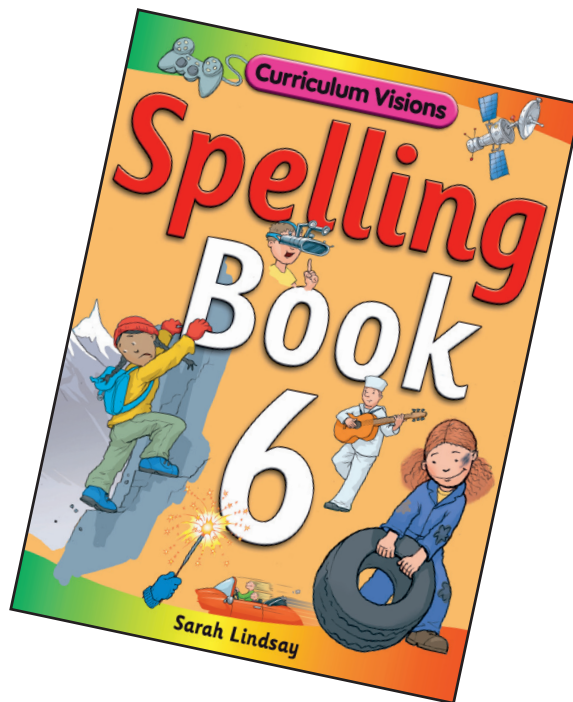


Curriculum Visions

Spelling



Teacher's Resource Book

6

Sarah Lindsay

Curriculum Visions

Spelling

Atlantic Europe Publishing Company Ltd

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Curriculum Visions Spelling

Teacher's Resource Book 6

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Author

Sarah Lindsay

Art Director

Duncan McCrae

Senior Designer

Adele Humphries

Editors

Robert Anderson and Gillian Gatehouse

Illustrations

Dave Woodroffe

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

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Atlantic Europe Publishing

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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 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.

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



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.

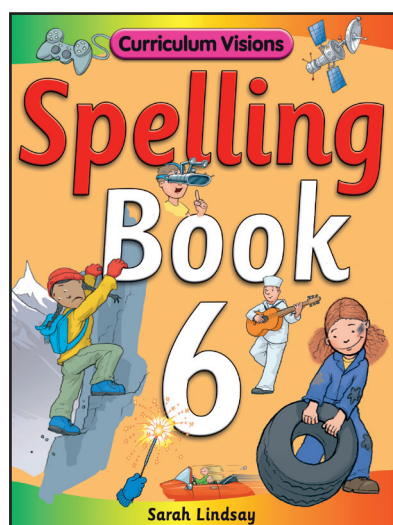
The instructional language is clear, direct and carefully tailored to the needs of pupils at each level and age group. The activities are gently differentiated in difficulty and will help build pupils' confidence and reinforce their spelling knowledge, skills and competence.

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 1
soft c and g

exercise
apologise

Using words
One way of recognising **soft c** and **soft g** letters in a word is by looking at the letters following them.
A Sort the **soft c** words in the word list according to the letters following it. What do you notice?
Now sort the **soft g** words in the word list in the same way. What do you notice this time?
B Add two of your own **soft c** and **soft g** words to each of the columns.

Puzzle corner
Connectives are words and phrases that are used to join clauses and sentences. Many connectives are compound words.
A Copy this passage and add the best connective from the box to fill each gap.
furthermore because therefore
Mum, I think we should be allowed to go to bed later tonight it is the weekend tomorrow. we can sleep for longer in the morning. we don't get to see our cousins very often they live too far away. What do you think?
B Write Mum's response. Include the connectives in the box.
although whatever because consequently

Finding words
A Write a word from the word list that matches each picture.
1. Carrot 2. Child jumping 3. Child with a headache 4. Child with a fever 5. Child with a cold 6. Child with a sore throat 7. Child with a toothache 8. Child with a stomach ache
B
1 Underline the **soft c** or **soft g** in each of the words you have written.
2 Read aloud the words you have written.
What letter sounds do the **soft c** and **soft g** make?

Word list
bicycle exercise innocent receive science apologise challenge original religion vegetable confidence decision democracy necessary tolerance anthology contagious courageous imagination outrageous

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.

[illegible]

Relevant high/medium-frequency words

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

Assessments

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

Word lists

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

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

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.

Scheme summary

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


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

Book 6 targets

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 1	soft c and g	<ul style="list-style-type: none"> to use independent spelling strategies, including applying knowledge of spelling rules and exceptions; using visual skills 	connectives	<ul style="list-style-type: none"> to investigate meanings and spellings of connectives
Unit 2	silent letters	<ul style="list-style-type: none"> to use independent spelling strategies, including applying knowledge of spelling rules and exceptions; using visual skills 	misspelt words	<ul style="list-style-type: none"> to identify misspelt words; to keep individual lists; to learn to spell them
Unit 3	able ible	<ul style="list-style-type: none"> to use independent spelling strategies, including building up spellings by using known prefixes and suffixes; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using visual skills 	unstressed vowels	<ul style="list-style-type: none"> extend work on spelling patterns for unstressed vowels in polysyllabic words
Unit 4	aero auto aqua	<ul style="list-style-type: none"> to use word roots and prefixes as a support for spelling to invent words using known prefixes 	spelling similar words	<ul style="list-style-type: none"> to use known spellings as a basis for spelling other words with similar patterns or related meanings
Unit 5	bi con co	<ul style="list-style-type: none"> to use word roots and prefixes as a support for spelling 	words changing over time	<ul style="list-style-type: none"> to understand how words and expressions have changed over time and how some words have fallen out of use
Unit 6	graph scope	<ul style="list-style-type: none"> to use word roots and suffixes as a support for spelling to invent words using known suffixes 	origins of proper names	<ul style="list-style-type: none"> to research the origins of proper names
Unit 7	cc	<ul style="list-style-type: none"> to use independent spelling strategies, including building up spellings by syllabic parts using common letter strings; building words from other known words; using visual skills 	new words	<ul style="list-style-type: none"> to understand how new words have been added to the language to experiment with language, e.g. creating new words
Unit 8	tele tri oct	<ul style="list-style-type: none"> to use word roots and prefixes as a support for spelling 	etymological dictionary	<ul style="list-style-type: none"> to understand the function of the etymological dictionary, and use it to study words of interest and significance
Unit 9	dge age	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts using known letter strings; using visual skills 	mnemonics	<ul style="list-style-type: none"> to invent and use mnemonics for irregular or difficult spellings

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 10	gue	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts using known letter strings; using visual skills 	unstressed vowels	<ul style="list-style-type: none"> to revise work on unstressed vowel spellings in polysyllabic words
Unit 11	ex sub	<ul style="list-style-type: none"> to use word roots and prefixes as a support for spelling 	word origins	<ul style="list-style-type: none"> to extend work on word origins and derivations using a range of dictionaries and previous knowledge; to investigate words with common prefixes, suffixes and root words
Unit 12	ic	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; building words from other known words, and from awareness of the meaning of the words 	proverbs	<ul style="list-style-type: none"> collect and explain the meanings of proverbs
Unit 13	ous	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts using suffixes; applying knowledge of spelling rules and exceptions 	words changing over time	<ul style="list-style-type: none"> to understand that the meanings of words change over time
Unit 14	inter micro	<ul style="list-style-type: none"> to use word roots and prefixes as a support for spelling 	argument words	<ul style="list-style-type: none"> to build a bank of useful terms and phrases for arguments
Unit 15	dd	<ul style="list-style-type: none"> to use independent spelling strategies, including building up spellings by syllabic parts using common letter strings; using visual skills 	spelling rules	<ul style="list-style-type: none"> to revise and consolidate work, learning and inventing spelling rules
Unit 16	ist ian	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words; using dictionaries 	mnemonics	<ul style="list-style-type: none"> to invent and use mnemonics for irregular or difficult spellings
Unit 17	or ar	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words to use known spellings as a basis for spelling other words with similar patterns or related meanings 	misspelt words	<ul style="list-style-type: none"> to identify misspelt words in own writing; to keep individual lists; to learn to spell them

Unit page	Spelling focus	Targets	Puzzle corner	Targets
Unit 18	ary ery ory	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words 	dictionary work	<ul style="list-style-type: none"> to use independent spelling strategies, including using dictionaries
Unit 19	words to watch	<ul style="list-style-type: none"> to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words; using dictionaries; using visual skills, e.g. recognising common letter strings and checking critical features 	spelling rules	<ul style="list-style-type: none"> to revise and consolidate previous work on spelling rules
Unit 20	nn	<ul style="list-style-type: none"> to use independent spelling strategies, including building up spellings by syllabic parts using common letter strings; building words from other known words; using visual skills 	similes and metaphors	<ul style="list-style-type: none"> to experiment with language, e.g. using similes and metaphors
Unit 21	ise	<ul style="list-style-type: none"> to use independent spelling strategies, including building up spellings by syllabic parts using known suffixes and common letter strings; building words from other known words; using dictionaries; using visual skills 	word games	<ul style="list-style-type: none"> to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles and crosswords
Unit 22	ive	<ul style="list-style-type: none"> to use independent spelling strategies, including building up spellings by syllabic parts using known suffixes and common letter strings; building words from other known words; using dictionaries; using visual skills 	inventing words	<ul style="list-style-type: none"> to invent words using known roots, prefixes and suffixes



Unit notes, answers and copymasters

Units 1–22

Unit 1

soft c

and g

Unit 1
soft c
and g

exercise
apologise

bicycle
exercise
innocent
receive
science

apologise
challenge
original
religion
vegetable

confidence
decision
democracy
necessary
tolerance

anthology
contagious
courageous
imagination
outrageous

Finding words
A Write a word from the word list that matches each picture.

1 2 3 4 5 6 7 8

Using words
One way of recognising soft c and soft g letters in a word is by looking at the letters following them.
A Sort the soft c words in the word list according to the letters following it. What do you notice?
Now sort the soft g words in the word list in the same way. What do you notice this time?
B Add two of your own soft c and soft g words to each of the columns.

Puzzle corner
Connectives are words and phrases that are used to join clauses and sentences. Many connectives are compound words.
A Copy this passage and add the best connective from the box to fill each gap.
B Write Mum's response. Include the connectives in the box.

ce ci cy

ge gi gy

4 5

Targets

- to use independent spelling strategies, including applying knowledge of spelling rules and exceptions; using visual skills
- to investigate meanings and spellings of connectives

Word list

bicycle	apologise	confidence	anthology
exercise	challenge	decision	contagious
innocent	original	democracy	courageous
receive	religion	necessary	imagination
science	vegetable	tolerance	outrageous

Some other relevant words

ce: accept balance celebrate distance embrace introduce peace place princess

ci: accident circumference circulate circus excite recite racism specific

cy: cyclist cyclone fancy juicy policy recycle tricycle

ge: agent bridge challenge change cringe danger enlarge generate legend plunge urge

gi: agile allergic gist eligible giraffe engineer fragile hygiene strategic tragic

gy: allergy apology clergy Egypt energy gypsy lethargy sludgy stringy trilogy

Relevant high/medium-frequency words

change once place

Pupil Book answers

Finding words

A and B1 1 vegetable 2 exercise 3 contagious 4 science 5 apologise 6 bicycle 7 receive 8 imagination

B2 A soft c 'sounds' s and a soft g 'sounds' j.

Using words

ce	ci	cy
necessary	exercise	bicycle
receive	decision	democracy
confidence		
innocent		
tolerance		
science		
ge	gi	gy
challenge	apologise	anthology

vegetable	original	
courageous	religion	
outrageous	contagious	
	imagination	

B Two of the child's own words added to each column.

Puzzle corner

A Mum, I think we should be allowed to go to bed later tonight because it is the weekend tomorrow. Therefore we can sleep for longer in the morning. Furthermore we don't get to see our cousins very often because they live too far away. What do you think?

B Child's response, as 'Mum', to include the connectives although, whatever, because and consequently.

Copymaster/Homework answers

Unit 1A A

soft c	hard c	soft g	hard g
certificate	certificate	stage	engagement
cymbal	accident	hygienic	triangle
accident	careful	gym	gorilla
prince	catalogue	engagement	graph
sentence	scream	original	league
			catalogue

B 1 A sentence including the words 'decide' and 'fierce'.
2 A sentence including the words 'imagine' and 'revenge'.

Unit 1B

A short piece arguing for or against wearing uniform at school with as many connectives as possible, underlined.

Suggestions

- Soft c and soft g have previously been covered in Book 5, Units 11 and 12.
- Give the children a number of words with both soft and hard cs. Ask them to sort the words according to the sound the c makes. Sort the words further according to the letter that follows the c. Notice that the ci, ce and cy letter combination usually softens the c (though not always). Do the same with soft g words. Ask the children to find words that don't agree with this rule.
- The words Celt and Celtic are exceptions to the ce rule (though the football club has a soft c).
- Give the children a piece of text that includes soft c and soft g words. Ask the children to underline the soft c and g words they can find.

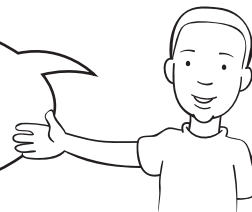
Unit 1A

Sort the words into the table.

Watch out, some words will go in more than one column.

careful prince
cymbal certificate
sentence catalogue stage
scream hygienic league graph
gorilla accident gym original engagement
triangle

Remember, a **soft c** sounds **s** and a **soft g** sounds **j**.



soft c	hard c	soft g	hard g

B Write a sentence using each of these pairs of words.

1 decide fierce

2 imagine revenge

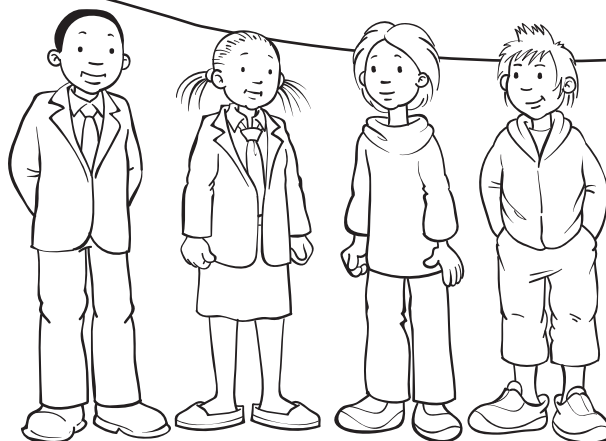
Name: _____

Date: _____

Unit 1B

You are required to write a short piece arguing **for** or **against** wearing school uniform at school.

First, in the box, write six points you want to cover in your argument.



- _____
- _____
- _____
- _____
- _____
- _____

Now write your argument using as many connectives as you can.

Underline each connective you have used.

Unit 2 silent letters

Unit 2 silent letters

Using words

A Each of these words is a homophone. Copy the words below and write a homophone for each one. Each homophone must have a silent letter.

1 rap	2 ring	5 night	6 right
3 sent	4 which	7 not	8 boy
9 rein	10 new		

B Choose four of the pairs of words. Write each pair in a sentence.

Finding words

A Look at the picture. List all the words with silent letters found in the word list.

B Copy ten words found in the word list and circle their silent letters.

Puzzle corner

A Copy this passage. Underline the words that are spelled incorrectly.

Ben waited for Meena outside her house. He could see her in the kichen grabing a couple of apples. They had planed to wait all night in the garden shed until they came face to face with the gost. When lisening to the idea, their close freind Josh douted they would get a glimse and bet they were more likely to cach neumonia! Ben new seeing the gost was unlikely but was determined to give it a go. He felt nervous and excited as Meena ran out the house carrying the napsack.

B Write correctly each word that you have underlined.

Targets

- to use independent spelling strategies, including applying knowledge of spelling rules and exceptions; using visual skills
- to identify misspelt words; to keep individual lists; to learn to spell them

Word list

castle	autumn	campaign	conscious
design	knead	knickers	exhibition
island	knight	rhubarb	knowledge
honest	salmon	solemn	rhinoceros
wrong	scissors	subtle	wrath

Some other relevant words

gnaw gnome heir known mnemonic whom wrench
wrist wrung

extraordinary doubt plumber thumbnail scenario
scientific dredge handsome Wednesday surgeon resign
chronicle exhaust rhinoceros folk palm cupboard
receipt aisle clutch listen whistle biscuit guest
bomb limb numb column condemn hymn debris ballet
buffet depot

Relevant high/medium-frequency words

light might night right who write

Although some of these words don't include standard silent letters, it might be useful to highlight these high/medium words to the children.

Pupil Book answers

Finding words

A The following words listed: castle, island, autumn, rhubarb, scissors, salmon, rhinoceros

B Ten words copied from the word list with each silent letter circled.

Using words

A 1 wrap 2 wring 3 scent 4 witch 5 knight
6 write 7 knot 8 buoy 9 reign 10 knew or gnu

B Four sentences, each with a pair of homophones from A.

Puzzle corner

A Ben waited for Meena outside her house. He could see her in the kichen grabing a couple of apples. They had planed to wait all night in the garden shed until they came

face to face with the gost. When lisening to the idea their close freind Josh douted they would get a glimse and bet they were more likely to cach neumonia! Ben new seeing the gost was unlikely but was determined to give it a go, he felt nervous and excited as Meena ran out the house carrying the napsack.

B could, kitchen, grabbing, planned, ghost, listening, friend, doubted, glimpse, catch, pneumonia, knew, ghost, knapsack

Copymaster/Homework answers

Unit 2A

A Table completed with child's collection of silent-letter words.

B Six other silent letters that can be found in words, each with an example, e.g. p psalm, a miniature, d handsome, e pigeon, g reign, s isle, t christen, u biscuit

Unit 2B

Ten misspelt words found in the child's own writing. The child is asked to identify how many of these words have a silent letter.

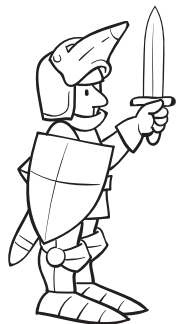
Suggestions

- Silent letters have previously been covered in Book 3, Unit 15 and Book 5, Unit 8.
- It is worth highlighting to the children that silent letters are generally consonants. However, some vowel letters aren't always sounded, e.g. kite, head.
- Give the children a list of words with the silent letters left out. Ask them to correct the words adding the missing letters.
- Brainstorm words with silent letters. Then ask the children to sort them according to where the silent letter can be found in each word.
- Make a crossword puzzle using words with the silent letters. The children could be involved in writing the clues for the words.
- Ask the children to create amusing sentences using as many words with silent letters as they can.
- Misspelt words have previously been covered in Book 3, Unit 3; Book 4, Units 1 and 18; and Book 5, Unit 2.
- Discuss with the children the different ways there are of helping them to learn misspelt words, e.g. looking for compound words, making mnemonics, etc.

Unit 2A

A Make your own collection of words with silent letters.

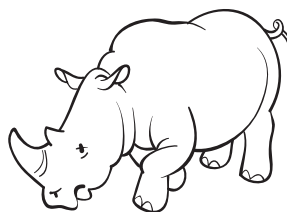
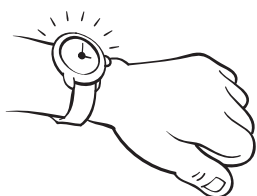
Complete the table below.



Silent letters can be found at the beginning, the middle and the end of words.



silent k	silent w	silent c	silent h	silent b



B List six other silent letters that can be found in words. Write an example of each silent letter in a word.

Here's one...
g as in **g**nome!

Unit 2B

Look at some recent work you have written.
Find ten words you have spelt incorrectly.
Write the words correctly in the boxes.

Check the words you have written in a dictionary. It is very important you have spelt them correctly!



How many of these words have a silent letter? _____

Learn the words you have written.
Ask someone to test you!

Unit 3

able ible

Unit 3
able ible

irresistible

comfortable

avoidable **accessible** **available** **audible**
bearable **convertible** **forgivable** **gullible**
comfortable **destructible** **reliable** **invincible**
enjoyable **digestible** **undeniable** **irresistible**
likeable **incredible** **unmistakable** **susceptible**

Finding words
A Copy the sentences.
Fill each gap with a different **able** or **ible** word from the word list.
1 Jess found the pantomime very _____.
2 Grandpa sat in his _____ armchair and soon fell asleep.
3 The special effects during the magic show were _____.
4 Mark was _____; he thought the lady had really been cut in half!
5 Alice enjoyed it when Mum put down the hood of her _____ car.
6 The ramp at the door made the library _____ to people in wheelchairs.
7 Dad's voice was just _____ the phone line was too loud.
8 There were plenty of tickets _____ so Dad bought four.
B Use each of these words in your own sentences.
1 avoidable 2 forgivable 3 irresistible

Using words
Be careful when you add the **able** or **ible** suffix to a word ending in one **e**. Usually you need to drop the **e** and then add the suffix.
argue + **able** = **arguable**
But... if there is a soft **c** or soft **g** before the **e**, the **e** needs to be kept and then the suffix added.
trace + **able** = **traceable**
A Add **able** to these words.
1 believe 2 enjoy 3 change 4 transfer
5 manage 6 argue 7 debate 8 service
B Add **ible** to these words.
1 sense 2 flex 3 convert 4 resist
5 extend 6 reverse 7 collapse 8 defense

Puzzle corner
Words can be split into syllables.
Some syllables may have a vowel that is hard to hear.
This is known as an **unstressed vowel**.
Copy each of these words, splitting them into syllables.
1 vegetable 2 necessary 3 dictionary 4 diesel
5 envelope 6 interest 7 entrance 8 temperature
B Now circle the unstressed vowel in each word, like this:
veg@/ta/ble

Targets

- to use independent spelling strategies, including building up spellings by using known prefixes and suffixes; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using visual skills
- extend work on spelling patterns for unstressed vowels in polysyllabic words

Word list

avoidable	accessible	available	audible
bearable	convertible	forgivable	gullible
comfortable	destructible	reliable	invincible
enjoyable	digestible	undeniable	irresistible
likeable	incredible	unmistakable	susceptible

Some other relevant words

acceptable adaptable adjustable admirable adorable
advisable agreeable amiable arguable avoidable
believable capable changeable conceivable considerable
curable desirable durable excitable excusable
forgettable inevitable impressionable indescribable
indispensable inescapable inflammable inflatable
irreplaceable knowledgeable laughable lovable
manageable obtainable payable perishable pleasurable
preferable readable removable reliable suitable sizeable
tolerable transferable unmistakable usable washable
compatible collapsible defensible divisible edible
exhaustible extendible flexible forcible horrible
inaccessible indigestible legible negligible plausible
possible responsible reversible sensible terrible visible

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A 1 enjoyable 2 comfortable 3 incredible 4 gullible
5 convertible 6 accessible 7 audible 8 available

B The child's own sentences, each using the following words: 1 avoidable 2 forgivable 3 irresistible

Using words

A 1 believable 2 enjoyable 3 changeable
4 transferable 5 manageable 6 arguable
7 debatable 8 serviceable

B 1 sensible 2 flexible 3 convertible 4 resistible
5 extendible 6 reversible 7 collapsible 8 defensible

Puzzle corner

A and B 1 veg@/ta/ble 2 ne/cess@/ry 3 dic/tion@/ry
4 d@/sel 5 en/v@/lope 6 in/ter/est 7 en/tr@/nce
8 tem/p@/at/ure

Copymaster/Homework answers

Unit 3A

A 1 impossible 2 inexcusable 3 untraceable
4 invisible 5 unavoidable 6 unforgivable
7 inaudible 8 irresistible 9 immovable
10 illegible

B Four of the words in A used in a short passage.

Unit 3B

A and B The child's own short, copied text with unstressed vowels circled.

Suggestions

- The suffixes **able** and **ible** have previously been covered in Book 4, Units 15 and 16.
- 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). 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...
- An extra rule that could be introduced to the children is... If a root word ends in a consonant + **y**, the **y** needs to be changed to an **i** (vary variable)
- Depending on the dictionary, some words such as 'lovable' or 'givable' are sometimes spelt with the **e** included (loveable).
- Unstressed vowels have previously been covered in Book 5, Unit 21 and are also covered in Unit 10 of this book.
- Unstressed vowels can be a hard concept for children to grasp, and due to dialect variations it isn't always easy to be exact about stressed and unstressed vowels in words.
- Ask the children to find examples of unstressed vowels in their own work to add to a class word bank. Ask them to look for patterns in the words they have found.
- Have fun creating mnemonics for words with unstressed vowels.

Unit 3A

Prefixes can be added to **able** and **ible** words to make **antonyms**.

Remember... an antonym is a word with the opposite meaning to another word.

A Use a dictionary to help you write antonyms for each of these words by adding a prefix.



im **un** **ir** **in** **il**

1 possible _____ **2** excusable _____

3 traceable _____ **4** visible _____

5 avoidable _____ **6** forgivable _____

7 audible _____ **8** resistible _____

9 movable _____ **10** legible _____

B Use four of the prefixed words you have made in a short passage.

Unit 3B

A On the lines below copy a short extract from a book you are reading and which you find interesting.

B Carefully read through the extract you have written.

Circle, in a different colour, any unstressed vowels you can find.



Remember to split the words into syllables. If a syllable has a vowel that is hard to hear, it is known as an **unstressed vowel**.

Unit 4

aero auto aqua

Unit 4

aero
auto
aqua

autopilot
aquarium
aeroplane

aerobatics
aerobics
aerodrome
aeroplane
aerosol

autobiography
autograph
automatic
automobile
autopilot

aquaplane
aquarium
Aquarius
aquatic
aquatint

aeronautics
automation
autonomous
aqualung

Finding words
A Find seven words from the word list in this wordsearch. Write the words you find.
B Now choose four of the more unusual words from the word list. Check their meanings in a dictionary and write out the definitions.

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

Using words

aero, auto and aqua are all prefixes.
Understanding the meaning of the prefix can help us understand the word.

aero means air
auto means self
aqua means water

A Write what you think each of these words might mean.
1 aquaplane 2 aerogram 3 autocue

B 1 Invent six of your own words, two for each of the prefixes studied in this unit. Write the words with their definitions.
2 Now write a short story including each of the words you have invented!

Puzzle corner

Recognising similar words from the same word family can help your spelling.

If you can spell **spark**
sparkler sparkles

If you can spell **cycle**
cyclist bicycle

A For each word below write two more words from the same word family.
1 prison 2 smart 3 happy 4 jump

B Find five words in your reading book that are members of word families. For each of the five words write as many other words from that word family as you can.

Targets

- to use word roots and prefixes as a support for spelling
- to invent words using known prefixes
- to use known spellings as a basis for spelling other words with similar patterns or related meanings

Word list

aerobatics **autobiography** **aquaplane** **aerodynamic**
aerobics **autograph** **aquarium** **aeronautics**
aerodrome **automatic** **Aquarius** **automation**
aeroplane **automobile** **aquatic** **autonomous**
aerosol **autopilot** **aquatint** **aqualung**

Some other relevant words

aerofoil aerogram aerolite aeronaut aerospace
aerostatics

autobahn autocracy autocrat autocue autogiro
automate automaton automotive autonomy

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A aerobics aerosol automobile aquatic autograph
aerobatics automatic

B Four definitions of words from the word list.

Using words

A 1 aquaplane – to travel on a board on the surface of the water
2 aerogram – a special, light letter sent by air
3 autocue – a device that shows a television presenter the script while he or she talks to the camera

B 1 Six of the child's own invented words and their definitions using the prefixes covered in this unit.
2 The child's invented words written into a short story.

Puzzle corner

A 1 e.g. prisoner imprison 2 e.g. smartly smarten
3 e.g. unhappy happily 4 e.g. jumping jumpy

B Five words found in a book with as many words from the same word family listed.

Copymaster/Homework answers

Unit 4A

A The table completed with aero, auto and aqua words.

B A word from each prefix in the table to be written in a sentence.

Unit 4B

A The child's brainstorm of prefixes and suffixes.

B 1 signal e.g. signing resign 2 aeroplane e.g. biplane aquaplane 3 resistance e.g. resisting resisted 4 difference e.g. different indifference 5 impossible e.g. possibly possibility 6 discover e.g. uncover recover

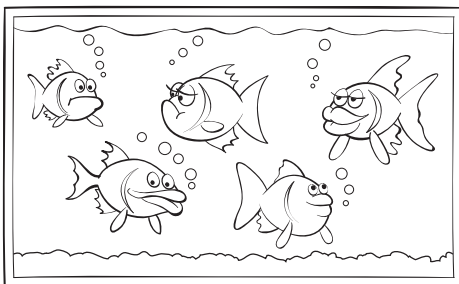
Suggestions

- The prefix *aero* has previously been covered in Book 5, Unit 4.
- To introduce these prefixes to the class set a five-minute challenge. Split the class into groups and ask them to record as many words as they can with the *aero*, *auto* and *aqua* prefixes.
- The prefix *aero* means 'air', *auto* means 'self' and *aqua* means 'water'.
- 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.
- Remind the children that when a prefix is added to a word the root doesn't change.
- Give groups of children a root word and devise a timed competition where each group is challenged to find the most family words.

Unit 4A

A Complete the table below with **aero**, **auto** and **aqua** words.

aero	auto	aqua



If you are finding it hard to think of words, a dictionary might help!

B Write three sentences, each with a word using a different prefix from the table above.

1 _____

2 _____

3 _____

Unit 4B

There are many **prefixes** and **suffixes** that can be added to word roots to create new words.

A Write as many prefixes and suffixes that you can think of in the boxes below.

Prefixes

Suffixes



The prefixes and suffixes you have written in the boxes should help you!

B Look at these words.

Underline the root in each word, then add two further words in the same word family.

- | | | |
|--------------|-------|-------|
| 1 signal | _____ | _____ |
| 2 aeroplane | _____ | _____ |
| 3 resistible | _____ | _____ |
| 4 difference | _____ | _____ |
| 5 impossible | _____ | _____ |
| 6 discover | _____ | _____ |

Unit 5

bi con co

Unit 5
bi
con
co

consult
coordinate
bicycle

biannual **condense** **coeducation** **bicentenary**
biceps **confront** **coexist** **congregation**
bicycle **construct** **cohabit** **consensus**
bifocal **consult** **cooperate** **coincidence**
bisect **converge** **coordinate** **correspondent**

Finding words
A Complete each sentence with a word from the word list:
1 Who can _____ the tallest tower using lego blocks?
2 Look at that man's arm – he has huge _____.
3 The police said if the criminals _____ and say who else was involved they might not go to prison.
4 The school magazine is _____ – it comes out twice a year.
5 It is always important to _____ your fears.
6 What a _____! I didn't know you were coming to the match too.
7 Go and get your _____ then we'll go to the park.
8 On Christmas Eve the church _____ was double its normal size.
B Now write four more words from the word list in your own sentences.

Using words
bi, con and co are all prefixes.
bi means *twice, two*
con means *with, together*
co means *joint*
Understanding the meaning of the prefix can help us understand the word.
A Add **bi**, **con** or **co** to complete these words:
1 bilingual 2 operative 3 plane
4 current 5 operation 6 spire
B Now write a definition for each new word you have written.
the prefix means: above might help

Puzzle corner
Our language has changed over the years. There are many words that are no longer used and some which have slightly changed.
A Match the modern words with the old words.
comes are art
are lives abides
to south
here father
page unto
cometh
B What do you think each of these words mean?
1 wilt 2 hath 3 thither

12 13

Targets

- to use word roots and prefixes as a support for spelling
- to understand how words and expressions have changed over time and how some words have fallen out of use

Word list

biannual	condense	coeducation	bicentenary
biceps	confront	coexist	congregation
bicycle	construct	cohabit	consensus
bifocal	consult	cooperate	coincidence
bisect	converge	coordinate	correspondent

Some other relevant words

bilateral bilingual bimonthly binary binoculars
biplane bipolar

conclude concoct concord concourse concrete concur
concurrent confer conference confide conglomerate
congregate congress conjoin connect conspire
contact convoy

coalition co-author co-driver cohere cohort collaborate
cooperation cooperative co-opt coordinates co-pilot
co-star co-worker co-writer

Relevant high/medium-frequency words

found own write (+ prefix)

Pupil Book answers

Finding words

- A 1 construct 2 biceps 3 cooperate 4 biannual
5 confront 6 coincidence 7 bicycle
8 congregation

- B Four further words from the word list, each written in a sentence.

Using words

- A 1 bilingual 2 cooperative 3 biplane
4 concurrent 5 cooperation 6 conspire
- B 1 bilingual – written in, or able, to speak two languages
2 cooperative – someone willing to help
3 biplane – an aeroplane with two sets of wings, one above the other
4 concurrent – occurring at the same time
5 cooperation – people working together to achieve the same thing
6 conspire – to plan something in secret with others

Puzzle corner

- A comes – cometh are – art lives – abides
to – unto here – hither says – saith

- B Child's own definitions for:

- 1 wilt – will
2 hath – has
3 thither – there

Copymaster/Homework answers

Unit 5A

Four **bi**, **con** and **co** prefixed words with clues to help someone else guess their words.

Unit 5B

- A 1 He loves you.
2 The dog was given to me by a kind man.
3 We waited a while for my brothers.
4 Why are you still hungry?
5 You were told to come here.

- B Two of the child's own sentences using 'olde' English, each with a 'modern' translation.

Suggestions

- The prefix *bi* has previously been covered in Book 5, Unit 4.
- To introduce these prefixes to the class set a five-minute challenge. Split the class into groups and ask them to record as many words as they can with the *bi*, *con* or *co* prefixes.
- 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. Ask the children to refer to the *Using words* section in the Pupil Book that gives the meanings of each prefix.
- Remind the children that when a prefix is added to a word the root doesn't change.
- An etymological dictionary can be used to check the origins of words.
- Some useful 'olde' English words: adversary – enemy, beseech – request, dwelleth – lives, goeth – goes, hitherto – up till now, nay – no, nigh – near, yea – yes, yield – give
- Look at a Shakespeare play or 19th century poetry by Wordsworth or Keats and ask the children to translate short passages into 'modern' English.

Unit 5A

Choose four words with a **bi**, **con** or **co** prefix.

Write them in the spaces below.

Your challenge is to write a clue for each word, without using the actual word.

1

2

3

4

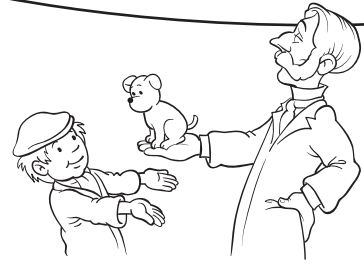
Now read your clues to someone. Can he/she work out the word from your clue? Mark his/her score below.

Score _____

4

Unit 5B**A** Read these expressions.

Write what you think each expression means using language you would use today.



1 He loveth thee.

2 The dog was bestowed upon me by a kind gentleman.

3 We tarried a while for my brethren.

4 Why art thou still ahungered?

5 Thou wert bidden to come hither.

B Try writing two sentences using 'olde' English.

Write in modern English what each sentence means.

1 _____

2 _____

Unit 6

graph

scope

Unit 6
graph scope

telescope
photograph

autograph **horoscope** **choreograph** **endoscope**
paragraph **microscope** **monograph** **kaleidoscope**
photograph **telescope** **telegraph** **periscope**

Finding words
A Write the words from the word list that you can find in the picture.

Using words
By adding a **suffix** to the end of a word it either changes its meaning or helps it 'fit' into a sentence.
The suffixes **graph** and **scope** are of Greek origin.

Puzzle corner
Proper names or nouns are the special names of people, places or things. The origins of many proper names have arisen for historical reasons.

14 **15**

Targets

- to use word roots and suffixes as a support for spelling
- to invent words using known suffixes
- to research the origins of proper names

Word list

autograph **horoscope** **choreograph** **endoscope**
paragraph **microscope** **monograph** **kaleidoscope**
photograph **telescope** **telegraph** **periscope**

Some other relevant words

holograph
gastroscope

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A autograph telegraph photograph telescope periscope
microscope

B The words from **A**, each written in a sentence.

Using words

A **graph** means 'write'
scope means 'instrument for visual examination'

B Six invented words and their definitions using the suffixes **graph** or **scope**.

Puzzle corner

A Child's descriptions of the following jobs:

- 1 a thatcher 2 an archer 3 a baker 4 a forester
5 a shepherd 6 a blacksmith

B The origins of some of the surnames in the child's class.

Copymaster/Homework answers

Unit 6A

autograph photograph choreograph monograph
telegraph horoscope microscope telescope kaleidoscope
periscope

Unit 6B

- A** e.g. 1 Combe Martin (Devon) 2 Aberdeen (Scotland)
3 Scunthorpe (Humberside) 4 Skegness (Lincolnshire)
5 Beckington (Somerset) 6 Ben Nevis (Scotland)
7 Dundee (Scotland) 8 Whitby (Yorkshire)

B e.g. Chester, Cirencester, Chichester

Suggestions

- It is important that the children understand 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 *graph* can change the meaning of a word by adding the idea of 'writing' (autograph) and the suffix *scope* by adding the idea of an 'instrument for visual examination' (telescope). Both suffixes are of Greek origin.
- After revising proper names with the children, introduce them to a *Dictionary of English Etymology*, which provides origins of words.
- Ask the children to research the origins of the days of the week and months of the year.

Name: _____

Date: _____

Unit 6A

Find and write the ten words in this wordsearch with the suffixes **graph** and **scope**.

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

Unit 6B

Many place names have historical origins.
Look at a map of Great Britain
to help you answer these questions.

Did you know the place name
Doncaster comes from the
Latin word for a 'fort' (caster
or chester) and the Celtic
word for a 'river' (don)?



A Find a place name to match each of these word origins.

1 comb (a Celtic word meaning 'valley') _____

2 aber (a Celtic word meaning 'river mouth') _____

3 thorpe (a Viking word meaning 'village') _____

4 ness (a Viking word meaning 'headland') _____

5 beck (a Viking word meaning 'brook') _____

6 ben (a Celtic word meaning 'mountain') _____

7 dun (a Celtic word meaning 'hill') _____

8 by (a Viking word meaning 'town') _____

The Romans settled
in many places now
ending with 'chester'.



B List six place names that were settled by the Romans.

Unit 7

CC

Unit 7 CC

occasion

accident

Using words
Being aware of word families can help you with your spelling.

A Write two more words that come from each of these word families.

1 accident 2 occupy
3 access 4 success
5 occur 6 accommodate

B Choose one of the word families you have made. Write each word from the word family into a different sentence showing you understand how each word should be used.

Puzzle corner
New words are always being added to our language as new things are invented and fashions change.

A Write down the words from the list below which you think have been introduced into our language in the last one hundred years.

B Write a definition for each of the new words.

Findings words

A Which word am I?

1 I'm precise.
2 I am where people live.
3 I'm an unfortunate event.
4 I'm a sudden stop of breath.
5 I'm a job.
6 I'm your partner in a crime.
7 I'm a special event.
8 I'm a different pronunciation.

B Write a clue, like those above, for each of these cc words.

1 success 2 account
3 succulent 4 succinct

mobile phone **broadband**
fries **swimming costume**
microchip **compact disc**
quad bike **television**
bread **computer game** **car**

Targets

- to use independent spelling strategies, including building up spellings by syllabic parts using common letter strings; building words from other known words; using visual skills
- to understand how new words have been added to the language
- to experiment with language, e.g. creating new words

Word list

accent accidentally accomplice accommodation
accept account accurate accomplish
access hiccup occurrence occupation
accident occasion successful succinct
success occupy succulent succumb

Some other relevant words

accede acceptance accepted accessible accommodate
accomplished accredit accurately
occult occupied occupier occupational occupant occur
succeed succession successive successor

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

- A** 1 accurate 2 accommodation 3 accident
4 hiccup 5 occupation 6 accomplice 7 occasion
8 accent
- B** The child's own clues for: 1 success 2 account
3 succulent 4 succinct

Using words

- A** e.g. 1 accidentally accidental
2 occupied occupation 3 accessible accessed
4 successful succeder 5 occurrence occurring
6 accommodation accommodating
- B** The child chooses a word family from **A** and writes a sentence for each word written.

Puzzle corner

- A** mobile phone compact disc microchip sunglasses
quad bike fries television broadband computer game
- B** A definition for each of the words in **A**.

Copymaster/Homework answers

Unit 7A

- A** The child's definitions to the following words:
e.g. succumb – to give way to something that is more powerful
succinct – something expressed briefly and clearly
accomplish – to succeed in doing something
succulent – very juicy
- B** Each of the above words used correctly in a sentence.

Unit 7B

- A** The child's own collection of words under the categories of travel, food and computers.
- B** Research into three of the words written in **A**.

Suggestions

- Double letters have previously been covered in Book 4, Unit 8 and 22; Book 5, Unit 20; and are also covered in this book in Unit 15 and Unit 20.
- Highlight to the children how frequently long vowels in the middle of words are followed by a single consonant while short vowels are often followed by a double consonant.
- The following letters are never found as 'doubles' in English words – h, j, k, q, v, w, x.
- Challenge the children to find as many cc words as they can. Ask them to separate them according to their hard or soft cs.
- New words have previously been covered in Book 4, Unit 8.
- Discuss product names with the children. Split the children into groups, each group taking a product and researching its name origin (e.g. Hoover, cardigan, nylon).

Unit 7A

A Use a dictionary to look up a definition for each of these words.

succumb

succinct

accomplish

succulent

B Now use each word in a sentence to show you understand what it means.

Make your sentences
exciting, interesting,
informative!



1 _____

2 _____

3 _____

4 _____

Unit 7B

A Look at each of the following subjects.
How many 'new' words can you list under each subject?

travel	food	computers
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B Choose three words you have written above and research when, where and by whom these things were invented.

- 1

- 2

- 3

Unit 8

tele

tri

oct

Unit 8

tele
tri
oct

telepathic **triangle** **octagon** **telescopic**
telephone **tricycle** **octahedron** **triangular**
telescope **triple** **octet** **triathlon**
televise **trio** **October** **triplicate**
television **tripod** **octopus** **octogenarian**

Finding words
A Write the words from the word list that you can find in the picture.

B Choose five words from the word list, not found in the picture. Write each word in a sentence.

Using words
A Write a definition for each of these words. Use a dictionary to help you.
 1 triplet triathlon trilogy
 2 octet octahedron octogenarian
 3 televise telepathic telephone
B Look at the definitions you have written. Write the meaning you think each prefix adds to each group of words.
 1 tri 2 oct 3 tele
 What do the prefixes **tri** and **oct** have in common?

Puzzle corner
Etymology is about looking at the history and origins of words. An **etymological dictionary** provides you with information on the origins of words, listed alphabetically. Look carefully at these entries from an etymological dictionary.
toddle c.1400, Scottish and northern British, reference to the word 'toddler' is first found in 1793
toffee 1825, southern British dialect; was 'taffy'; reference to 'tuffie' is first found in 1862
trolley 1823, Suffolk dialect, probably from 'troll' (to roll)
tyre 1485, original spelling, then spell 'tire'; returned to 'tyre' spelling in early 1800s in Great Britain
Answer these questions.
 1 What was the original word for 'toddler'?
 2 When was the word 'toddler' first used?
 3 Which word changed its spelling to 'tire'?
 4 Where is it thought the word 'toddler' first originated?
 5 What is the significance of 'to roll' to the word trolley?
 6 Which of the words has the earliest origin?

Targets

- to use word roots and prefixes as a support for spelling
- to understand the function of the etymological dictionary, and use it to study words of interest and significance

Word list

telepathic triangle octagon telescopic
 telephone tricycle octahedron triangular
 telescope triple octet triathlon
 televise trio October triplicate
 television tripod octopus octogenarian

Some other relevant words

telecast telecom telecommunications telegram
 telegraph telegraphy telepathy teleport telephony
 telephoto telesales teletext telex
 triad triangulate triceps trident triennial trike
 trilateral trilogy trinity triplicate triptych
 octane octavo

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A telephone television octopus October octahedron
 triangle tripod

B Five further words from the word list, each word written into a sentence.

Using words

- A**
- triplet – a set of three things
 triathlon – a race with three parts
 trilogy – a group of three literary pieces
 - octet – a group of eight voices or instruments
 octahedron – a solid shape with eight faces
 octogenarian – someone who is in his/her eighties
 - televise – to transmit via the television
 telepathic – able to communicate from one mind to another
 telephone – an instrument used to communicate via wire, cord or radio
- B**
- tri means 'three'
 - oct means 'eight'
 - tele means 'distant', 'from afar'

tri and **oct** are both number prefixes.

Puzzle corner

- taffy
- 1793
- tyre
- Scotland and northern Britain
- 'to troll' means 'to roll' in the Suffolk dialect
- tyre, in 1485

Copymaster/Homework answers

Unit 8A

A and B

Number	Prefix	Prefixed words
1	mono	monorail monologue
2	bi	biannual bicycle biplane
3	tri	triangle tricycle
4	quad	quadrangle quadrille
5	penta	pentagon pentagram pentathlon
6	hex	hexagon hexagram hexameter
7	hepta	heptagon heptathlon
8	oct	octagon octopus octet
100	cent	centipede century centurion

Unit 8B

A Ten of the following words listed in the table.
 pardon (French), banquet (French), concerto (Italian), spaghetti (Italian), shield (Anglo-Saxon), fish (Anglo-Saxon), telephone (Greek), autograph (Greek), buoy (Dutch), yacht (Dutch), alligator (Spanish), constable (French), goose (Anglo-Saxon), diary (Latin), dentist (Latin), boomerang (Australian), curry (Indian)

B Two words chosen by the child to research.

Suggestions

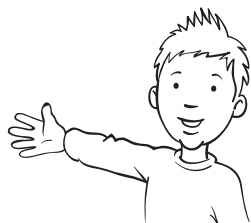
- The prefix **tele** has previously been covered in Book 5, Unit 6.
- To introduce these prefixes to the class set a five-minute challenge. Split the class into groups and ask them to record as many words as they can with the **tele**, **tri** and **oct** prefixes. Which prefix has the fewest words associated with it?
- The prefix **tele** means 'distant, from afar', **tri** means 'three' and **oct** means 'eight'.
- When introducing etymology to the children, if possible have an etymological dictionary to hand. If this isn't possible, the internet gives ready access to etymological sources.
- Encourage the children to do further word investigations, possibly related to a class topic.

Unit 8A

Complete the table.

A Write the prefix associated with each of the numbers.

B Write as many words as possible linked to each of the number prefixes.



Did you know that many number prefixes are of Greek origin?

Number	Prefix	Prefixed words
1	mono	
2		
3	tri	triangle
4		
5		
6		
7		
8		
100		

Use a dictionary to help you find prefixed words.

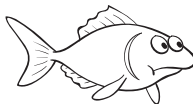
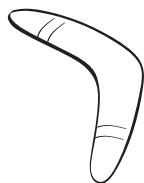
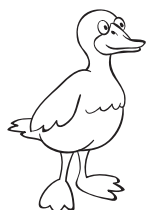


Unit 8B

Many of our words originated from other countries.

A Choose ten of the following words and find out where each of them originated.

pardon
 banquet
 concerto
 spaghetti
 shield
 fish
 telephone
 autograph
 buoy
 yacht
 alligator
 constable
 goose
 diary
 dentist
 boomerang
 curry



Word	Originated from

B Choose any two words.

Find out as much as you can about each of them.

1 _____

2 _____

Unit 9

dge

age

Unit 9

smudge
garage

badge
edge
hedge
nudge
sledge

bandage
damage
garage
postage
sausage

cartridge
knowledge
misjudge
prejudice
smudge

advantage
discourage
encourage
percentage
pilgrimage

Finding words

A Write a word from the word list that matches each picture.

B Use a dictionary to write a definition for each of these words.

1 prejudice 2 pilgrimage 3 discourage 4 misjudge

Using words

You need to remember that usually when a suffix is added to a word ending in e, the e is dropped. If the suffix begins with a vowel or g.

A Copy and complete the table.

	ed	ing	er
manage	managed	managing	manager
lodge	lodged	lodging	lodger
package	packaged	packaging	packager
sledge	sledged	sledging	sledger

An exception to the rule is when the suffixes **ous** and **able** are added to **age** words.

B Copy and complete the table.

Watch out! Not all the suffixes are used with each of these words.

	able	ment	ous
outrage			outrageous
advantage			advantageous
manage	manageable	management	

Puzzle corner

A mnemonic is a useful way of remembering tricky spellings. It can be a rhyme, an acronym or a saying.

A Which words do each of these mnemonics help you spell?

1 some people eat crumpets in a laundry
2 big elephants can always understand small elephants
3 rhyme has your toes hopping madly
4 parents everywhere often peel long envelopes

B Make up your own mnemonics for each of these words.

1 engine 2 February 3 awkward

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts using known letter strings; using visual skills
- to invent and use mnemonics for irregular or difficult spellings

Word list

badge	bandage	cartridge	advantage
edge	damage	knowledge	discourage
hedge	garage	misjudge	encourage
nudge	postage	prejudice	percentage
sledge	sausage	smudge	pilgrimage

Some other relevant words

acknowledge bridge cadge dislodge fudge lodge
pledge ridge stodge

average baggage cabbage carnage carriage collage
courage dressage encouragement engage engagement
entourage forage image manage marriage montage
outrage package patronage plumage rampage
savage stage village voyage

Relevant high/medium-frequency words

No relevant words.

Answers

Finding words

- A 1 sausage 2 cartridge 3 nudge 4 badge
5 percentage 6 garage 7 bandage 8 smudge
9 sledge
- B 1 prejudice – to judge before all the facts are known
2 pilgrimage – a journey made as a mark of respect
3 discourage – to dissuade or dishearten
4 misjudge – to form a wrong opinion

Using words

A

	ed	ing	er
manage	managed	managing	manager
lodge	lodged	lodging	lodger
package	packaged	packaging	packager
sledge	sledged	sledging	sledger

B

	able	ment	ous
outrage	–	–	outrageous
advantage	–	–	advantageous
manage	manageable	management	–

Puzzle corner

- A 1 special 2 because 3 rhythm 4 people
- B Child's own acronyms for: 1 engine 2 February
3 awkward

Copypmaster/Homework answers

Unit 9A

- A e.g. 1 parcel 2 persuade 3 indigestible 4 shove
5 break 6 journey 7 promise 8 force
9 occupy 10 organise
- B The child's own clues for: 1 cartridge 2 percentage
3 edge 4 judge 5 voyage 6 rampage

Unit 9B

- A 1 separate or separate 2 vegetable
3 island or island 4 sword 5 ambitious
- B Five words the child finds difficult to spell, each with its own mnemonic.

Suggestions

- Research the number of syllables in words ending in *dge* or *age*. Help the children discover that most words that end in *dge* have one syllable. If a word has more than one syllable and sounds *idge*, it is usually spelt *age* (e.g. postage).
- The *g* in *age* is pronounced *j* in longer words. For many *age* words derived from the French language the *age* is pronounced *arge* (e.g. dressage).
- Give the children further practice in adding suffixes to words ending in *e* as introduced in the *Using words* section of this unit.
- Mnemonics are also covered in Unit 16.
- A mnemonic aids memory. It is worth stressing to the children that the most effective mnemonics are those they make up themselves.
- Make a class display of words and their mnemonics, made up by the children.
- In groups, give the children a tricky word, asking them to create as many different mnemonics for it as they can.

Unit 9A

A Write a synonym for each of these words.

Remember, a **synonym** is a word with the same or very similar meaning to another word.



1 package _____

2 encourage _____

3 stodgy _____

4 nudge _____

5 damage _____

6 pilgrimage _____

7 pledge _____

8 wedge _____

9 engage _____

10 manage _____

B Write a clue for each of these words.

1 cartridge _____

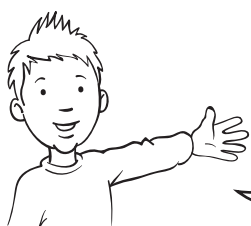
2 percentage _____

3 edge _____

4 judge _____

5 voyage _____

6 rampage _____



Try your clues out on someone.
Let them know that each word
ends in **age** or **dge**.
How did they do?

Unit 9B

A Underline the letters in the words below that the mnemonic is helping you remember.

Like this... It's the weight of eight! weight



- | | |
|------------------------------------|-----------|
| 1 Look for a rat in separate. | separate |
| 2 You find a vegetable on a table. | vegetable |
| 3 An island is land. | island |
| 4 What's the word in sword? | sword |
| 5 I am a bit ambitious. | ambitious |

B List five words you have difficulty remembering how to spell. Write a mnemonic for each one.

1 _____

2 _____

3 _____

4 _____

5 _____

Unit 10

gue

Unit 10

gue

tongue

league	catalogue	dialogue	analogue
tongue	fatigue	epilogue	monologue
vague	intrigue	prologue	synagogue

Using words

The origin of many words ending in **gue** is Greek or Latin. Many words that end in **logue** come from a Greek word meaning 'word' or 'speech'.

A Look at the words in the word list. List all the words that are derived from the Greek word meaning **word** or **speech**. Check the words you have chosen in the dictionary.

B Look at these pairs of words. Describe how they are different:

- 1 **prologue** and **epilogue**
- 2 **monologue** and **dialogue**
- 3 **Decalogue** and **catalogue**

Finding words

A Complete each sentence with a word from the word list.

- 1 They really hoped to win the football _____ this year.
- 2 Matthew worshipped at the local _____ every Saturday morning.
- 3 His searchlight shined through the _____ for a new helmet.
- 4 Helen was hoping for a digital watch but she got an _____ one!
- 5 The _____ described the play as a comedy with a serious message.
- 6 The snake smelt the air with its _____.
- 7 Ben looked _____; he was thinking of something else while Tom talked to him.
- 8 Towards the end of the doubles tennis match there was urgent _____ between the losing tennis partners!

B Now write three more words from the word list in your own sentences.

If you are unsure of the meanings of some of the words, check them in a dictionary.

Puzzle corner

Remember... all words can be split into syllables. Some syllables may have a vowel that is hard to hear. This is known as an **unstressed vowel**.

A Copy the words below. Divide each word into its syllables. Tick ✓ the words with an unstressed vowel and cross ✗ those without.

photographer	cruel	secretary	miniature	lemonade
signature	photograph	temperate	temperature	

B What do you notice about your answer for the words: **photograph** and **photographer**?

temperature and **temperate**

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts using known letter strings; using visual skills
- to revise work on unstressed vowel spellings in polysyllabic words

Word list

league	catalogue	dialogue	analogue
tongue	fatigue	epilogue	monologue
vague	intrigue	prologue	synagogue

Some other relevant words

brogue Decalogue rogue travelogue vogue

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A 1 league 2 synagogue 3 catalogue 4 analogue
5 prologue 6 tongue 7 vague 8 dialogue

B Three further words from the word list, each written in a sentence.

Using words

A dialogue epilogue prologue monologue

B e.g. 1 **prologue** is the introduction to a play or poem, **epilogue** is a short concluding part in a literary work
2 **monologue** is one person speaking and **dialogue** is a discussion between two or more people
3 **Decalogue** is the list of the Christian Ten Commandments and **catalogue** is a list of items usually with a description

Puzzle corner

A The following words should be ticked: photographer cruel miniature secretary lemonade signature temperature

B The two pairs of words are from the same word families but one has an unstressed vowel and the other doesn't.

Copymaster/Homework answers

Unit 10A

The child is asked to write a short story that includes all the **gue** words from the word list.

Unit 10B

A The following words added to the table and then completed with their own words.

2 syllable words	3 syllable words
separate	parliament
corporal	cathedral
cruel	

B All the unstressed vowels to be circled in the words in the table above.

Suggestions

- As mentioned in the previous unit, **ge** words have a soft **g** sound. In **gue** words the **g** has a hard sound due to the **u** between the **g** and **e**.
- Unstressed vowels have previously been covered in Book 5, Unit 21 and in Unit 3 of this book.
- Unstressed vowels can be a hard concept for children to grasp and due to dialect variations it isn't always easy to be exact about stressed and unstressed vowels in words.
- Ask the children to find examples of unstressed vowels in their own work to add to a class word bank. Look for patterns in the words they have found.
- Have fun creating mnemonics for words with unstressed vowels.

Unit 10ATry this **Word Challenge**.**league**
tongue
vague**catalogue**
fatigue
intrigue**dialogue**
epilogue
prologue**analogue**
monologue
synagogue

Your challenge is to include every **gue** word in the word list in a short story. You will find it easier if you think through your storyline, and where the words might fit in it, before you begin.

Unit 10B

A Add the words at the top of the table to the correct columns.
Then add some of your own words to complete the table.

separate corporal
 cathedral parliament cruel

2-syllable words	3-syllable words

B Now circle any **unstressed vowels** in each word.



Some words might not have any unstressed vowels!

Unit 11

ex sub

Unit 11

ex
sub

exchange **subheading** **except** **subconscious**
exclaim **subplot** **exclude** **submarine**
exhaust **subtitle** **expire** **submerge**
expand **subway** **explode** **submissive**
extend **subzero** **exterior** **substandard**

Finding words
 A Choose five words from the word list of whose meaning you are unsure. Look these words up in a dictionary. Copy the words and write their definitions.
 B Find eight words from the word list in this wordsearch. Write the words you find.

24

submerge

expand

Using words
 A Copy these prefixed words and underline the root in each one.
 1 subside 2 subzero 3 exchange 4 export 5 submarine 6 substandard 7 exclaim

Puzzle corner
 A Look at these prefixes or suffixes. Each adds a unit of meaning to a root. Do some investigation work to find the meaning of each prefix or suffix, including its origin.
 1 tri 2 auto 3 able 4 ful 5 less

25

Targets

- to use word roots and prefixes as a support for spelling
- to extend work on word origins and derivations using a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes and root words

Word list

exchange subheading except subconscious
 exclaim subplot exclude submarine
 exhaust subtitle expire submerge
 expand subway explode submissive
 extend subzero exterior substandard

Some other relevant words

exceed excel excess excrete excursion exempt
 exhale exile exit exorcise expatriate expectorate
 expel export express expulsion extension external
 extinguish extract exude

subaqua subcommittee subcontract subculture
 subcutaneous subdue subeditor subgroup subhuman
 submersible subnormal subordinate subservient
 subsoil subsonic

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A Five words from the word list with their definitions.

B expand extend explode exclude subway submerge
 submissive subzero

Using words

A 1 subtitle 2 subzero 3 exchange 4 export
 5 submarine 6 substandard 7 exclaim
 8 subconscious

B Each of the above words written into a sentence.

Puzzle corner

A 1 tri – three (Latin)
 2 auto – self (Greek)
 3 able – able to (Latin)
 4 ful – full of (Anglo-Saxon)
 5 less – without, lacking (Anglo-Saxon)

- B e.g. 1 triangle tricycle tripod
 2 automatic autobiography autograph
 3 adaptable forgivable payable
 4 painful hurtful playful
 5 endless thoughtless bottomless

Copymaster/Homework answers

Unit 11A

A

	Word definition
exit	the way out
subsection	a division of a section
subside	to sink to a lower or normal level
extension	something that has been made bigger
express	something going or sent quickly
extract	to take out
subcommittee	a smaller committee formed from the main one
subdivide	to divide into smaller parts

B Child's collection of **ex** and **sub** words.

Unit 11B

A and B

al – all (Anglo-Saxon) e.g. always
 circum – around (Latin) e.g. circumference
 graph – write (Greek) e.g. autograph
 ness – quality of being (Anglo-Saxon) e.g. happiness
 octo – eight (Greek) e.g. octopus
 mis – wrongly (Anglo-Saxon) e.g. mistake

Suggestions

- The prefix **ex** has previously been covered in Book 3, Unit 22.
- Make a competition of how many **ex** and **sub** words the children can find (see Copymaster 11A).
- Extend the activity found in Copymaster 11B giving the children, on cards, more prefixes and suffixes and their meanings. Ask the children to match them.
- Write out sentences or a short piece of text where the prefixes and suffixes have been removed. Ask the children to rewrite the sentences or text, adding the missing prefixes and suffixes so they make sense.

Name: _____

Date: _____

Unit 11A

**A** Complete the table below.

	Word definition
exit	
subsection	
subside	
extension	
express	
extract	
subcommittee	
subdivide	

B How many **ex** and **sub** words can you collect?**ex + root****sub + root**

Name: _____

Date: _____

Unit 11B

A Match each of the **prefixes** or **suffixes** below with its correct meaning.

wrongly (Anglo-Saxon)

write (Greek)

eight (Greek)

quality of being (Anglo-Saxon)

all (Anglo-Saxon)

around (Latin)

al means _____

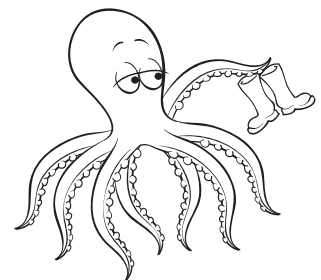
circum means _____

graph means _____

ness means _____

octo means _____

mis means _____



B Below each prefix or suffix write an example word.

Unit 12

ic

Unit 12 ic

comic

allergic

Using words

Most words ending in **ic** are adjectives.

Some words ending in **ic** are nouns.

A Copy and sort these words into nouns and adjectives.

poetic, gigantic, rhythmic, traffic, allergic, picnic, robotic, angelic, music, hygienic, fabric, microscopic, gymnastic, realistic, scenic, optimistic, characteristic, idealistic, bionic, frantic, historic, tragic, cubic, comic.

B Now write the root of each of the adjectives you have listed.

Puzzle corner

A proverb is a saying that has been used for many years.

A Copy and complete each of these proverbs with a word from the box.

one served leap another perfect lie

1 One good turn deserves another.

2 First come, first served.

3 Two heads are better than one.

4 Look before you leap.

5 Let sleeping dogs lie.

6 Practice makes perfect.

B Write what you think each of these proverbs mean.

1 Every cloud has a silver lining.

2 Better late than never.

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; building words from other known words, and from awareness of the meaning of the words
- collect and explain the meanings of proverbs

Word list

comic	allergic	electronic	aesthetic
cubic	angelic	idealistic	characteristic
picnic	bionic	prehistoric	gymnastic
fabric	frantic	realistic	hygienic
tragic	historic	scenic	optimistic

Some other relevant words

acidic acrobatic acrylic aerodynamic alcoholic
 alphabetic artistic athletic atmospheric automatic
 Catholic chromatic critic democratic dynamic
 economic enthusiastic fantastic frolic futuristic
 gigantic graphic heroic horrific idiotic idyllic
 Jurassic lyrics magnetic mechanic metallic
 microscopic mimic music naturalistic operatic panic
 photographic picnic politics poetic republic robotic
 rhythmic tactic toxic traffic

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A 1 fabric 2 allergic 3 prehistoric 4 cubic
 5 bionic 6 electronic 7 picnic 8 angelic
 9 scenic

B A few sentences telling the story in the comic from the opening picture, using as many **ic** words from the word list as they can.

Using words

A Nouns – music traffic picnic fabric mechanic

Adjectives – poetic gigantic rhythmic allergic hygienic microscopic robotic angelic

B poet giant rhythm allergy hygiene microscope robot angel

Puzzle corner

- A** 1 One good turn deserves another.
 2 First come, first served.
 3 Two heads are better than one.
 4 Look before you leap.
 5 Let sleeping dogs lie.
 6 Practice makes perfect.

- B** 1 Even when something bad happens you can usually find something positive about it.
 2 It is better to be late for something than not appear at all.

Copymaster/Homework answers

Unit 12A

The following words, each written into a sentence.

- athletic and public
- panic and heroic
- fabric and mechanic
- characteristic and mimic
- poetic and gigantic

Unit 12B

A The child notes four proverbs and writes what each one means.

B The child illustrates each of the four proverbs.

Suggestions

- The suffix **ic** has previously been covered in Book 4, Unit 9.
- Remind the children that when a suffix is added to a word there is sometimes a need to modify the root word. A rule worth highlighting to 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 (hygiene – hygienic).
- A suffix is a unit of meaning. The suffix **ic** can change the meaning of the word by implying 'pertaining to' (e.g. poetic).
- Make a class collection of proverbs – can children's parents think of any?
- Challenge the children to include some specified proverbs in a short story.
- Make up modern-day proverbs!

Name: _____

Date: _____

Unit 12A

Use each of these **ic** words in a sentence.

Make your sentences as interesting as possible.

1 **athletic** and **public**

2 **panic** and **heroic**

3 **fabric** and **mechanic**

4 **characteristic** and **mimic**

5 **poetic** and **gigantic**

If you are unsure of the meaning of
a word... check it in a dictionary!



Name: _____

Date: _____

Unit 12B

A List four proverbs and write what you think each one means.

1 _____

(means) _____

2 _____

(means) _____

3 _____

(means) _____

4 _____

(means) _____



Now try drawing a picture to illustrate each proverb!

B

1	2
3	4

Unit 13

ous

Unit 13

ous

cautious

infectious

Using words

The suffix **ous** is sometimes added in the forms **leous** or **eous**. Here are a few rules to help you:

- **ous** follows a consonant or a silent **e**, which is dropped.
- **leous** is added when the word either ends in **len** or **g** or after a soft **c**.
- **eous** is added when the **e** sounds **ee** or to keep a **g** soft.

Find words

A Look at the expression on each face. Write the word from the word list that best describes it.

1 2 3 4 5 6 7 8 9

B Copy the sentence below six times. Each time add one of the words from A, then complete the sentence by describing your feelings about different things.

I feel _____ about _____.

anxious **cautious** **ambitious** **courageous**
curious **delicious** **hilarious** **instantaneous**
furios **envious** **infectious** **miscellaneous**
obvious **religious** **mysterious** **simultaneous**
serious **spacious** **suspicious** **spontaneous**

Puzzle corner

Words in our language change over time.

A Link each of the words below with its original meaning.

1 trainer	a tree
2 wicked	to hit repeatedly
3 cool	fine strands
4 bread	a person who trains
5 web	nasty
6 box	break
7 flog	cold
8 snap	a food

B Now write another more recent meaning for each of the words in A. The pictures will give you some clues.

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts using suffixes; applying knowledge of spelling rules and exceptions
- to understand that the meanings of words change over time

Word list

anxious	cautious	ambitious	courageous
curious	delicious	hilarious	instantaneous
furios	envious	infectious	miscellaneous
obvious	religious	mysterious	simultaneous
serious	spacious	suspicious	spontaneous

Some other relevant words

acrimonious amphibious atrocious auspicious
bumptious conscious contagious contentious
curvaceous delirious devious dubious fastidious
ferocious flirtatious glorious gracious gregarious
harmonious industrious luxurious malicious melodious
notorious nutritious oblivious obnoxious odious
previous rebellious scrumptious studious tedious
victorious vivacious

aqueous beauteous courteous disadvantageous
gaseous herbaceous hideous nauseous outrageous
righteous

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A 1 serious 2 envious 3 anxious 4 ambitious
5 cautious 6 furious

B The blanks in the following sentence completed with the answers in A and the child's own related feeling.

'I feel _____ about _____.'

Using words

A 1 famous 2 mountainous 3 religious
4 outrageous 5 mysterious 6 various
7 melodious 8 victorious 9 suspicious

B Each word in A checked in a dictionary and incorrect words amended.

Puzzle corner

A and B

1 trainer:	a person who trains	a shoe
2 wicked:	nasty	a term of approval
3 cool:	cold	trendy
4 bread:	a food	money
5 web:	fine strands	World Wide Web
6 box:	a tree	a container
7 flog:	to hit repeatedly	to sell
8 snap:	to break	a photograph

Copymaster/Homework answers

Unit 13A

A and B A collection of fifteen **ous** words, organised into the table according to their **ous** endings.

Unit 13B

A Two definitions, linked with each circled word.

The first, its original definition and the second a more recent definition.

B The two empty circles completed with their own examples of words whose meanings have changed over time.

Suggestions

- Although not covered in this unit, the children might note that if a root ends in **f**, the **f** is dropped and **vous** is added to the word.
- 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.
- Some **ous** words do not have roots used in everyday language, e.g. hideous.
- A suffix is a unit of meaning. The suffix **ous** can add the idea of 'full of' (e.g. dangerous, spacious).
- Use this unit to help the children understand that our language is constantly changing.
- Ask the children to create sentences using the more modern versions of words studied in the *Puzzle corner* and *Copymaster 13B*.

Unit 13B

A Write two definitions, linked with each circled word. The first should be its original definition and the second a more recent definition.

mobile

penalty

green

pants

date

jingle

B Complete the two empty circles with your own examples of words which have gained new meanings over time.

Unit 14

inter

micro

Unit 14
inter
micro

international
microlight

interact **microchip** **intercept** **microcircuit**
intercom **microfilm** **intermingle** **microelectronics**
interlink **microlight** **international** **micrometer**
internet **microscope** **intersect** **microscopic**
interval **microwave** **interview** **microsurgery**

Finding words
A Write the five words from the word list that you can find in the picture.
B Write each of these words in a sentence.
1 interact 2 microlight 3 interlink 4 microfilm

Using words
The words in this unit can be quite hard to understand. If you look at the prefix and root word separately it can make understanding (and spelling) the word easier.
inter means between, among
micro means small
A Write your own definition for each of these words.
1 intermingle 2 microcircuit 3 international 4 micrometer 5 intersect 6 microsurgery
B Now look up each word in a dictionary. Copy the definition. How many of the words did you define correctly?
C Copy and complete the gaps in Kate's argument with words or phrases from the box.
In my opinion consequently furthermore in conclusion I believe
we shouldn't have to wear a school uniform to our school.
it would be more fun to decide from a variety of clothes and colours,
allowing children to be more individual. buying a school uniform
can be very expensive and not all parents can afford it. I think it would
be worth asking all parents and pupils at the school to gauge their opinion.
B Write a response to Kate's argument.
Argue for keeping school uniform.
Underline any 'argument' words or phrases you have used.

Puzzle corner
When we argue a point of view there are some words and phrases that are useful to know.
An argument is
• a discussion involving disagreement
• a reason and forward

Targets

- to use word roots and prefixes as a support for spelling
- to build a bank of useful terms and phrases for argument

Word list

interact **microchip** **intercept** **microcircuit**
intercom **microfilm** **intermingle** **microelectronics**
interlink **microlight** **international** **micrometer**
internet **microscope** **intersect** **microscopic**
interval **microwave** **interview** **microsurgery**

Some other relevant words

intercede intercession interchange interconnect
intercontinental intercourse interdepartmental
interdependent interface interfuse interject interlace
interleaf interlock interloper interlude intermediary
intermission interplay interpose interracial interrelate
intersection intertwine intervene

micro microbe microbiology microchemistry
microcomputer microcosm microdot micron
microscopic microsecond

Relevant high/medium-frequency words

change light second (+ prefix)

Pupil Book answers

Finding words

A internet microlight microscope microwave intercom

B Each of the following words written correctly into a sentence: 1 interact 2 microlight 3 interlink 4 microfilm

Using words

A and B

The child's own definitions of the following words checked with a dictionary definition.

- intermingle – to mingle between
- microcircuit – a small electrical circuit
- international – between different countries
- micrometer – an instrument for measuring small lengths or angles
- intersect – to cross over each other
- microsurgery – surgery using a microscope

Puzzle corner

A e.g. I believe we shouldn't have to wear a school uniform to our school.

In my opinion it would be more fun to decide from a variety of colours and clothes, consequently allowing children to be more individual. Furthermore, buying a school uniform can be very expensive and not all parents can afford it. In conclusion I think it would be worth asking all parents and pupils at the school to gauge their opinion.

B The child's response to Kate's argument with any 'argument' words or phrases underlined.

Copymaster/Homework answers

Unit 14A

A 1 microphone 2 interview 3 microscope
4 international 5 microcomputer

B Each of the above words used in a sentence to show the child understands their meanings.

Unit 14B

A A collection of words or phrases the child might use in an argument.

B A case for or against something the child feels strongly about using some of the words or phrases written above.

Suggestions

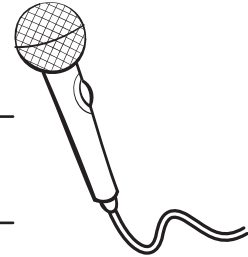
- Remind the children that when a prefix is added to a word the root doesn't change.
- To introduce these prefixes to the class set a five-minute challenge. Split the class into groups and ask them to record as many words as they can with the *inter* and *micro* prefixes.
- Following up the suggestion in *Using words*, to get the children to invent their own words with the prefixes covered in this unit.
- Use an etymological dictionary to research the history of some of the words found in this unit.
- Make a class bank of 'argument' words.
- Look at how many 'argument' words are compound words (furthermore, because, besides, viewpoint, however, etc.).
- Look at readers' letters from magazines or newspapers. Ask the children to locate 'argument' words or phrases found in them.

Unit 14A

A Add the **inter** or **micro** prefix to each of these roots.

B Use each word in a sentence to show you know its meaning.

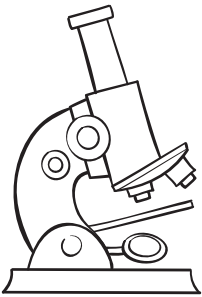
1 _____phone



2 _____view



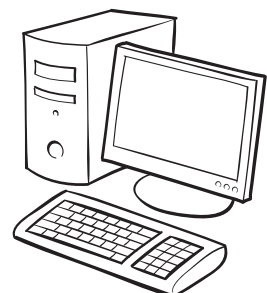
3 _____scope



4 _____national



5 _____computer



Unit 14B

A Make a collection of any words or phrases you might use in an argument.

How about... although, consequently, alternative, in summary, etc.



B Now write a case **for** or **against** something you feel strongly about. Use some of the words or phrases you have written above.

Unit 15

dd

Unit 15
dd

ladder

cuddle middle muddle saddle
adder ladder sudden wedding
addition address midday suddenly
addition additive Buddhism Buddhist

Finding words
A Write a word from the word list that matches each picture.
1 2 3 4 5 6 7 8 9
B Look at the first column in the word list. Each word ends in **le**. List as many **dd** words that end in **le** as you can.

Using words
Some **dd** words have become **dd** words because a suffix has been added. Remember, we often double the last letter when adding a suffix.
The rule to remember is:
If a word ends in a **short vowel** and a **d**, then the **d** is **doubled** when a suffix beginning with a vowel is added.
hidden = **hid** + **the en suffix**

A Write the root of each of these **dd** words.
1 wedding 2 sadden 3 padded
4 plodding 5 prodded 6 skidding
7 maddest 8 shredded 9 nodding

B Complete these word sums.
1 wed + ed 2 sad + en 3 shred + er
4 mad + ness 5 nod + ing 6 hid + able
7 mad + er 8 pad + ing 9 sad + ly

Puzzle corner
Understanding and learning spelling rules can help improve your spelling.
A Read each of these spelling rules. Write two words that are an example of each of these spelling rules.
1 The letter **q** is always followed by the letter **u**.
2 **i** comes before **e** except after **c**, or when the sound is not **ee**.
3 Words usually end in **y** when they sound **ee** or **i**.
4 Words that sound **k** after a short vowel sound are usually spelt **ck**.
B Learn these spelling rules!

Targets

- to use independent spelling strategies, including building up spellings by syllabic parts using common letter strings; using visual skills
- to revise and consolidate work, learning and inventing spelling rules

Word list

cuddle	adder	addition	addiction
middle	ladder	address	additive
muddle	sudden	midday	Buddhism
saddle	wedding	suddenly	Buddhist

Some other relevant words

addendum addict address caddie caddy daddy
hidden paddling plodder shredded

Relevant high/medium-frequency words

suddenly

Pupil Book answers

Finding words

A 1 ladder 2 adder 3 saddle 4 wedding
5 muddle 6 midday 7 addition 8 cuddle
9 Buddhist

B e.g. fiddle diddle toddle puddle waddle fuddle
huddle piddle riddle cuddle middle muddle saddle

Using words

A 1 wed 2 mad 3 pad 4 plod 5 prod 6 skid
7 mad 8 shred 9 nod

B 1 wedded 2 sadden 3 shredder 4 madness
5 nodding 6 biddable 7 madder 8 padding
9 sadly

Puzzle corner

A The child's own word examples of each of the following spelling rules.

- The letter **q** is always followed by the letter **u**.
- i** comes before **e** except after **c**, or when the sound is not **ee**.
- Words usually end in **y** when they sound **ee** or **i**.
- Words that sound **k** after a short vowel sound are spelt **ck**.

B Child to learn the rules!

Copymaster/Homework answers

Unit 15A

A Suddenly middle cuddled padded muddle skidded

B Further sentences added to the passage, including four **dd** words.

Unit 15B

A 1 s 2 es 3 s 4 i, es 5 v, es

B The child's own word examples of each of the spelling rules listed.

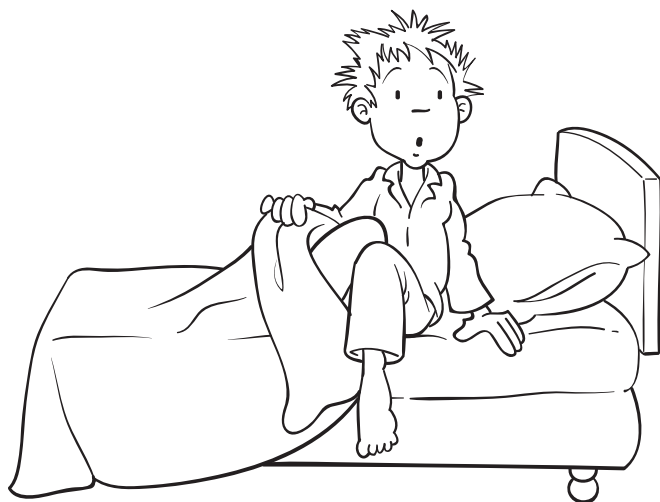
Suggestions

- Double letters have previously been covered in Book 4, Unit 8 and 22; Book 5, Unit 20; and are also covered in this book in Unit 7 and Unit 20.
- Highlight to the children how often long vowels in the middle of words are followed by a single consonant while short vowels are often followed by a double consonant.
- The following letters are never found as 'doubles' in English words – **h, j, k, q, v, w, x**.
- Challenge the children to find as many **dd** words as they can. Separate the words according to whether the words have **dd** because a suffix beginning with a vowel has been added.
- Highlight the importance of understanding and learning spelling rules, though stress there are always exceptions to the rule!
- As a class or group, brainstorm any other rules the children might remember.
- Ask the children to learn one new spelling rule for homework. Ask the children to test each other.

Unit 15A

A Complete this short passage with **dd** words.

B Now add some of your own sentences to the passage.
Include four **dd** words.



You need to decide how you will finish the passage, keeping it serious and scary or maybe adding an amusing twist!



S_____ Jake woke up! He felt frightened. He'd heard a noise downstairs but it was the m_____ of the night. What was he going to do?

First he c_____ his teddy to give him courage. Then he decided he'd have to investigate. He quietly climbed out of bed and softly p_____ across his bedroom floor towards the door. But... he'd forgotten the m_____ he'd left his toys in and s_____ across the room, crashing into the door.


Unit 15B

Each of these **spelling rules** helps us when writing **plurals**.

A Complete each of these spelling rules with a letter or letters from the box.

v	s	es	i
----------	----------	-----------	----------

- 1 When making most nouns plural, add _____.
- 2 If a noun ends in s, x, ch or sh, add _____ to make it plural.
- 3 If a noun ends in a vowel and y, add _____ to make it plural.
- 4 If a noun ends in a consonant and y, the y changes to an _____ and then add _____ to make it plural.
- 5 If a noun ends in an f or fe, normally the f or fe changes to a _____ and then add _____ to make it plural.



If you are unsure which letters complete each spelling rule, try the rule out on some words.

B Now write two words that illustrate each of the spelling rules above.

1 _____ 2 _____

3 _____ 4 _____

5 _____

Unit 16

ist ian

Unit 16

ist
ian

musician

artist
dentist
motorist
soloist
tourist

historian
magician
musician
optician
politician

violinist
linguist
novelist
opportunist
scientist

amphibian
comedian
electrician
pedestrian
technician

Finding words

A What am I?

- I pull rabbits from hats.
- I stand alone in front of an orchestra.
- I check canned.
- I look back in time.
- I light up rooms.
- I sit in the Houses of Parliament.
- I sit and think and write.
- I visit new places.

B Write the word and a clue for each of these pictures.

Using words

A Add the **ist** or **ian** suffix to each of these roots.

Check each word in a dictionary to be sure you have spelled it correctly.

1 history	2 technical	3 organ	7 Australia
4 botany	5 India	6 Buddha	
8 optic	9 Christ		

B Choose five of the words you have made in **A**. Write each word in an amusing sentence.

Puzzle corner

Remember: a **mnemonic** is a way of learning a spelling you find difficult.

A List six words you frequently get wrong.

B Write a mnemonic for each of the words you have listed. Make each mnemonic as amusing or strange as possible. This will help you remember it!

Look at work you have previously written to help present words that would be useful for you to spell correctly.

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words; using dictionaries
- to invent and use mnemonics for irregular or difficult spellings

Word list

artist	historian	violinist	amphibian
dentist	magician	linguist	comedian
motorist	musician	novelist	electrician
soloist	optician	opportunist	pedestrian
tourist	politician	scientist	technician

Some other relevant words

atheist botanist communist geologist organist racist sexist

Alsatian arithmetician Australian beautician Christian cosmetician Croatian Dalmatian diagnostician dietician Egyptian equestrian Indian Martian thespian Venetian

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

A 1 magician 2 soloist 3 dentist 4 historian
5 electrician 6 politician 7 novelist 8 tourist

B A clue written for each of the following words:
1 scientist 2 musician 3 optician

Using words

A 1 historian 2 technician 3 organist 4 botanist
5 Indian 6 Buddhist 7 Australian 8 optician
9 Christian

B Five words from **A**, each written in an amusing sentence.

Puzzle corner

A The child needs to list six words they frequently spell incorrectly.

B The child needs to write a mnemonic for each of the above words.

Copymaster/Homework answers

Unit 16A

- A** 1 a botanist – a person who studies plants
2 an Egyptian – someone who comes from Egypt
3 a linguist – a person who is good at foreign languages
4 an atheist – a person who doesn't believe in God
5 a paediatrician – an expert in child health
6 a Parisian – a person who lives in Paris
7 a mathematician – an expert in mathematics
8 a Martian – a person who comes from Mars

B A physicist is an expert in physics.
A physician is a medical doctor.

Unit 16B

The child's own mnemonics for each of these words, highlighting the letters in bold:

- 1 government 2 embarrassed 3 beautiful
4 queue 5 necessary 6 description 7 courageous

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 **ist** can change/add to the meaning of the word by meaning 'a person who does or believes in' (artist) and the suffix **ian** by meaning 'belonging' or 'relating to' (Australian).
- Ask the children to invent their own words using the **ist** or **ian** suffixes. Ask them to illustrate their suggestions and display the results.
- Ask the children in groups or as a class to categorise people they know into those that can be described with the **ist** suffix and those with the **ian** suffix.
- Mnemonics have previously been covered in Unit 9 of this book.
- A mnemonic aids memory. It is worth stressing to the children that the most effective mnemonics are those they make up themselves.
- Make a class display of words and their mnemonics made up by the children.
- In groups, give the children a tricky word, asking them to create as many different acronyms for it as they can.

Unit 16A

When added to a word the suffix...

ist means a person who does
a person who believes in

ian means belonging or relating to

Remember... if you are unsure of the definition of any of these words a dictionary will help.



A What do each of these people do or belong to?

1 a botanist _____

2 an Egyptian _____

3 a linguist _____

4 an atheist _____

5 a paediatrician _____

6 a Parisian _____

7 a mathematician _____

8 a Martian _____

B The words **physicist** and **physician** both use the same root.
What is the difference in their meanings?

A **physicist** is _____.

A **physician** is _____.

Unit 16B



Remember, a **mnemonic** can be a rhyme, an acronym or saying.

Write a mnemonic for each of these words, highlighting the letters in bold.

1 gov**ern**ment

2 embarr**ass**ed

3 **bea**utiful

4 **que**ue

5 **ne**cessary

6 **des**cription

7 **cour**ageous

Unit 17

or

ar

Unit 17

or
ar

actor **doctor** **sailor** **visitor** **warrior**

beggar **burglar** **guitar** **popular** **similar**

calculator **conqueror** **instructor** **professor** **radiator**

calendar **familiar** **irregular** **particular** **perpendicular**

Finding words

A Write a word from the word list that matches each picture.

1 2 3 4 5 6

Using words

All these words come from the same word family.

burglar **burgled** **burglars** **burgles** **burgling**

A Write as many words as you can from each of these word families. A dictionary might help.

1 calculator 2 beggar 3 instructor 4 familiar 5 circular 6 popular

B Using the burglar word family above, write each word from the word family into a short passage.

Puzzle corner

A Copy the words. Mark the correct words with a tick and the others with a cross.

important	<input type="checkbox"/>	children	<input checked="" type="checkbox"/>
swimming	<input type="checkbox"/>	suddenly	<input type="checkbox"/>
different	<input checked="" type="checkbox"/>	particular	<input type="checkbox"/>
immediate	<input type="checkbox"/>	questionnaire	<input type="checkbox"/>
jewellery	<input type="checkbox"/>	exaggerate	<input checked="" type="checkbox"/>

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

B Look through your work. Write down correctly five words you have misspelt.

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words
- to use known spellings as a basis for spelling other words with similar patterns or related meanings
- to identify misspelt words in own writing; to keep individual lists; to learn to spell them

Word list

actor	beggar	calculator	calendar
doctor	burglar	conqueror	familiar
sailor	guitar	instructor	irregular
visitor	popular	professor	particular
warrior	similar	radiator	perpendicular

Some other relevant words

author censor chancellor conductor creator curator
cursor denominator director donor editor emperor
interior jailor major manor metaphor minor sponsor
tailor tenor tractor tutor victor

afar ajar altar caterpillar cedar cellar cigar circular
collar dollar grammar hangar jaguar liar lunar
muscular pillar polar rectangular regular scar singular
solar sugar triangular vicar vinegar vulgar

Relevant high/medium-frequency words

or

Pupil Book answers

Finding words

A 1 burglar 2 professor 3 warrior 4 sailor
5 doctor 6 beggar

B A short passage about the picture that includes at least six words from the word list.

Using words

A e.g. 1 calculate calculating calculation calculated
2 beg beggars
3 instruct instruction instructed instructional
4 family familiarity familiarise familiarly
5 circle circling circled circulation
6 population populated populating populate

B All the words from the burglar word family written into a short passage.

Puzzle corner

A important ☐ important children ☒
swimming ☐ swimming suddenly ☐ suddenly
different ☒ particular ☐ particular
immediate ☐ immediate questionnaire ☐ questionnaire
jewellery ☐ jewellery exaggerate ☒

B Five words the child has previously spelt wrong, now spelt correctly.

Copymaster/Homework answers

Unit 17A

A 1 moor/more 2 manor/manner 3 altar/alter
4 poor/pore/pour/paw 5 cellar/seller
6 oar/or/awe/ore 7 castor/caster
8 minor/miner/(myna)

Each pair of words has the same number of syllables.

B Definition written for four of the pairs of homophones made above.

Unit 17B

The child chooses seven words from the word list that they find tricky spelling. They then note down ways that might aid them in learning how to spell them.

Suggestions

- It is worth highlighting to the children that most words ending with the sound covered in this unit end in *er*, not *or* or *ar*! Hence the importance of recognising those words that do end in *or* and *ar*.
- Some children may benefit from knowing that most words that end in *ar* are adjectives, though a few are nouns.
- Ask the children to write down as many occupations as they can. What do they notice about the word endings? Only a few job words end in *ar* or *or*. Most end in *er*.
- A suffix is a unit of meaning. The suffix *or* can change the word by meaning 'person or thing who' (sailor) and the suffix *ar* can change the word by meaning 'relating to, like' (similar).
- Misspelt words have previously been covered in this book in Unit 2 and also in Book 3, Unit 3; Book 4, Units 1 and 18; and Book 5, Unit 2.
- With reference to Copymaster 17B reinforce/practise with the children the different ways there are of helping them to learn misspelt words, e.g. looking for compound words, making mnemonics, etc.

Unit 17A

A Write down a homophone for each of these **or** or **ar** words.

Remember, a **homophone** is a word that sounds the same but has a different spelling.



1 moor _____

2 manor _____

3 altar _____

4 poor _____

5 cellar _____

6 oar _____

7 castor _____

8 minor _____

Look at each pair of words. What do you notice about the number of syllables in each word?

B Choose four of the pairs you have written in **A**. Write definitions for each word.

1 _____

2 _____

3 _____

4 _____

Unit 17B

Choose seven words from the word list that you find tricky spelling.

actor	beggar	calculator	calendar
doctor	burglar	conqueror	familiar
sailor	guitar	instructor	irregular
visitor	popular	professor	particular
warrior	similar	radiator	perpendicular

Write each word neatly in the box.

Look at each word and note down how you will best remember its spelling.

Are there words within the word?
Create a **mnemonic** for it.
Split the word into its syllables.



Unit 18

ary ery ory

Unit 18

ary
ery
ory

library
slippery

diary
dictionary
glossary
library
secretary

battery
delivery
gallery
mystery
slippery

conservatory
directory
introductory
satisfactory
victory

extraordinary
necessary
jewellery
stationery
contradictory

Finding words

A Complete each sentence with a word from the word list.

- Hannah fell awkwardly on the _____ floor.
- Mrs McKinley's class visited the local _____ in search of information on their home town.
- "A special _____ for Jessica is it your birthday?", the postman asked.
- Craig loved his _____ karate session, he was definitely going to finish the course.
- The school _____ counted the dinner money carefully.
- Non and Grandad's new _____ added an extra room to their house.
- Najib's work was _____ but his Mum and Dad knew he could do better!
- Pete, the mechanic, thought our car wouldn't start because the _____ was flat.

B Now write three more words from the word list in your own sentences.

Using words

A Write the root of each of these words.

1 introductory	2 contradictory	3 conservatory
4 discovery	5 machinery	6 nursery
7 boundary	8 burglary	9 celebratory

B Add **ary**, **ery** or **ory** to each of these to make a word.

1 ordin_____	2 brib_____	3 necess_____
4 hist_____	5 station_____	6 surg_____
7 imagin_____	8 annivers_____	9 comput_____

One of the above groups of letters can have two of the suffixes added to it to make two different words. Write them both down.

Puzzle corner

Open your dictionary at any page. Write the page number.

Now answer the following questions.

- Write the first word on the page.
- Write a noun found on the page.
- Write a word that has more than one definition.
- Write a word that you think you will find on the following page of the dictionary.
- Write a verb found on the page.
- Write a plural of a word found on the page.
- Write the definition of a word found on the page.

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts, using known suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words
- to use independent spelling strategies, including using dictionaries

Word list

diary	battery	conservatory	extraordinary
dictionary	delivery	directory	necessary
glossary	gallery	introductory	jewellery
library	mystery	satisfactory	stationery
secretary	slippery	victory	contradictory

Some other relevant words

anniversary aviary boundary burglary canary
commentary estuary February imaginary January
literary military ordinary primary rosary salary scary
stationary sugary summary temporary vocabulary
voluntary

archery blustery bravery bribery cemetery cookery
cutlery discovery embroidery every gingery glittery
imagery lottery machinery mockery nursery pottery
powdery query recovery robbery rockery scenery
surgery watery

accessory celebratory factory glory history inventory
ivory laboratory memory observatory story supervisory

Relevant high/medium-frequency words

very every

Pupil Book answers

Finding words

A 1 slippery 2 library 3 delivery 4 introductory
5 secretary 6 conservatory 7 satisfactory
8 battery

B Three words from the word list written in sentences.

Using words

A 1 introduce 2 contradict 3 conserve 4 discover
5 machine 6 nurse 7 bound 8 burglar
9 celebrate

B 1 ordinary 2 bribery 3 necessary 4 history
5 stationary or stationery 6 surgery 7 imaginary
8 anniversary 9 compulsory

Puzzle corner

Questions answered using a random page from a dictionary.

Copymaster/Homework answers

Unit 18A

- A 1 estuary – the mouth of a river where it joins the sea
2 inventory – a detailed list of goods or furniture
3 bribery – persuading someone to do something for you by giving them something
4 aviary – a large, outdoor cage for birds
5 accessory – something that is extra to something else
6 mockery – making fun of someone

- B 1 nurseries 2 groceries 3 factories 4 summaries
5 collieries 6 galleries 7 directories 8 secretaries

Unit 18B

- A 1 accommodation 2 courageous 3 interested
4 separate 5 recommend 6 permanent

- B 1 mincemeat mind mineral minister
2 transplant travel treasure tremble
3 conqueror consecutive consent conservatory
4 Judaism juice jumble jumbo

Suggestions

- The suffixes **ary**, **ery** and **ory** have previously been covered in Book 4, Unit 13.
- It is worth highlighting to the children that **ary** words occur most frequently, with **ery** being less common.
- Highlight the fact that words ending in **ary**, **ery** and **ory** aren't always 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 **ary**, **ery** and **ory** are suffixes added to a root word.
- Ask the children to write clues for **ary**, **ery** and **ory** words. They can then test them out on each other.
- This unit focuses on reinforcing previous dictionary skills. Give the children, in pairs, a specific page in a dictionary and ask them to create their own associated questions (as found in the *Puzzle corner*). They can then try them out on each other.
- Make a game, in groups, hunting for words in a dictionary. Focus on which quartile of the dictionary the word is found.

Unit 18A

A Write a definition for each of these **ary**, **ery** or **ory** words.

1 estuary _____

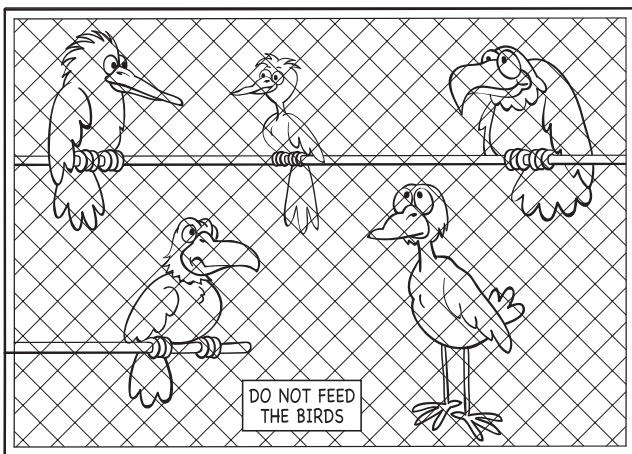
2 inventory _____

3 bribery _____

4 aviary _____

5 accessory _____

6 mockery _____



Remember, when a word ending in **y** is written in its plural form, you usually change the **y** to an **i** and then add **es**.



B Now write the following words in their plural form.

1 nursery _____

2 grocery _____

3 factory _____

4 summary _____

5 colliery _____

6 gallery _____

7 directory _____

8 secretary _____

Unit 18B

A Use a dictionary to check the spelling of these words.
Write the correct spelling below each word.

1 acommodation

2 couragous

3 intrested

4 seperate

5 recomend

6 permanant

B Place these words in **alphabetical order**.

1 mineral mincemeat minister mind

2 treasure travel transplant tremble

3 conservatory conqueror consent consecutive

4 jumble juice jumbo Judaism

Unit 19

words to watch

Unit 19

words to watch

potatoes

bargain

among
bargain
minute
potatoes
quarter

character
excellent
probably
pyjamas
surprise

chimneys
description
excitement
foreign
tomorrow

desperately
encyclopedia
immediately
permanent
temperature

Finding words

A Each of these short words can be found in a word from the word list. Write the longer word and then underline the short word found in it.

him chimneys

1 art 2 nut 3 cell
4 reign 5 man 6 jars
7 rob 8 script 9 rate

B Write all the short words you can find in each of these longer words.

1 potatoes 2 tomorrow
3 excitement 4 bargain

Using words

A Each of the following pictures is of a 'word to watch'. Write the word to match each picture.

None of these words can be found in the word list!

1 2 3 4 5 6 7 8 9

Puzzle corner

Spelling rules are a useful tool in helping us learn spellings. One rule can apply to many, many words!

A Write a rule you associate with each of these words. The letters in bold give you a clue as to which rule each word highlights.

1 receive 2 squirrel 3 happily
4 running 5 knives 6 package

B Write another word to illustrate each of the rules you have written in A.

Targets

- to use independent spelling strategies, including: building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning of words; using dictionaries; using visual skills, e.g. recognising common letter strings and checking critical features
- to revise and consolidate previous work on spelling rules

Word list

among	character	chimneys	desperately
bargain	excellent	description	encyclopedia
minute	probably	excitement	immediately
potatoes	pyjamas	foreign	permanent
quarter	surprise	tomorrow	temperature

Some other relevant words

accidentally aggravate burglar beginning concentrate
criticism development disastrous except expense
gaol humorous involved leisure medieval murmuring
occasion physically preferred relevant sincerely
traveller visitor

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

- A** 1 quarter 2 minute 3 excellent 4 foreign
5 permanent 6 pyjamas 7 probably
8 description 9 desperately
- B** 1 potatoes – pot a at toe to toes
2 tomorrow – to or row (morrow) (morro)
3 excitement – excite cite it men me
4 bargain – bar gain a in

Using words

- A** 1 eighth 2 February 3 restaurant 4 skiing
5 lightning 6 medicine 7 yacht 8 liquorice
9 advertisement
- B** Each of the above words checked in a dictionary and rewritten if spelt incorrectly.

Puzzle corner

- A** 1 i comes before e except after c, or when the sound is not ee
2 q is always followed by a u
3 Usually, when a word ends in y and a suffix is added, the y changes to an i
4 When you add ing to a word to make a verb, if the second to last letter is a single vowel, then the last letter needs to be doubled before adding ing.
5 If a word ends in f or fe you change the f or fe to a v, then add es.
6 Usually, the k sound after a short vowel is written ck
- B** The child writes another word to illustrate each of the rules written in A.

Copymaster/Homework answers

Unit 19A

A and B

- 1 advice – information given (noun)
advise – to give helpful suggestions (verb)
- 2 stationery – writing paper, envelopes, etc
stationary – not moving
- 3 dairy – where cows are milked
diary – somewhere where daily notes can be made
- 4 formally – to do things in a formal way
formerly – previously
- 5 bought – the past of 'to buy'
brought – the past of 'to bring'

Unit 19B

- 1 thieves 2 misspell 3 coaches 4 achieve
5 childhood 6 buzzes 7 hottest 8 advertise
9 engines 10 gnaw 11 painful 12 receipt

Suggestions

- Use commonly misspelt words in handwriting activities.
- Revise the many different ways of remembering tricky words, e.g. mnemonics, words within words, rhymes, acronyms, etc.
- Write the same word on three pieces of paper spelt correctly once. Ask the children to spot the version of the word spelt correctly as quickly as possible.
- Have a 'revise a spelling rule a day' week, when each day you focus on a different spelling rule.

Unit 19A

Look carefully at each of these pairs of words. They are very similar and often get confused with each other.

A Underline the different letter or letters in each of these pairs of words.

1 **advice** _____

advise _____

2 **stationery** _____

stationary _____

3 **dairy** _____

diary _____

4 **formally** _____

formerly _____

5 **bought** _____

brought _____

B Write a definition for each of the words.

Try and learn the different spellings and meanings.

Unit 19B

Can you remember the spelling rules that will help you spell these words correctly?



- 1 Write **thief** in its plural form. _____
- 2 Add the prefix **mis** to the word **spell**. _____
- 3 Write **coach** in its plural form. _____
- 4 Which word is spelt correctly, **achieve** or **acheive**? _____
- 5 Add the suffix **hood** to the word **child**. _____
- 6 Which word is spelt correctly, **buzzs** or **buzzes**? _____
- 7 Add the suffix **est** to the word **hot**. _____
- 8 Which word is spelt correctly, **advertise** or **advertice**? _____
- 9 Write **engine** in its plural form. _____
- 10 Which word is spelt correctly, **naw** or **gnaw**? _____
- 11 Add the suffix **ful** to the word **pain**. _____
- 12 Which word is spelt correctly, **receipt** or **reciept**? _____

How many did you get right?



12

Unit 20

nn

Unit 20
nn



channel **annual** **announce** **annihilate**
flannel **connect** **connection** **annotate**
funnel **dinner** **innocent** **innovation**
kennel **funny** **minnow** **questionnaire**
tunnel **scanner** **tonne** **unnecessary**

Finding words
A Which word am I?
1 I'm a meal you eat.
2 I join two or more items.
3 I'm a dog's home.
4 I'm free from guilt.
5 I happen once a year.
6 I'm not needed.
7 I am a ditch that holds water.
8 I'm a completely new idea.

B Write a clue for each of these nn words:
1 minnow 2 funny
3 annotate 4 annihilate

Using words
A Write one or more words that rhyme with each of the following words.
1 sunny 2 funnel 3 scanner
4 thinner 5 funning 6 spinning

B Now use each group of rhyming words in an amusing sentence.

Puzzle corner
Similes and metaphors are ways of describing a subject.
A simile is when a subject is compared to something else.
A metaphor is when a subject is said to be something else.

A Complete each of these similes. The pictures will help.
1 as quick as a _____
2 as cool as _____
3 as dark as _____
4 as fast as a _____
5 as sleepy as a _____
6 as white as _____

B Write a metaphor describing the subjects below.
1 snow 2 candy floss 3 a flooding river

Targets

- to use independent spelling strategies, including building up spellings by syllabic parts using common letter strings; building words from other known words; using visual skills
- to experiment with language, e.g. using similes and metaphors

Word list

channel	annual	announce	annihilate
flannel	connect	connection	annotate
funnel	dinner	innocent	innovation
kennel	funny	minnow	questionnaire
tunnel	scanner	tonne	unnecessary

Some other relevant words

annex annul beginner drunkenness manner runner

Relevant high/medium-frequency words

No relevant words.

Pupil Book answers

Finding words

- A 1 dinner 2 connection 3 kennel 4 innocent
5 annual 6 unnecessary 7 channel 8 innovation
- B The child's own clues for: 1 minnow 2 funny
3 annotate 4 annihilate

Using words

- A The child's own rhyming **nn** words.
- B Each group of rhyming words written in an amusing sentence.

Puzzle corner

- A 1 as quick as a flash 2 as cool as cucumber
3 as dark as night 4 as fast as a cheetah
5 as sleepy as a koala 6 as white as snow
- B The child's own metaphors about: 1 snow
2 candy floss 3 a flooding river

Copymaster/Homework answers

Unit 20A

- A 1 stunned 2 thinner 3 funny 4 conning
5 thinned 6 planner 7 thinly 8 sinner
- B unnecessary unnoticeable unnatural unnerve

Unit 20B

- A The completion of sentences with similes.
- B Two metaphors found by the child in their own texts.

Suggestions

- Double letters have previously been covered in Book 4, Unit 8 and 22; Book 5, Unit 20; and are also covered in this book in Unit 7 and Unit 15.
- Highlight to the children how often long vowels in the middle of words are usually followed by a single consonant, while short vowels are usually followed by a double consonant.
- The following letters are never found as 'doubles' in English words – *h, j, k, q, v, w, x*.
- Challenge the children to find as many *nn* words as they can. Separate the words according to whether the words have *nn* because a suffix beginning with a vowel (or *y*) has been added or because the prefix *un* has been added.
- Give the children some similes and metaphors and ask them to include them in their own writing.
- Look in detail at poems that use similes or metaphors. Ask the children to compose their own poems using similes or metaphors they have made up.

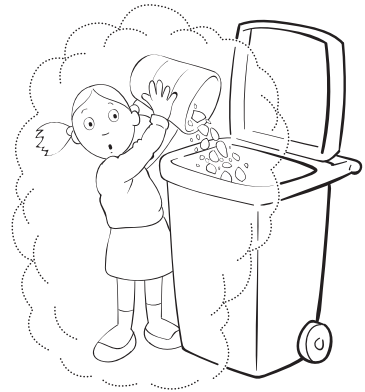
Unit 20A

Some **n** words have a **double n** because a suffix has been added to the word.

binned = bin + the **ed** suffix

The rule to remember is...

if a word ends in a **short vowel** and **n**, then the **n** is **doubled** when a suffix beginning with a **vowel** or **y** is added.



Watch out! Not all words need the **n** doubled when the suffix is added.

A Complete these word sums.

1 **stun** + **ed** = _____

2 **thin** + **er** = _____

3 **fun** + **y** = _____

4 **con** + **ing** = _____

5 **thin** + **ed** = _____

6 **plan** + **er** = _____

7 **thin** + **ly** = _____

8 **sin** + **er** = _____

Some words are made into **double n** words by adding a prefix.

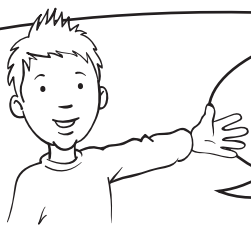
B Add the **un** prefix to each of these words to make a word with **nn**.

necessary

noticeable

natural

nerve



Remember, a **simile** is when a subject is compared to something else.

Unit 20B

A Finish each of these sentences with a simile.

1 The traffic moved past the accident as _____

2 The river water swept by as _____

3 The noise from the aeroplane as it flew above us was as

4 The children chased the kite, jumping the fence as _____

5 The excited toddler ran around the room as _____



B Looking through your own books find two metaphors. Copy them out neatly.

Remember, a **metaphor** is when a subject becomes something else.



1 _____

2 _____

Unit 21

ise

Unit 21
ise
disguise

exercise **advise** **advertise** **emphasise**
organise **devise** **despise** **franchise**
promise **excise** **disguise** **improvise**
realise **prise** **dramatise** **merchandise**
surprise **revise** **practise** **synchronise**

Finding words
A Complete each sentence with a word from the word list.
 1 Vicky was shocked when he walked into the room, but he loved his _____ party!
 2 The detective was wearing a _____, so that nobody would recognise him.
 3 Kerry had to _____ for her spelling test.
 4 Class 6 had to _____ the disco they were running to raise money for the homeless.
 5 David's dad needed to do plenty of _____ to train for the marathon.
 6 The twins had to _____ open the lid to get to the hidden sweets.
 7 Helen and Laura decided to _____ their watches to be sure they met each other at the correct time.
 8 Ben asked the shopkeeper if he could _____ the bring-and-buy sale in his shop window.
B Now write three more words from the word list in your own sentences.

Using words
 Look carefully at these words.
 • Some of these words end in **ise** because the **ise** suffix has been added to the root.
 improve improvise
 • Some are just words that end in **ise** – for example **prise**.
 civilise advise exercise emphasise dramatise revise
 advertise disguise legalise surprise organise characterise

A Copy and complete this table, adding each word in the correct column.

Words ending in ise	Words with the ise suffix

B Find the difference between each of these homophones.
 1 practise and practice
 2 devise and divide

Puzzle corner
 Playing games with words can help you with their spellings!
 Copy and complete this crossword. Each clue is for a word with double letters.

Across
 1 a horse's foot
 2 to embrace
 3 a small statue
 4 nasty or sharp tasting

Down
 1 a sharp sudden noise from the mouth
 2 another word for violin

Targets

- to use independent spelling strategies, including building up spellings by syllabic parts using known suffixes and common letter strings; building words from other known words; using dictionaries; using visual skills
- to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles and crosswords

Word list

exercise	advise	advertise	emphasise
organise	devise	despise	franchise
promise	excise	disguise	improvise
realise	prise	dramatise	merchandise
surprise	revise	practise	synchronise

Some other relevant words

characterise civilise legalise prioritise verbalise

Relevant high/medium-frequency words

No relevant words.

Answers

Finding words

A 1 surprise 2 disguise 3 revise 4 organise
 5 exercise 6 prise 7 synchronise 8 advertise

B Three further words from the word list, each written in a sentence.

Using words

A

Words ending in ise	Words with the ise suffix
exercise	advertise
advise	emphasise
revise	dramatise
disguise	civilise
surprise	characterise
organise	legalise

B When a word ends in **ise** it is a verb and when it ends in **ice** it is a noun.

Puzzle corner

1	h	o	o	2	f						
	i				i						
3	c	u	d	d	l	e					
	c				d					6	b
	u			4	l	o	o	k			i
	p				e						t
											t
5	s	t	a	t	u	e	t	t	e		
											r

Copymaster/Homework answers

Unit 21A

A 1 verbal 2 priority 3 character 4 legal

B 1 organised 2 disguised 3 advertising
 4 despising 5 revising 6 surprised 7 devising

Unit 21B

Child to devise their own crossword for words with silent letters.

Suggestions

- The suffix *ise* has previously been covered in Book 5, Unit 19.
- Note the words *promise* and *practise* from the word list have a different 'sound' from the other *ise* words. Ask the children if they can spot those words that 'sound different' from most other words in the word list.
- A suffix is a unit of meaning. The suffix *ise* can change the meaning of the word by implying 'to make' or 'to give' (fossilise).
- Do further extension work looking at words ending in the modifying *e* when a suffix beginning with a consonant or a vowel is added. The *e* is kept rather than dropped with a suffix beginning with a consonant. Some common suffixes beginning with vowels – *ing*, *ed*, *ish*, *er*, *est*, *ism*, *able*, *al*. Some common suffixes beginning with consonants – *ful*, *ment*, *less*, *ness*, *ly*.
- Ask the children to devise their own wordsearches with a chosen spelling theme.
- Ask the children to look for puns and riddles and get them to identify the spelling focus of the words they use.

Unit 21A

Remember...

- Some words end in **ise** because the **ise** suffix has been added to the root.
- Some words are just words that end in **ise**!



When added to a word the suffix **ise** means 'to make' or 'to give'.

A Write the root of each of these **ise** words.

1 verbalise _____ 2 prioritise _____

3 characterise _____ 4 legalise _____

When a suffix is added to a word ending in **ise**, if the suffix begins with a vowel the **e** is dropped before the suffix is added.

advise advising

B Complete these word sums.

1 organise + ed = _____

2 disguise + ed = _____

3 advertise + ing = _____

4 despise + ing = _____

5 revise + ing = _____

6 surprise + ed = _____

7 devise + ing = _____



Unit 21B

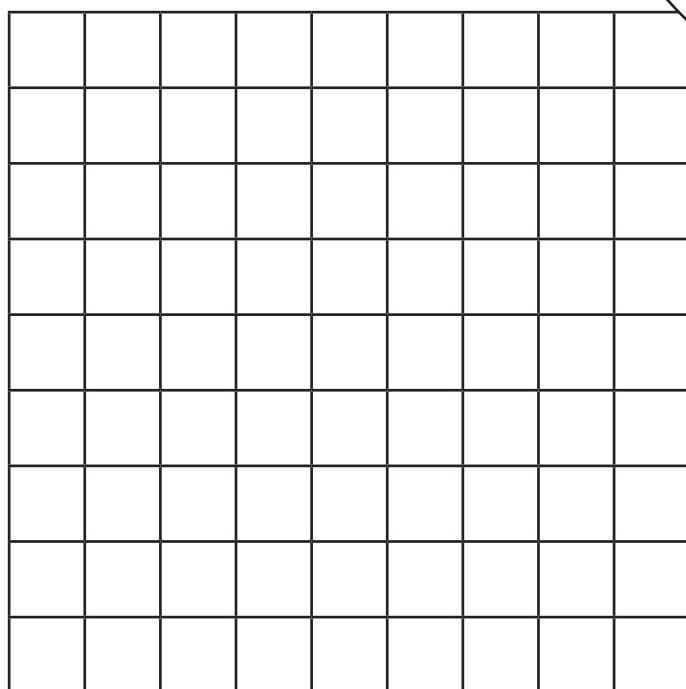
Write your own crossword!

All your clues must be for words with **silent letters**.



You need to spend a little time planning...

- note down seven words you are going to include
- plan which words can overlap other words
- mark in pencil the words on the grid
- then write the clues linked to a number going across or down
- black out the areas on the grid not used
- finally rub out your pencil markings.



Try your crossword out on friends or family!



Across

Down

Unit 22

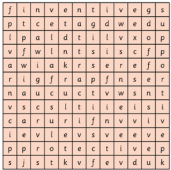
ive

Unit 22 expensive distinctive

attractive alternative destructive argumentative
detective decorative disruptive cooperative
impressive inventive distinctive defective
protective expensive excessive offensive
talkative explosive supportive persuasive

Finding words
A Find eight words from the word list in this wordsearch.
Write the words you find.

B Now choose four of the more unusual words from the word list.
Check their meanings in a dictionary and write out the definitions.



Using words
Did you know the *ive* suffix means 'one who' or 'that which is' when added to a word?

A List five more *ive* words that can't be found in the word list.
B Now use the five words you have listed and **all** the words from the word list in a short, amusing passage.
You can write about anything you like, but your challenge is that you have to use **all** the words in as short a passage as possible!

Puzzle corner
Over time more and more things and expressions are being invented. New words are invented to give a name to these new things!

A How do you think each of these words came about?
1 dogsbody 2 heliport 3 workaholic 4 smog

B Invent your own word for each of these.
1 A word describing someone who doesn't like parties!
2 A word describing a chocolate and egg sandwich!
3 A word describing someone who always speaks backwards!

Targets

- to use independent spelling strategies, including building up spellings by syllabic parts using known suffixes and common letter strings; building words from other known words; using dictionaries; using visual skills
- to invent words using known roots, prefixes and suffixes

Word list

attractive alternative destructive argumentative
detective decorative disruptive cooperative
impressive inventive distinctive defective
protective expensive excessive offensive
talkative explosive supportive persuasive

Some other relevant words

abusive adaptive addictive adoptive assertive
associative collective conductive conflictive corrective
corruptive defensive deflective digestive dismissive
distractive elaborative elective elusive eruptive
exhaustive exploitive figurative imitative intensive
massive objective obstructive pensive preventive
productive progressive reclusive repulsive sedative
selective suggestive

Relevant high/medium-frequency words

live

Pupil Book answers

Finding words

A talkative excessive protective attractive persuasive
supportive inventive offensive

B Four definitions of words from the word list.

Using words

A A list of five **ive** words that don't appear in the word list.

B An amusing, as short as possible, passage which includes all the **ive** words in the word list and the five **ive** words in **A**.

Puzzle corner

- A**
- 1 dogsbody – someone who is given the least appealing jobs, like a dog
 - 2 heliport – an airport for helicopters
 - 3 workaholic – someone who is addicted to work
 - 4 smog – a mixture of smoke and fog

B The child's own invented words for each of the following:

- 1 A word describing someone who doesn't like parties!
- 2 A word describing a chocolate and egg sandwich!
- 3 A word describing someone who always speaks backwards!

Copymaster/Homework answers

Unit 22A

A

Words ending in ive	Words with the ive suffix
drive	attractive
strive	destructive
hive	active
alive	interactive
survive	massive
give	abusive

B A collection of **ive** words, where the **ive** isn't added as a suffix. The **i** in **ive** either sounds 'long' or 'short'.

Unit 22B

A and **B** Eight invented words with their definitions, using either a known prefix or suffix.

Suggestions

- The *ive* suffix has previously been covered in Book 4, Unit 17.
- 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 is' or 'that which is'.
- 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 ending with the *iv* sound always end in *ive*.
- This unit gives an opportunity to revise previously covered prefixes and suffixes.
- Brainstorm with the children any new words they can think of (e.g. brainstorm!). Discuss with them how the words might have evolved.
- Give the children a collection of root words. Ask them to invent their own words based on them.

Name: _____

Date: _____

Unit 22A

A Sort the **ive** words into the correct columns of the table.

alive attractive interactive
 drive survive strive active abusive
 hive give destructive massive

Words ending in ive	Words with the ive suffix

B Write as many words as you can that end in **ive** but that don't have **ive** as a suffix.

What do you notice about the sound the **ive** makes in the words?

Unit 22B

Look at the table. It will remind you of the meaning of some of the prefixes and suffixes you have learnt.

Prefix/Suffix	Meaning
anti	against
tele	distant, from afar
ary	a place for, belonging
ful	full of
less	without, lacking



A Invent eight of your own words.
Each word must use a known prefix or suffix.

B Write a definition for each of your invented words.

Pupil Assessments

Assessment notes and answers

Book 6 Pupil Assessment A

Book 6 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 Two words with a **soft c** and two words with a **soft g**.
- 2 rhubarb wrong autumn campaign
subtle salmon
- 3 incredible reliable bearable
convertible
- 4 Aquarius aerobatics autograph
- 5 converge bicentenary condense
bifocal bilingual cooperate
- 6 Two words with the suffix **graph** and
two words with the suffix **scope**.
- 7 Four words, all from the same word
family and all with the double
letters **cc**.
- 8 television octopus telescopic
telepathic triathlon octagon
- 9 sledge misjudge damage advantage
cartridge
- 10 dialogue fatigue league
- 11 Two words with the prefix **ex** and two
words with the prefix **sub**.

Pupil Assessment B

- 1 allergic gymnastic prehistoric
- 2 Four words that each describe a feeling
and that end in **ous**, e.g. nervous.
- 3 intermingle interlink micrometer
microcircuit
- 4 shredding maddest nodded prodding
- 5 novelist scientist comedian
- 6 Each of the following words ticked:
calculator beggar professor
- 7 satisfactory slippery glossary
dictionary directory necessary
- 8 quarter character tomorrow excellent
- 9 Four words, all with the double
letters **nn**.
- 10 Four words that use **ise** as a letter
pattern, not a suffix.
- 11 Four words that use **ive** as a suffix, not
a letter pattern.

Name: _____

Date: _____

Pupil Assessment A

1 Write two words with a **soft c** and two words with a **soft g**.

2 Circle the **silent letter** in each of these words.

rhubarb **wrong** **autumn** **campaign** **subtle** **salmon**

3 Add **able** or **ible** to complete each word.

incred_____

reli_____

bear_____

convert_____

4 Solve the clues to find the **aero**, **auto** or **aqua** words.

a star sign

tricks done whilst flying an aeroplane

a signature

5 Add the prefix **bi**, **con** or **co** to make a word.

_____verge

_____centenary

_____dense

_____focal

_____lingual

_____operate

6 Write two words with the suffix **graph** and two words with the **suffix** scope.

Pupil Assessment A

7 Write four words, all from the same word family and all with the double letters **cc**.

8 Add the letters **tele**, **tri** or **oct** to each of these words.

_____vision

_____opus

_____scopic

_____pathic

_____athlon

_____agon

9 Each of these words has a **d** or **a** letter missing.
Spell each of the words correctly.

sle _ ge

misju _ ge

dam _ ge

advant _ ge

cartri _ ge

10 Solve the clues to find the **gue** words.

discussion between two or more people _____

tiredness _____

a football competition _____

11 Write two words with the prefix **ex** and two words with the prefix **sub**.

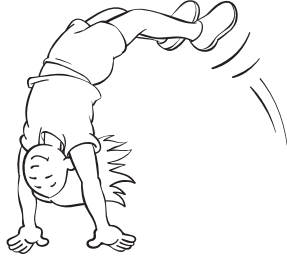
Name: _____

Date: _____

Pupil Assessment B

1 Write an **ic** word that matches each picture.







2 Write four words that each describe a feeling and that end in **ous**.

3 Add the **inter** or **micro** prefix to each of these roots.

_____mingle

_____link

_____meter

_____circuit

4 Complete these word sums.

shred + ing = _____

mad + est = _____

nod + ed = _____

prod + ing = _____

5 Solve the clues to find the **ist** or **ian** words.

I write stories

n _____

I research new ideas

s _____

I make people laugh

c _____

Pupil Assessment B

6 Tick the words that are spelt correctly.

instructar ☐

calculator ☐

visitar ☐

beggar ☐

professor ☐

irregulor ☐

7 Add **ary**, **ery** or **ory** to make a word.

satisfact_____

slipp_____

gloss_____

diction_____

direct_____

necess_____

8 Each of these words has a letter missing. Spell the words correctly.

quater _____

charater _____

tomorow _____

excelent _____

9 Write four words that have the double letters **nn**.

10 Write four words that use **ise** as a letter pattern but not a suffix.

11 Write four words that use **ive** as a suffix.

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 twenty spellings while another may take just ten.

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
bicycle	castle	avoidable	aerobatics
exercise	design	bearable	aerobics
innocent	island	comfortable	aerodrome
receive	honest	enjoyable	aeroplane
science	wrong	likeable	aerosol
apologise	autumn	accessible	autobiography
challenge	knead	convertible	autograph
original	knight	destructible	automatic
religion	salmon	digestible	automobile
vegetable	scissors	incredible	autopilot
confidence	campaign	available	aquaplane
decision	knickers	forgivable	aquarium
democracy	rhubarb	reliable	Aquarius
necessary	solemn	undeniable	aquatic
tolerance	subtle	unmistakable	aquatint
anthology	conscious	audible	aerodynamic
contagious	exhibition	gullible	aeronautics
courageous	knowledge	invincible	atmosphere
imagination	rhinoceros	irresponsible	atmospheric
outrageous	wrath	suspicious	atmospheric

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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?
bicycle			
exercise			
innocent			
receive			
science			
apologise			
challenge			
original			
religion			
vegetable			
confidence			
decision			
democracy			
necessary			
tolerance			
anthology			
contagious			
courageous			
imagination			
outrageous			

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Unit word lists

Unit 1	Unit 2	Unit 3	Unit 4
bicycle	castle	avoidable	aerobatics
exercise	design	bearable	aerobics
innocent	island	comfortable	aerodrome
receive	honest	enjoyable	aeroplane
science	wrong	likeable	aerosol
apologise	autumn	accessible	autobiography
challenge	knead	convertible	autograph
original	knight	destructible	automatic
religion	salmon	digestible	automobile
vegetable	scissors	incredible	autopilot
confidence	campaign	available	aquaplane
decision	knickers	forgivable	aquarium
democracy	rhubarb	reliable	Aquarius
necessary	solemn	undeniable	aquatic
tolerance	subtle	unmistakable	aquatint
anthology	conscious	audible	aerodynamic
contagious	exhibition	gullible	aeronautics
courageous	knowledge	invincible	automation
imagination	rhinoceros	irresistible	autonomous
outrageous	wrath	susceptible	aqualung

Unit word lists

Unit 5	Unit 6	Unit 7	Unit 8
biannual	autograph	accent	telepathic
biceps	paragraph	accept	telephone
bicycle	photograph	access	telescope
bifocal		accident	televise
bisect		success	television
condense	horoscope	accidentally	triangle
confront	microscope	account	tricycle
construct	telescope	hiccup	triple
consult		occasion	trio
converge		occupy	tripod
coeducation	choreograph	accomplice	octagon
coexist	monograph	accurate	octahedron
cohabit	telegraph	occurrence	octet
cooperate		successful	October
coordinate		succulent	octopus
bicentenary	endoscope	accommodation	telescopic
congregation	kaleidoscope	accomplish	triangular
consensus	periscope	occupation	triathlon
coincidence		succinct	triplicate
correspondent		succumb	octogenarian

Unit word lists

Unit 9	Unit 10	Unit 11	Unit 12
badge	league	exchange	comic
edge	tongue	exclaim	cubic
hedge	vague	exhaust	picnic
nudge		expand	fabric
sledge		extend	tragic
bandage	catalogue	subheading	allergic
damage	fatigue	subplot	angelic
garage	intrigue	subtitle	bionic
postage		subway	frantic
sausage		subzero	historic
cartridge	dialogue	except	electronic
knowledge	epilogue	exclude	idealistic
misjudge	prologue	expire	prehistoric
prejudge		explode	realistic
smudge		exterior	scenic
advantage	analogue	subconscious	aesthetic
discourage	monologue	submarine	characteristic
encourage	synagogue	submerge	gymnastic
percentage		submissive	hygienic
pilgrimage		substandard	optimistic

Unit word lists

Unit 13	Unit 14	Unit 15	Unit 16
anxious	interact	cuddle	artist
curious	intercom	middle	dentist
furious	interlink	muddle	motorist
obvious	internet	saddle	soloist
serious	interval		tourist
cautious	microchip	adder	historian
delicious	microfilm	ladder	magician
envious	microlight	sudden	musician
religious	microscope	wedding	optician
spacious	microwave		politician
ambitious	intercept	addition	violinist
hilarious	intermingle	address	linguist
infectious	international	midday	novelist
mysterious	intersect	suddenly	opportunist
suspicious	interview		scientist
courageous	microcircuit	addiction	amphibian
instantaneous	microelectronics	additive	comedian
miscellaneous	micrometer	Buddhism	electrician
simultaneous	microscopic	Buddhist	pedestrian
spontaneous	microsurgery		technician

Unit word lists

Unit 17	Unit 18	Unit 19	Unit 20
actor	diary	among	channel
doctor	dictionary	bargain	flannel
sailor	glossary	minute	funnel
visitor	library	potatoes	kennel
warrior	secretary	quarter	tunnel
beggar	battery	character	annual
burglar	delivery	excellent	connect
guitar	gallery	probably	dinner
popular	mystery	pyjamas	funny
similar	slippery	surprise	scanner
calculator	conservatory	chimneys	announce
conqueror	directory	description	connection
instructor	introductory	excitement	innocent
professor	satisfactory	foreign	minnow
radiator	victory	tomorrow	tonne
calendar	extraordinary	desperately	annihilate
familiar	necessary	encyclopedia	annotate
irregular	jewellery	immediately	innovation
particular	stationery	permanent	questionnaire
perpendicular	contradictory	temperature	unnecessary

Unit word lists

Unit 21	Unit 22
exercise	attractive
organise	detective
promise	impressive
realise	protective
surprise	talkative
advise	alternative
devise	decorative
excise	inventive
prise	expensive
revise	explosive
advertise	destructive
despise	disruptive
disguise	distinctive
dramatise	excessive
practise	supportive
emphasise	argumentative
franchise	cooperative
improvise	defective
merchandise	offensive
synchronise	persuasive

Medium-frequency (MF) word lists

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

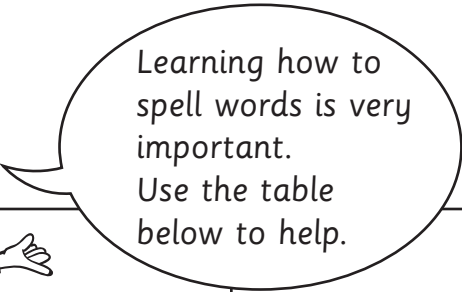
MF Words 2	MF Words 5	MF Words 8	MF Words 11
began	knew	first	above
being	know	second	across
brought	change	last	along
thought	think	half	around
found	leave	today	between
heard	should	year	inside

MF Words 3	MF Words 6	MF Words 9	MF Words 12
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

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

MF Words 14	MF Words 16	MF Words 18	MF Words 20
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.

Word to learn

Cover the word.
Write the word.
Have you spelt
it right?

Cover the word.
Write the word.
Have you spelt
it right?