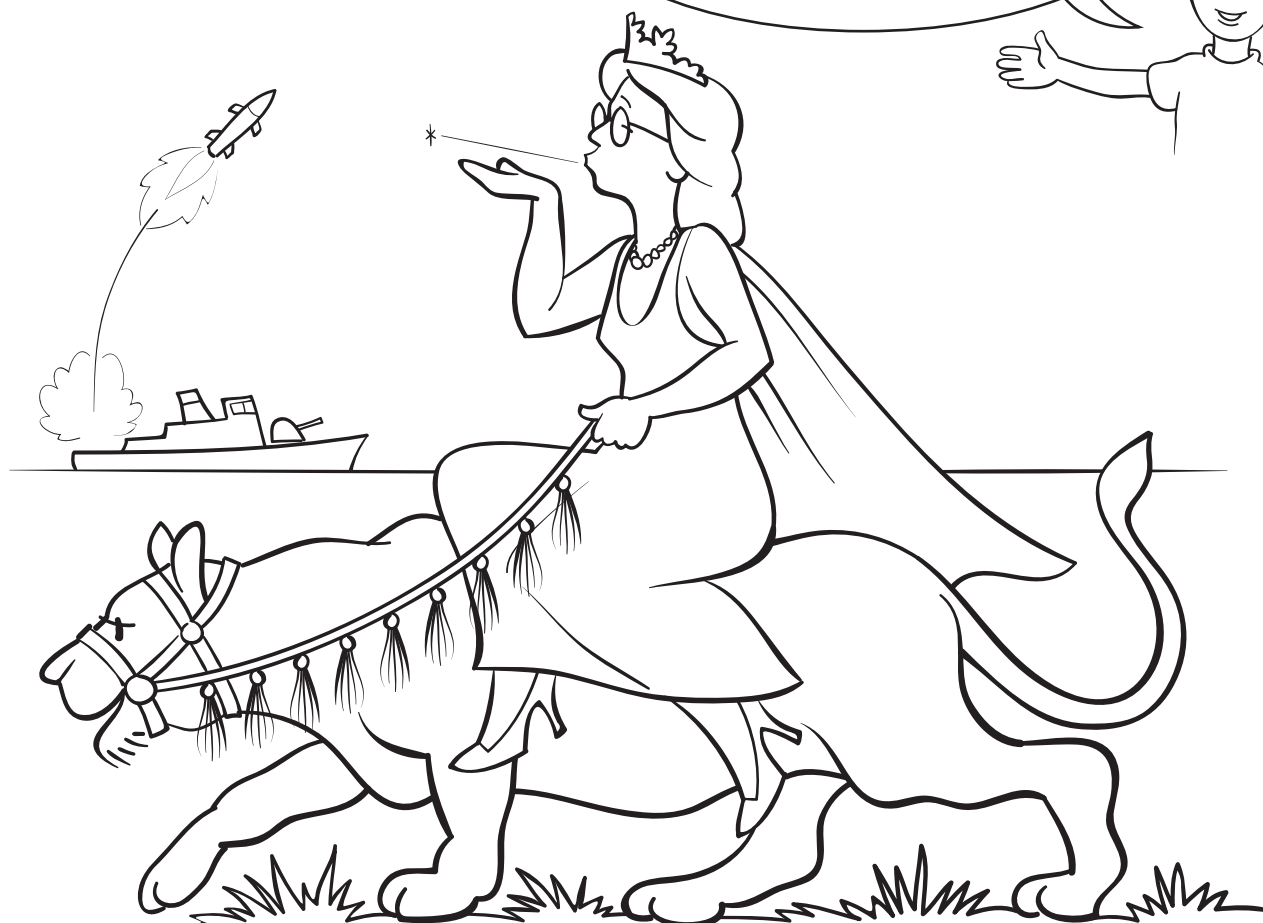
- Explain to the children that **ss** is a common letter string. Highlight the fact that because words may have the same letter strings it doesn't necessarily mean the pronunciation of the letter string will be the same in every word, e.g. percussion, process
- Give the children, individually or in groups, a letter string and ask them to find as many words with that letter string as possible. Do they notice anything about where the letter strings are found in the words? Possible letter strings are *ight* (see Unit 12), *ough* (see Unit 14) *ave*, *orm*, *ear*, *ost*, *ild* and *wa* (see Unit 21).
- The children can repeat the activity above looking for words with the letters *v* and *k*.
- Repeat the root word exercise found in *Puzzle corner* with different words such as farmer, unhappy, wisely, lovable, etc.
- Investigate root word origins using an etymological dictionary.
- Root word mobiles make an effect display, with the root word at the top and words using the root word hung below.

**Unit 22A**

Find ten **ss** words in the picture.

Put them in the table below.

Remember, if you aren't  
sure how to spell a word...  
look it up in a dictionary!



<b>ss</b> at the <b>end</b> of a word	<b>ss</b> in the <b>middle</b> of a word

**Unit 22B**

**A** Write two new words using each of these root words.

**1 correct** correction \_\_\_\_\_

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

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

**4 love** \_\_\_\_\_

**5 attract** \_\_\_\_\_

**B** Choose one word you have made from each of the root words and write it in a sentence.

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

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

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

**4** \_\_\_\_\_  
\_\_\_\_\_

**5** \_\_\_\_\_  
\_\_\_\_\_



# **Pupil Assessments**

**Assessment notes and answers**

**Book 4 Pupil Assessment A**

**Book 4 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 stillness restless defenceless kindness
- 2 builder or bricklayer teacher painter
- 3 regional although instrumental additional
- 4 Three words with the suffix **ment**.
- 5 signalled amusing grips tunnelling
- 6 childhood friendship fellowship championship
- 7 iron rotten
- 8 shallow funnel little rattle/rabble/raddle drizzle/dribble rabbit
- 9 athletic scenic
- 10 Four words each with one of the following prefixes **un**, **non**, **re** and **dis**.
- 11 relieved halved

### Pupil Assessment B

- 1 e.g. right flight
- 2 memory discovery
- 3 cough plough thought
- 4 avoidable, usable and inflatable ticked
- 5 divide sense
- 6 Three words with the suffix **ive**.
- 7 sleigh believe receipt priest weight
- 8 Which direction do we go at this junction?
- 9 Division rhymes with (e.g. decision).  
Occasion rhymes with (e.g. invasion).
- 10 watch wasp waterfall
- 11 lioness grass

**Pupil Assessment A**

**1** Add the **less** or **ness** suffix to each of these words.

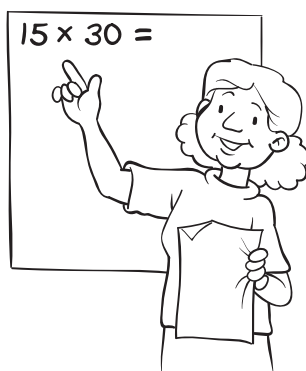
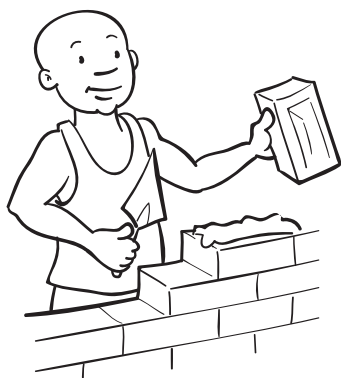
still \_\_\_\_\_

rest \_\_\_\_\_

defence \_\_\_\_\_

kind \_\_\_\_\_

**2** Write the three occupations, each word ends in **er**.



**3** Add **al** to the beginning or end of each word to make a new one.

\_\_\_\_\_ region \_\_\_\_\_

\_\_\_\_\_ though \_\_\_\_\_

\_\_\_\_\_ instrument \_\_\_\_\_

\_\_\_\_\_ addition \_\_\_\_\_

**4** Write three words with the suffix **ment**.

\_\_\_\_\_

**5** Complete the word sums.

signal + ed = \_\_\_\_\_ amuse + ing = \_\_\_\_\_

grip + s = \_\_\_\_\_ tunnel + ing = \_\_\_\_\_

**Pupil Assessment A**

**6** Add the **hood** or **ship** suffix to each of these words.

child \_\_\_\_\_

friend \_\_\_\_\_

fellow \_\_\_\_\_

champion \_\_\_\_\_

**7** Each word ends in **en** or **on**.

What am I? \_\_\_\_\_

I'm hot and flatten clothes. \_\_\_\_\_

When a piece of fruit has gone bad,  
I am this. \_\_\_\_\_

**8** Add the missing double letters to make a word.

sha\_\_ow

fu\_\_el

li\_\_le

ra\_\_le

dri\_\_le

ra\_\_it

**9** Add the suffix **ic** to each of these root words.

athlete \_\_\_\_\_

scene \_\_\_\_\_

**10** Write four words, each using one of the prefixes **un**, **non**, **re** and **dis**.

\_\_\_\_\_

\_\_\_\_\_

**11** Add **ed** to the words relief and half.

\_\_\_\_\_

\_\_\_\_\_

**Pupil Assessment B**

**1** Write a word that rhymes with each of these.

sight \_\_\_\_\_ slight \_\_\_\_\_

**2** Each of these words is spelt incorrectly.  
Spell them correctly.

memery \_\_\_\_\_ discovery \_\_\_\_\_

**3** Write the three **ough** words.



\_\_\_\_\_

**4** Tick the words that are spelt correctly.

**avoidable** ☐

**usable** ☐

**excitable** ☐

**adorable** ☐

**inflatable** ☐

**5** Write the root word from which each of these words is made.

divisible \_\_\_\_\_ sensible \_\_\_\_\_

**6** Write three words with the suffix **ive**.

\_\_\_\_\_

**Pupil Assessment B**

**7** Add the letters **ie** or **ei** to complete the words.

sl\_\_gh    bel\_\_ve    rec\_\_pt    pr\_\_st    w\_\_ght

**8** Complete the sentence with two **tion** words.

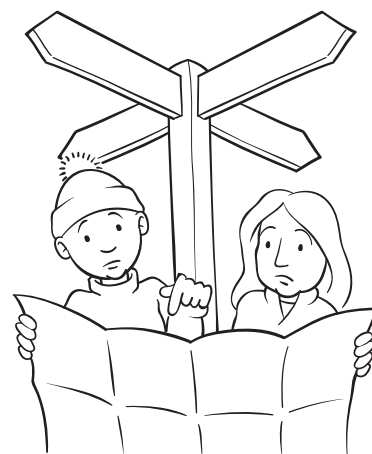
Which d\_\_\_\_\_ do we go

at this j\_\_\_\_\_?

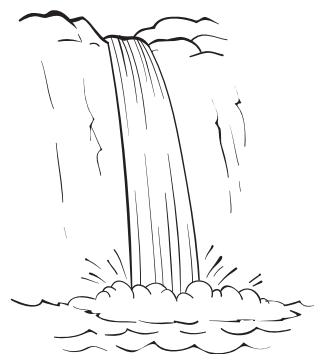
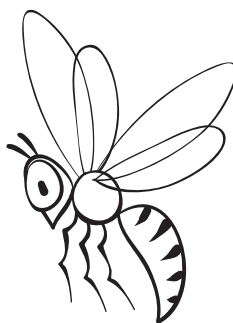
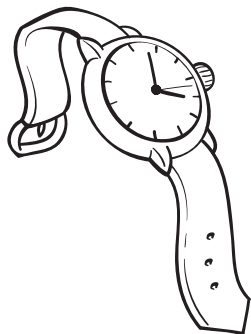
**9** Complete these sentences.

**Division** rhymes with \_\_\_\_\_.

**Occasion** rhymes with \_\_\_\_\_.



**10** Write the three **wa** words.



**11** Each word has a double **ss**.

What am I?

I'm a female lion.

I grow, and football is played on me.

# **Look Cover Say Write Check**

**Unit word lists**

**Medium-frequency (MF)  
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.

## Medium-frequency words

It is important that the children are very familiar with the medium-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.

High-frequency words can be found in the same format in *Teacher's Resource Books 1 to 3*.

**Unit word lists**

Unit 1	Unit 2	Unit 3	Unit 4
careless	butter	also	agreement
homeless	gutter	always	enjoyment
priceless	letter	already	movement
worthless	litter	almost	treatment
darkness	butcher	coastal	department
fitness	dancer	magical	equipment
stillness	farmer	musical	government
weakness	singer	physical	punishment
defenceless	computer	accidental	arrangement
meaningless	discover	autumnal	amazement
senseless	shoulder	electrical	excitement
thoughtless	weather	fictional	enlargement
craziness	altogether	arrival	achievement
dizziness	character	disposal	advertisement
emptiness	laughter	natural	environment
loneliness	surrender	rehearsal	entertainment

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careless  
homeless  
priceless  
worthless  
darkness  
fitness  
stillness  
weakness  
defenceless  
meaningless  
senseless  
thoughtless  
craziness  
dizziness  
emptiness  
loneliness

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?
careless			
homeless			
priceless			
worthless			
darkness			
fitness			
stillness			
weakness			
defenceless			
meaningless			
senseless			
thoughtless			
craziness			
dizziness			
emptiness			
loneliness			

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# Unit word lists

Unit 1	Unit 2	Unit 3	Unit 4
careless	butter	also	agreement
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worthless	litter	almost	treatment
darkness	butcher	coastal	department
fitness	dancer	magical	equipment
stillness	farmer	musical	government
weakness	singer	physical	punishment
defenceless	computer	accidental	arrangement
meaningless	discover	autumnal	amazement
senseless	shoulder	electrical	excitement
thoughtless	weather	fictional	enlargement
craziness	altogether	arrival	achievement
dizziness	character	disposal	advertisement
emptiness	laughter	natural	environment
loneliness	surrender	rehearsal	entertainment

## Unit word lists

Unit 5	Unit 6	Unit 7	Unit 8
check	friendship	button	arrow
knock	membership	cotton	burrow
pack	ownership	lesson	narrow
trick	township	ribbon	sparrow
drag	babyhood	bitten	flannel
knot	brotherhood	kitten	kennel
quiz	childhood	mitten	minnow
squat	manhood	rotten	sunny
fix	partnership	lemon	collage
relax	premiership	pardon	pollute
amuse	sponsorship	season	shallow
circle	relationship	skeleton	yellow
cancel	adulthood	dampen	giggle
grovel	knighthood	golden	wriggle
quarrel	neighbourhood	heaven	drizzle
signal	likelihood	oxygen	puzzle

# Unit word lists

Unit 9	Unit 10	Unit 11	Unit 12
artistic	unaware	calf	fight
heroic	unfair	half	might
magnetic	unlike	leaf	right
robotic	unwell	loaf	sight
athletic	recharge	dwarf	light
fantastic	reconsider	scarf	night
idiotic	refresh	shelf	tight
poetic	revisit	wolf	uptight
alphabetic	nondrip	brief	flight
gigantic	nonexistent	chief	slight
horrific	nonsense	grief	bright
rhythmic	nonviolent	thief	fright
atmospheric	disbelieve	belief	brightest
enthusiastic	discontinue	relief	tightest
microscopic	dishonest	misbelief	frighten
photographic	disregard	mischief	lighten

# Unit word lists

Unit 13	Unit 14	Unit 15	Unit 16
factory	cough	agreeable	horrible
history	trough	bearable	possible
memory	rough	laughable	terrible
story	tough	washable	visible
delivery	bought	acceptable	divisible
discovery	fought	adaptable	edible
mystery	nought	avoidable	flexible
nursery	thought	preferable	incredible
dictionary	dough	advisable	collapsible
February	though	arguable	responsible
library	brought	excitable	reversible
primary	sought	forgivable	sensible
jewellery	drought	believable	convertible
machinery	plough	excusable	extendible
imaginary	borough	lovable	indigestible
necessary	thorough	reliable	irresistible

# Unit word lists

Unit 17	Unit 18	Unit 19	Unit 20
attractive	chief	emotion	collision
detective	thief	lotion	decision
protective	belief	motion	division
reflective	relief	potion	television
impressive	eight	action	aggression
massive	weight	direction	expression
secretive	sleigh	fraction	impression
talkative	weigh	subtraction	profession
alternative	believe	attention	abrasion
expensive	priest	invention	invasion
explosive	relieve	mention	occasion
repulsive	shriek	prevention	persuasion
disruptive	ceiling	celebration	concussion
distinctive	deceive	conversation	discussion
inventive	receive	examination	percussion
progressive	receipt	investigation	repercussion

# Unit word lists

Unit 21	Unit 22
walk	class
wand	cross
wasp	guess
water	press
wallet	assist
walnut	hassle
walrus	missile
watch	vessel
swallow	address
swamp	embarrass
swarm	harness
swan	success
wardrobe	assembly
warren	glossary
warrior	necessary
waterfall	possession



## Medium-frequency (MF) word lists

<b>MF Words 1</b>	<b>MF Words 4</b>	<b>MF Words 7</b>	<b>MF Words 10</b>
asked	coming	almost	any
jumped	walking	always	better
opened	stopped	every	morning
started	used	never	still
turned	tries	only	upon
walked	woken	suddenly	young

<b>MF Words 2</b>	<b>MF Words 5</b>	<b>MF Words 8</b>	<b>MF Words 11</b>
began	knew	first	above
being	know	second	across
brought	change	last	along
thought	think	half	around
found	leave	today	between
heard	should	year	inside

<b>MF Words 3</b>	<b>MF Words 6</b>	<b>MF Words 9</b>	<b>MF Words 12</b>
I'm	gone	before	below
can't	told	during	following
didn't	show	sometimes	high
don't	much	often	near
does	watch	until	through
goes	write	while	under

## Medium-frequency (MF) word lists

<b>MF Words 13</b>	<b>MF Words 15</b>	<b>MF Words 17</b>	<b>MF Words 19</b>
also	baby	great	white
both	happy	sure	light
different	children	those	why
round	garden	word	eyes
such	head	work	window
without	heard	world	own

<b>MF Words 14</b>	<b>MF Words 16</b>	<b>MF Words 18</b>	<b>MF Words 20</b>
other	balloon	father	earth
outside	birthday	mother	important
place	brother	lady	money
right	clothes	sister	small
together	something	paper	sound
where	swimming	friends	whole



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

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thoughtless			
craziness			
dizziness			
emptiness			
loneliness			