



Nelson
Spelling

Pupil Book 5



OXFORD



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Book 5 Scope and Sequence

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension
1	ar are finding target words	identifying sound families	adding suffixes	letter patterns; word building	identifying root words
2	word roots arranging word families	word building	identifying Latin and Greek roots	sorting word families	identifying Latin and Greek word families
3	ir ire finding target words	identifying sound families	completing a wordsearch; writing definitions	letter patterns; identifying rhyming words	identifying word families
4	y endings (nouns) finding and using target words	target word quiz	using <i>ies</i> plurals	making y nouns	making y plurals; writing sentences
5	adding s or es identifying simple plurals	making y ending plurals	identifying singular/plural verb forms	making plurals; identifying pronouns	making plural nouns and singular verbs
6	words ending a i o u picture quiz	making o ending plurals	identifying word origins	picture matching	solving clues; completing a wordsearch
7	silent letters finding target words	identifying letter associations	alphabetical ordering	identifying silent letters; picture matching	writing sentences; correcting spellings
8	unusual plurals finding target words	making <i>f/fe</i> ending plurals	dictionary work; identifying irregular plurals	picture matching; writing plural nouns	working with tricky plurals
9	able ible ably ibly word building; word sums	identifying the <i>able/ible</i> rule	using <i>able/ible/ably/ibly</i> suffixes	letter patterns; word building; picture matching	using <i>able/ible/ably/ibly</i> ; writing sentences
10	mnemonics identifying simple mnemonics	mnemonic quiz	identifying mnemonics; creating mnemonics	finding small words within words	creating mnemonics
11	ow endings letter patterns; target word quiz	sorting words by phoneme	working with syllables	using <i>/low/row/</i> ; completing a wordsearch	working with syllables
12	et endings writing missing vowel letters; target word quiz	recognising letter patterns	working with syllables	using <i>acket/icket/ocket/</i> ; completing crossword	working with syllables
13	ull ul finding target words	making adjectives	adding <i>ful</i> suffix; cloze activity	letter patterns; word building	solving clues; completing a wordsearch
14	fer + suffixes completing a wordsearch	doubling final <i>r</i>	alphabetical ordering	using suffixes	making word webs

The darker cells introduce statutory material for this year group in the National Curriculum for England. The paler cells denote revision of a topic covered in previous years.

Unit	Pupil Book Focus	Pupil Book Extra	Pupil Book Extension	Resource Book Focus	Resource Book Extension
15	hyphens and apostrophes making contractions	making hyphenated prefixes	identifying hyphens and compound words	matching contractions; using hyphens	making contractions; writing sentences with compound /prefixed words
16	ough finding target words	identifying homophones	sorting by phoneme	using <i>ough/lought</i> ; cloze activity; writing sentences	working with jumbled letters; writing definitions of homophones
17	ost oll finding target words and rhyming words	making <i>oll/oal/ole</i> words	adding <i>all</i>	using <i>ost/oll</i> ; cloze activity; writing sentences	adding <i>lll</i> ; writing sentences
18	same letters, different sound choosing rhyming words	sorting by phoneme	identifying ear pattern identifying; <i>ough</i> pattern	finding rhyming words using picture clues	sorting <i>ough</i> pattern; writing sentences
19	homophones finding target words; writing homophones	identifying near homophones	using homophones in sentences	writing and finding homophones	working with triple homophones
20	ious eous cious tious key word quiz	using <i>our/ous</i> rule; identifying root words	identifying <i>cious/tious</i> rule	letter patterns; finding <i>ous</i> words	checking spellings; writing sentences
21	cal cial tial completing a wordsearch	making adverbs; writing sentences	identifying <i>cial/tial</i> rule	word building; writing sentences	checking spellings; writing sentences
22	ie wordsearch; ie word quiz	using <i>ffe</i> plurals	making word webs	word building; writing sentences	understanding the <i>ie</i> spelling rule
23	ei finding target words; completing a wordsearch	identifying <i>ie</i> rule	identifying <i>ei</i> homophones	word building	working with jumbled letters; cloze activity
24	ey endings letter patterns; target word quiz	making <i>y</i> ending plurals	identifying singular/plural verb forms	using <i>ey/ney/key</i> ; completing a wordsearch	sorting <i>y</i> plurals
25	ild, ind cloze activity; letter patterns	identifying homonyms	adding prefixes and suffixes	word building; writing sentences	making word fans; cloze activity
26	e or  finding target words	word sums with <i>e + ing</i>	using <i>e + vowel/consonant</i> suffix	adding <i>ing</i> ; cloze activity	building words with suffixes
27	tricky words completing a wordsearch	identifying double letters	frequent spelling problems	writing words from picture clues; cloze activity	using a dictionary to write definitions; correcting spellings
28	using a thesaurus finding synonyms	finding antonyms	writing sentences	verb/noun word quiz	finding synonyms; writing thesaurus entries

ar
are

Key Words

bark
barn

cart
smart
start
car

care
rare
fare
aware
beware
scare
spare
stare
share

Be **smart**. Cross with **care**.
Stop for **cars**. Be **aware**.



Focus

A Look at these picture clues.
Write the **ar** and **are** words in your book.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

B Copy these words neatly into your book.

ark park spark sparkle sparkler sparklers

Write a sentence to describe what you notice about their spellings.

Extra

- A Sort the key words into sound pattern families and write them in your book, like this:

words with <u>ar</u> sounding like <u>car</u>	words with <u>are</u> sounding like <u>care</u>
barn	fare

Add two more words of your own to each list.

- B Write a sentence using one word from each family.



Extension

Make as many words as possible by adding a suffix, like this:

care + fully = carefully

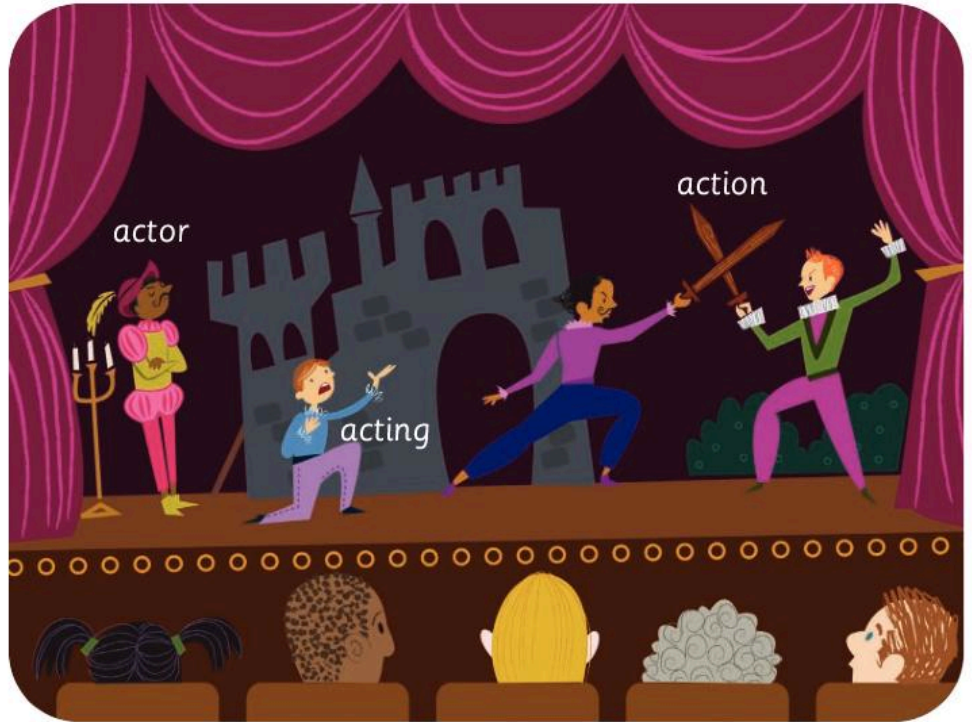


Think **carefully**! Some words need to be adjusted slightly.

word box	suffix box
care	ly
art	ing
start	er
scare	fully
smart	ful
bark	ed



word roots



Key Words

act
actor
action
activity

port
portable
porter
export
import
report

scribe
scribble

manuscript
typescript

Focus

- A** Sort the words in the box into word families.
There are five families with three words in each family.

medic	relation	children	medicine	childhood
cover	childish	discovery	impressive	recover
expression	press	relate	medication	relatively



- B** Add at least one more word to each family.

Extra

Copy these words into your book. Make as many family words as you can. The prefixes and suffixes in the box might be helpful. The first one is done to help you.

un in re im en over de dis
ing ed ly ful ment en ness pre

1 joy enjoy joyful enjoying enjoyment enjoyable enjoyed

2 take

3 pain

4 electric

Extension

Many words that we use in English today originally came from Greek or Latin. Here are some Greek and Latin words with their meanings:

Greek words

deka ten
graphein to write
hydor water
metron measure

Latin words

dicere to say or tell
duo two
frangere to break
gradus a step

- A** Copy the Greek and Latin words above into your book as a list. Next to each word write the two English words from the box that have been derived from these words.

gradual dictate fracture speedometer contradict hydraulic
decimal duet duotone fraction decade
grade graphic hydrant autograph thermometer

- B** Write a simple definition of what each of these Greek and Latin words probably meant. Next to each write some English words that use these roots. The first one is done to help you.

	meaning	uses in English
magnus	great or large	magnitude, magnify
octo		
phone		
aqua		



Use a dictionary to help you.

ir
ire

Key Words

bird
third
shirt
skirt
first
thirsty

fire
wire
retire
inspire
expire
squire
enquire



Focus

Look at these picture clues.
Write the **ir** and **ire** key words in your book.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

Extra

- A Sort the key words into sound pattern families and write them in your book, like this:

words with <u>ir</u> sounding like <u>fir</u>	words with <u>ire</u> sounding like <u>fire</u>
bird	wire

Add two more words of your own to each list.

- B Write a sentence using one word from each family.



Extension

a	c	q	u	i	r	e	s	u	j
g	d	e	s	i	r	e	q	h	j
b	m	n	g	t	r	x	u	n	g
t	h	q	i	n	s	p	i	r	e
f	n	u	b	w	r	i	r	a	h
s	h	i	r	e	e	r	e	x	g
f	c	r	n	v	d	e	q	b	g
c	p	e	r	s	p	i	r	e	d

- A Make a list of the eight **ire** words hidden in the puzzle box. Write a definition for each one in your book. The first one is done for you.

squire a country gentleman

- B Sort the words in your list into alphabetical order.



Use a dictionary to help you.

y
endings
(nouns)

Cherry berry jelly –
Yucky mucky puppy!



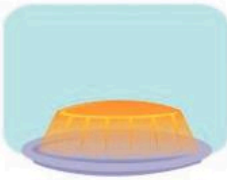
Key Words

jelly
penny
berry
cherry
hobby
puppy

baby
lady
gravy
daisy
ivy
posy
story

Focus

- A Look at these pictures.
Write the matching key words in your book.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

- B Write the key words that have double letters (like jelly) neatly in your book.
Next to each write a rhyming word.
- C Write a sentence that has at least two key words.

Extra



All the answers are key words.

- A** What am I?
- 1 I wag my tail when I'm pleased.
 - 2 I grow on bushes.
 - 3 I'm a small bunch of flowers.
 - 4 I'm a tale in a book.
 - 5 I'm a very young child.
 - 6 I wobble a lot!
- B** The words **dairy** and **diary** both end with **y**.
What else is interesting about them?
Use each in a sentence to show their meaning.

Extension

All these nouns end in **y**.

puppy story posy baby berry lady

Remember, to make a noun that ends in **y** plural we usually change the **y** to **i** and add **es**, like this:

one puppy three puppies

But if the letter before the **y** is a single vowel letter, just add **s**.

play plays

- A** Finish these captions.



1 two _____



2 three _____



3 six _____



4 three _____



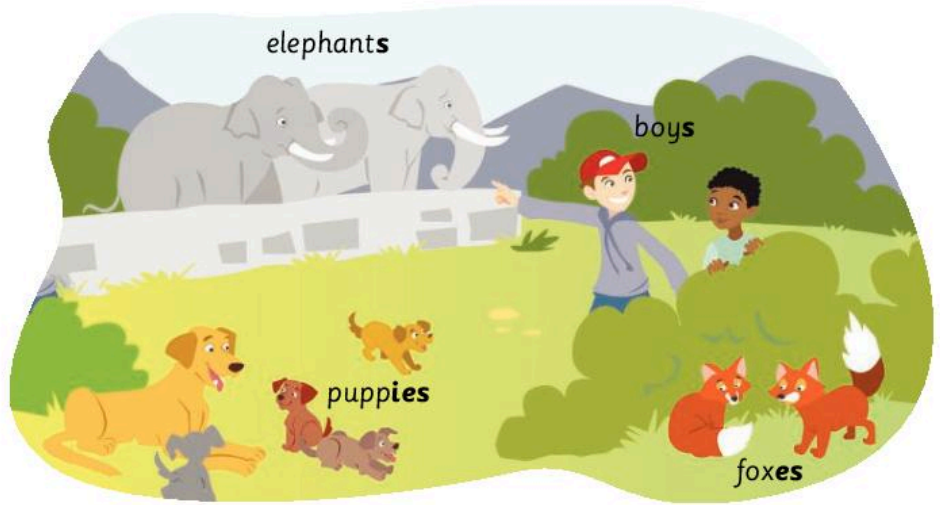
5 two _____



6 four _____

- B** Make a list of at least three other nouns that end in **y** where you need to change the **y** to **i** and add **es** to make the plural form.
- C** Make a list of at least three other nouns that end in **y** to which you just need to add **s** to make the plural form.

adding s or es



Key Words

dog
dogs
elephant
elephants

dish
dishes
fox
foxes

baby
babies

boy
boys
trolley
trolleys

Focus

- A** Copy and finish the phrase to describe each of these pictures.
The first one is done to help you.



1 a pack of **dogs**



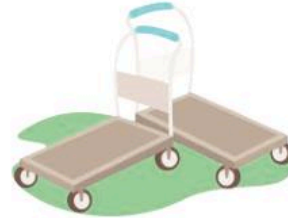
2 a herd of _____



3 twin _____



4 a stack of _____



5 two _____



6 a gang of _____

- B** Write a word that rhymes with each of these words and has the same spelling pattern.

1 boys

2 dishes

3 rays

Extra



Remember, one thing is **singular**; more than one is **plural**.

As you know, when we make nouns **plural** we usually add **s** or **es**.

We add **es** if the word ends in **s**, **x**, **ch** or **sh**.

singular		plural
elephant	+ s	= elephants
dish	+ es	= dishes

A Write the plural form of these words. Can you spot the trick question?

- | | | | | |
|----------|---------|--------------|---------|----------|
| 1 school | 2 bike | 3 toothbrush | 4 fox | 5 pass |
| 6 splash | 7 watch | 8 aeroplane | 9 crash | 10 mouse |

Remember, to make a noun plural that ends with **y**, change the **y** to **i** and add **es**.

singular	plural
story	stories

But if the letter before the **y** is a single vowel letter (**a e i o u**), simply add **s**.

toy	toys
trolley	trolleys

B Copy this table. Make the plural form of these nouns.

singular	monkey	cry	nappy	turkey	hobby	baby	chimney	jockey
plural								

Extension

Remember, strangely we often add s or **es** to make a verb singular! But the same rules apply.

they run he runs they hurry she hurries

Make these verbs singular. Use each one in a sentence. The first one is done to help you.

- | | | | | |
|-----------|-----------|--------------------------------------|--------|--|
| 1 terrify | terrifies | The loud noise terrifies the kitten. | | |
| 2 hurry | 3 jump | 4 bury | 5 defy | |

words
ending
with
a i o u

Key Words

anaconda
armadillo
buffalo
corgi
cuckoo
dingo
emu
gecko
gnu
kangaroo
koala
kiwi
puma
tarantula

Can you see the kangaroo jumping past the big emu?



Focus

Look at these pictures and clues.
Write the key words in your book.



1 a wild ox from North America



2 a large spider with a deadly bite



3 an Australian animal with a powerful kick



4 an American wildcat



5 an African antelope



6 a wild dog from Australia



7 a bird named after its call

Extra

There are special rules for making plurals for words that end with **o**. Usually we add **es**.

tomato tomatoes

But we simply add **s** for:

words ending in oo	cuckoos
'music' words	pianos
shortened words	photos



A Write the plural form of each of these nouns.

- | | | | |
|-----------|------------|----------|-----------|
| 1 tornado | 2 mango | 3 cello | 4 torpedo |
| 5 domino | 6 kangaroo | 7 cuckoo | 8 piano |

B Using a dictionary, what can you discover about these words? Where did they come from? Are they a short version of a longer word?

- | | | | | |
|---------|---------|---------|---------|---------|
| 1 photo | 2 piano | 3 disco | 4 rhino | 5 hippo |
|---------|---------|---------|---------|---------|

Extension

Most of the words that we use that end with a vowel letter other than **e** have come from a foreign language.

dahlia	bhaji	paella	banjo	spaghetti	emu
banana	cello	chapatti	pasta	pizza	risotto
rosti	samosa	macaroni	ravioli	concerto	

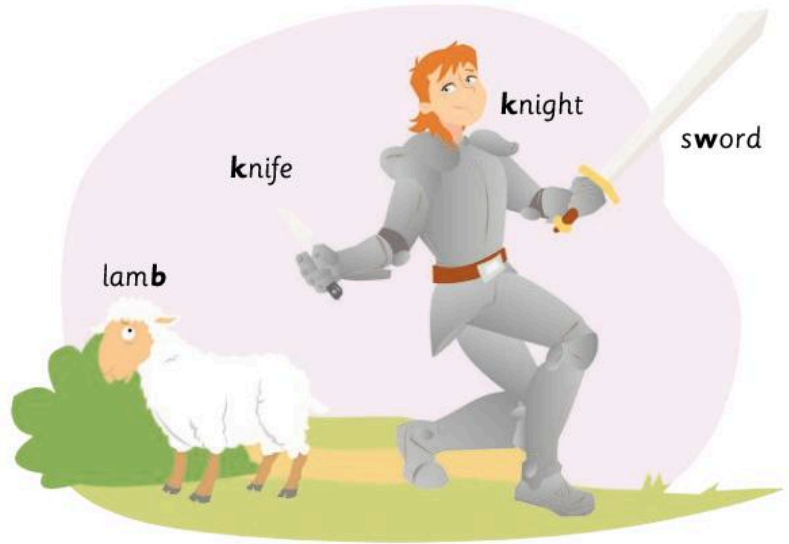
A Research the words in the box using dictionaries, reference books or searching online.

- Sort them into lists according to the countries from which they came.
- Make a list of the food words.
- Make a list of the music words.

B The key words are all the names of creatures. Sort them according to the countries or regions they come from.



silent letters



Key Words

lamb
thumb
doubt
subtle
solemn
autumn
thistle
whistle
knight
known
knuckle
knife
wreck
wrench
wrinkle
sword
answer
island
scissors
gnat
design

Focus

Look at these picture clues.
Write the key words in your book.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

Extra

Silent letters often have another particular letter next to them.

write wrong wrinkle

- A** Write a sentence to say what you notice about the consonant letters next to the silent letters in each of these groups of words.

1	wrestle	wrapped	wreckage
2	gnome	gnaw	resign
3	lamb	numb	climber
4	scent	scenery	scissors
5	debt	doubt	subtle
6	knuckle	knock	knight
7	castle	bustle	listen



- B** Write as many words as you can to add to each of the word groups in **A**.

Extension

Write each of these groups of words in alphabetical order.

1	lamb	thumb	combing	crumble
2	gnat	gnome	gnash	gnaw
3	knee	knelt	kneel	knew
4	write	wrong	wrapper	wrath
5	climb	comb	crumb	climbing



Check your answers in a dictionary.

unusual plurals



The old **women** were tending the **oxen** and **geese** near the **chateaux**.

Key Words

loaves
cliffs

men
women
geese
mice

cacti
nuclei
octopi

bacteria
aquaria

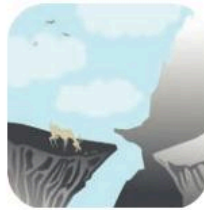
bureaux
chateaux

deer
sheep
species
scissors

Focus

Read the key words and complete the phrase to describe each of these pictures.

The first one is done to help you.



1 a row of **cliffs**



2 three prickly _____



3 two _____



4 a herd of _____



5 two pairs of _____



6 two _____

Extra

To form the plural of nouns ending in **f** or **fe** we usually change the **f** or **fe** to **v** before adding **es**, like this:

shelf + s = shelves life + s = lives

For nouns ending in **ff**, just add **s** to make the plural form.

puff + s = puffs

A Copy this table of singulars and plurals and fill in the blanks.

singular	half	calf	leaf	wife	life	sniff	self
plurals							



Use a dictionary to help you.

B Find the plural of **chief** and **belief**. What do you notice?

Extension

Most of the unusual plurals are related to nouns we have borrowed from other languages, such as Latin and French.

Here are a few examples:

aquarium aquaria curriculum curricula
chateau chateaux appendix appendices

Sometimes the words for the singular and plural are the same and for some singular nouns the plural is a different word altogether!

sheep **sheep** species **species**
woman **women** person **people**

Use a dictionary to find the unusual plurals for these words.

- | | | | |
|--------------|----------------|-------------|------------|
| 1 plateau | 2 hippopotamus | 3 man | 4 cod |
| 5 ox | 6 appendix | 7 index | 8 analysis |
| 9 phenomenon | 10 goose | 11 tweezers | 12 child |

able ible
ably ibly



There was a noticeable change in the weather. The storm was incredible!

Key Words

adorable
applicable
considerable
considerably
tolerable
tolerably

changeable
noticeable
dependable
comfortable
reasonable
reliable
lovable

horrible
horribly
incredible
incredibly
possible
responsible
terrible

Focus

A Choose a key word to complete these phrases.



1 a t_____ storm 2 my c_____ bed 3 the a___ kitten



4 the i___ dinosaur 5 the h_____ food! 6 the l_____ puppy

B Copy and complete these word sums in your book. The first one is done to help you.

1 enjoy + able = enjoyable

2 reason + ably =

4 ador + able =

6 poss + ibly =

3 change + able =

5 horr + ible =

7 sens + ibly =

Extra

Remember, there is no easy way to know when to use **able** (or **ably**) and when to use **ible** (or **ibly**), but more words end in **able** than **ible**. Always check in a dictionary if you are not sure.

This tip will also help:

If a complete root word comes before the **able** or **ible** suffix, then it is probably an **able** word.

comfortable understandable reasonable

Think carefully about the spelling tip and then choose an **able** or **ible** suffix for each of these words or letter groups.

- | | |
|-----------|----------|
| 1 depend | 2 terr |
| 3 agree | 4 incred |
| 5 invis | 6 notice |
| 7 respons | 8 avail |
| 9 enjoy | 10 poss |



Extension

The **able** suffix is used if another family word has the **ation** ending.

adoration adorable



Remember, when adding **able/ably** or **ible/ibly** to a word that ends with a single **e**, we nearly always first drop the **e**.

A Write the **able** word that is in the same word family as these words.

- 1 application 2 consideration 3 toleration 4 operation

B Do these word sums in your book.

- | | |
|------------------------|-----------------------|
| 1 invalue + able = | 2 unbelieve + ably = |
| 3 unrecognise + able = | 4 sense + ibly = |
| 5 incure + able = | 6 irresponse + ibly = |

mnemonics



My **n**an **e**ats **m**ountains of **n**achos in **c**hilli **s**auce.

Key Words

teacher
library
reel
bicycle
necessary
separate
chocolate
lightning
twelfth
ambitious
vegetable
parallel
government
weight

Focus

- A** Write a short sentence explaining why each of these pictures can help you remember how to spell one of the key words.



1 vegetable



2 reel



3 teacher



4 chocolate



5 weight



6 bicycle

- B** Draw a small picture to remind you how to spell a word that you sometimes find difficult.

Extra

Mnemonics (pronounced 'nemonics') are short phrases or rhymes that help us remember things. We can use mnemonics to help us to be sure which homophone to use.

here or **hear** It's here not there.
We hear with our ears.

A Copy these words and phrases. Underline the letters that the mnemonic helps us to remember.

- | | |
|--------------------|-------------------------------------|
| 1 knight or night | The knight is the king's brother. |
| 2 stake or steak | I leant the rake against the stake. |
| 3 cellar or seller | The cellar is like a prison cell. |
| 4 bear or bare | The bear bit my ear. |



B Make up your own mnemonics to help you to know which of these homophones to use.

- 1 groan or grown 2 fair or fare 3 check or cheque 4 pail or pale

Extension

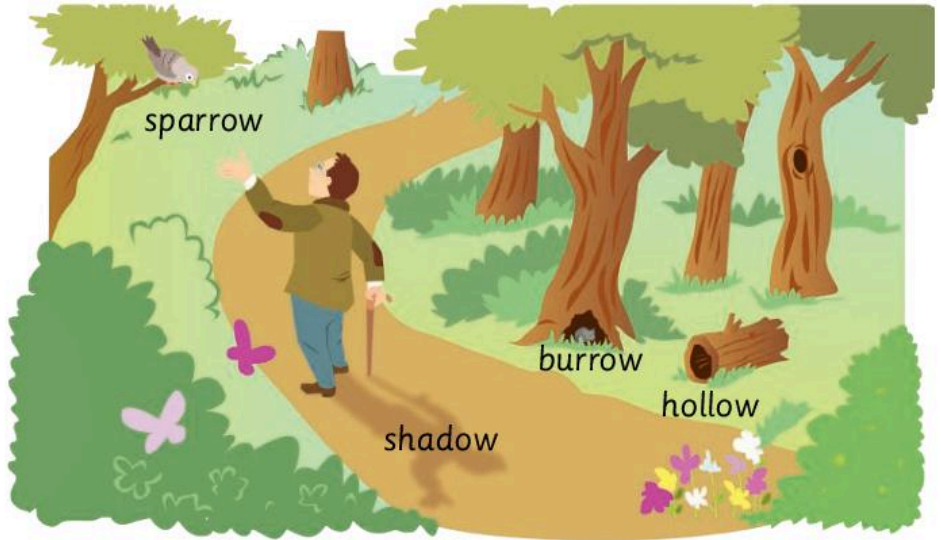
A Copy the mnemonics below. In each one underline the letters in each word that the mnemonic helps us to remember. Use the mnemonics to learn how to spell the six words.

- | | |
|----------------------------|--|
| 1 separate | Rats never forget how to spell separate. |
| 2 parallel | Parallel has two parallel lines in the middle. |
| 3 device, advice, practice | Ice is a noun, as are device, advice, practice. |
| 4 dictionary | Finn's dictionary won't help his diction. |
| 5 government | Our government governs us. |
| 6 necessary | Be careful of the cess pit in the middle of necessary. |

B Create mnemonics for these tricky words, or choose some other words that you particularly want to learn.

- 1 lightning 2 chocolate 3 friend 4 innocent 5 island

ow endings



Key Words

arrow
narrow
sparrow
yellow
elbow
pillow
window
follow
hollow
borrow
sorrow
burrow
shadow
shallow

Focus


- A** Copy these groups of words.
Underline the word in each group with the different letter pattern.

- 1 pillow willow shadow billow
2 narrow follow sparrow arrow
3 elbow shallow swallow allow

- B** What am I?
Look at the picture clues and complete the sentences.
Then find the key word that matches the clue.
The first one is done to help you.

1 You rest your  on me. pillow

2 I am a small brown  .

3 I'm home to a family of  .

4 When the  shines I never leave your side.

5 Mix me with  and I turn green.

Extra

growl	known	prowl	show
growth	scowl	clown	slow
blown	brown	throw	crown
shown	down	frown	thrown



- A** Sort the words in the box into sound pattern families, like this:

words with <u>ow</u> sounding like <u>cow</u>	words with <u>ow</u> sounding like <u>window</u>
clown	slow

- B** Write a sentence using at least one word from each family.

Extension

Remember, a syllable is a part of a word that can be sounded by itself.

Each syllable has a vowel sound. For example:

pillow	pi/low	two syllables
arrow	ar/row	also two syllables



Notice how double letters are split between syllables.

grow	follow	following	rainbow
window	swallow	tomorrow	barrow
own	mower	borrowing	hollow

Sort the words in the box according to the number of syllables they have, like this:

one syllable	two syllables	three syllables
grow	follow = fol/low	following = fol/low/ing

et endings



A prize for every ball in the bucket!

Key Words

jacket
packet
racket

ticket
wicket
cricket
thicket

locket
pocket
rocket
socket

bucket

Focus

- A** Each of these key words has had its vowel letters (a e i o u) taken out. Write the complete words in your book.



1 j _ ck _ t



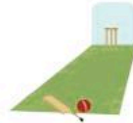
2 r _ ck _ t



3 t _ ck _ t



4 p _ ck _ t



5 w _ ck _ t



6 b _ ck _ t

- B** What am I?

- 1 I'm used in tennis and rhyme with packet.
- 2 I allow you to travel and rhyme with thicket.
- 3 I launch satellites and rhyme with socket.
- 4 I'm a game and rhyme with wicket.
- 5 I'm sewn on trousers and rhyme with locket.



Extra

Look carefully at these words.

Copy them into your book and underline the one that has a different spelling pattern.

- | | | | |
|----------|---------|---------|--------|
| 1 magnet | cabinet | tablet | bonnet |
| 2 wicket | helmet | cricket | bucket |
| 3 upset | droplet | triplet | pellet |
| 4 socket | locket | ticket | gadget |

Extension

Remember, a syllable is a part of a word that can be sounded by itself.

Each syllable has a vowel sound. For example:

let	let	one syllable
blanket	blan/ket	two syllables

Copy these words. Put a line between the syllables.
The first one is done to help you.

- 1 gadget *gad/get*
- 2 met
- 3 velvet
- 4 regret
- 5 regrettable
- 6 filleted
- 7 upsetting
- 8 bullet
- 9 puppet
- 10 trumpeting
- 11 pocket
- 12 rocket



ull ul

A **bull** on a farm
Can do no harm.
A **bull** in a china-shop
– Be careful!



Key Words

bull
bully
full
fully
pull
pully

dull
gull
gully

helpful
helpfully
painful
painfully

beautiful
beautifully

Focus

A Match a key word to each picture clue.



1 _____ 2 _____ 3 _____



4 _____ 5 _____ 6 _____

B Neatly copy five words that have the **fully** suffix into your book.
The key words will help you.

C Write a sentence using one of your **fully** words.

Extra

The suffix **ful** can be added to the end of some words to make an adjective, like this:

help helpful use useful

Notice that it only has one **l**.



Remember, an **adjective** is a **describing word**.

Add the **ful** suffix to make these words into adjectives.

- | | | | | |
|----------|-----------|---------|----------|----------|
| 1 shame | 2 deceit | 3 spite | 4 pain | 5 hope |
| 6 wonder | 7 thought | 8 care | 9 sorrow | 10 doubt |

Extension

If you are adding the suffix **ful** to a word ending with **y**, remember to change **y** to **i** before adding **ful**, like this:

plenty plentiful

Exception: if the letter before the **y** is a vowel, we simply add **ful**, like this:

play playful

A Add the **ful** suffix to make these words into adjectives.

- | | |
|----------|---------|
| 1 beauty | 2 duty |
| 3 fancy | 4 mercy |

B Use a word with the **ful** suffix to fill the gaps when you write these sentences. The word in bold is a clue.

- | | |
|-----------------|---|
| 1 beauty | It was a _____ park. |
| 2 shame | Everyone said it was _____ when it was dug up for a new road. |
| 3 dread | They made a _____ mess and noise. |
| 4 hope | We are _____ that the traffic won't cause too many accidents. |



fer
+ suffixes



Key Words

refer
referring
referral
referred
reference
referee

prefer
preferred
preferring
preference

transfer
transferring
transferred
transference

Focus

- A Copy the **fer** words in this puzzle box into your book.
Can you find all eight words?

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

- B Copy the words you have found that include **rr**.

Extra

When adding suffixes to words ending with **fer**, the **r** is doubled if the **fer** is stressed.

Listen to the sound the **fer** makes in each of these words.

referred reference

Make as many family words as you can for each of these root words by using the suffixes in the box.

ing ed ence s ee al

- 1 refer
- 2 prefer
- 3 transfer
- 4 infer
- 5 defer
- 6 confer



Extension

A Write each of these lists of words in alphabetical order.

- | | | | |
|--------------|--------------|--------------|-------------|
| 1 refer | referral | reference | referee |
| 2 conference | conferring | confer | conferred |
| 3 infers | inference | inferring | infer |
| 4 prefer | prefers | preferential | preferring |
| 5 transfer | transference | transferring | transferred |
| 6 deference | deferred | deferring | defer |

B Write a brief definition for each of these words.

- | | |
|-------------|-------------|
| 1 referee | 2 inference |
| 3 deference | 4 confer |



Use a dictionary to help you.

Check-up 1

Focus

What are these? The first letters will give you a clue.
Write the words in your book.



1 c _____



2 sc _____



3 a _____



4 a _____



5 b _____



6 sp _____



7 p _____



8 b _____



9 b _____



10 f _____



11 k _____



12 l _____



13 s _____



14 m _____



15 t _____



16 sh _____



17 r _____



18 c _____ able



19 b _____



20 r _____

Extension

- A** Write three words in the family of each of these words.
1 port 2 act 3 press
- B** Write the plural forms of these words.
1 baby 2 trolley 3 dish 4 play 5 potato
6 cello 7 woman 8 cactus 9 aquarium 10 deer
- C** Which letter often appears next to these letters when they are silent?
For example r with w (**w**rite).
1 g 2 b 3 k 4 t
- D** Make **able** or **ible** words from each of these.
1 enjoy 2 poss 3 incred 4 reason 5 sens
- E** Divide these words into syllables.
1 swallow 2 tomorrow 3 rainbow 4 upsetting 5 regrettable
- F** Add the **ful** suffix to make these words into adjectives.
1 shame 2 care 3 hope 4 plenty 5 beauty
- G** Add the **ed** suffix to these words.
1 transfer 2 infer 3 refer 4 prefer 5 defer

hyphens and apostrophes

Please **co-operate**.
Don't try to **re-enter**
after the **re-start**.



Key Words

co-ordinate
co-operate
co-operative
co-own

re-enter
re-entry
re-apply

non-stop
non-starter
non-stick
non-committal

computer-aided
accident-prone
well-known
bad-tempered

don't
can't
couldn't
shouldn't
she'll
they'll

Focus

Apostrophes are used to show where a letter or letters have been omitted when two words are run together and shortened. These are called **contractions**.

he will **he'll** was not **wasn't**

- A** Write the contractions for these words in your book. The first one has been done to help you.

1 she will = **she'll**

2 I am 3 have not 4 must not 5 could not
6 do not 7 she is 8 cannot 9 were not

- B** Write these contractions in full. The first one has been done to help you.

1 they'll = **they will**

2 he's 3 they're
4 there's 5 won't
6 can't 7 we're
8 let's 9 they'll



Extra

Hyphens are sometimes used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word also begins with one.

co-operate re-apply

A Choose a key word to match each of these definitions.

- 1 to work together positively
- 2 to be the joint owner of something
- 3 not prepared to give a firm answer to a question
- 4 the coated surface on a cooking pan
- 5 to apply again for something
- 6 to enter again
- 7 popular and widely recognised
- 8 to help to arrange or organise

B Use a dictionary to help you find and list some other words that include hyphens. Start by looking at **co-**, **non-** and **re-** words.



Extension

Hyphens are also sometimes used to make compound words. Most of these are adjectives, like this:

sugar-free well-known open-mouthed

accident-prone
sugar-free
carbon-neutral
sport-mad
oven-ready

computer-aided
power-driven
over-rated
custom-built
well-known

good-looking
quick-thinking
bad-tempered
fair-haired
open-mouthed

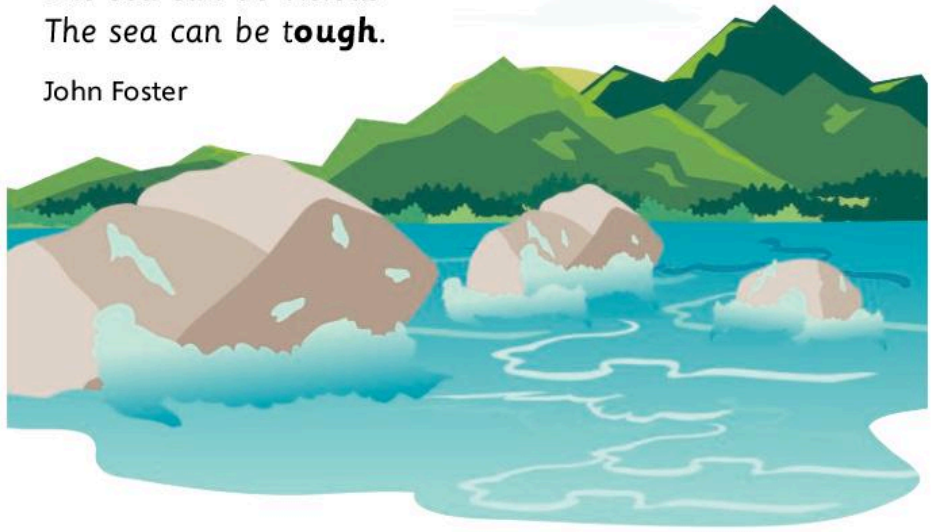
Use five of the hyphenated words in the box in sentences of your own.



ough

The sea can be angry
The sea can be **rough**
The sea can be vicious
The sea can be **tough**.

John Foster



Key Words

rough
enough

cough
trough

dough
though

nought
bought
brought
thought

bough
plough

Focus

Match a key word to each picture.
Write them in your book.



1 _____



2 _____



3 _____

5-5=



4 _____



6 _____



7 _____



8 _____



9 _____

Extra

These sets of words have very similar sounds so they can cause some spelling problems.

- A** Copy these sentences neatly into your book, selecting the correct words.

It was a **rough/ruff** morning. **Boughs/Bows** were falling from the trees, but the baker **fort/fought** his way to the village bakery.

He knew his hot crusty bread was much **sought/sort** after by the tourists and no sooner had he started baking his first batch of **doe/dough** than he saw his first customers of the day peeping in **threw/through** his window.

- B** Use a dictionary to check your answers.



Remember, words like these are called **homophones**.



Extension

Read the key words.

- A**
- 1 Write the words where the **ough** sounds like **off**.
 - 2 Write the words where the **ough** sounds like **uff** in **fluff**.
 - 3 Write the words where the **ough** sounds like **ow** in **how**.
 - 4 Write the words where the **ough** sounds like **ow** in **snow**.



Beware! The letter pattern **ough** can sometimes make a similar sound to **ough** in **bought**, or sometimes it sounds like **ar** in **park**.

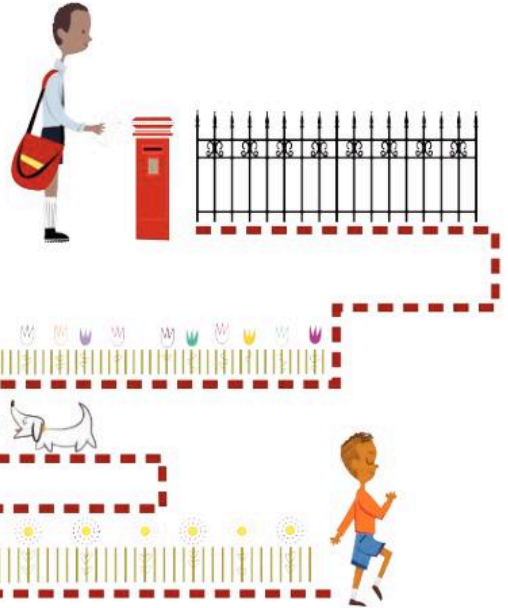
B

laughter taught caught laugh daughter
slaughter laughing naughty draughts

Sort these nine words into two sets according to the sound made by the **ough** letter pattern.
Write a fun sentence using as many of the **ough** words as you can.

ost
oll

You **almost** missed the **post** because you just **strolled** down the road!



Key Words

post
host
most
almost

roll
toll
stroll
scroll
swollen

Focus

- A Look at these picture clues.
Write the **ost** or **oll** words in your book.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

- B 1 Write two words that rhyme with **cost**. The first letters will give you a clue.

l _____ fr _____

- 2 Write three words that rhyme with **most**.
3 Write four words that rhyme with **stroll**.

Extra

The letter patterns **oll**, **oal** and **ole** usually make the same sound.

Look at the clues and the first letters of these words. Each word needs one of the letter patterns. Write the answers in your book.

- 1 f _____ a young horse
- 2 r _____ small type of bread
- 3 h _____ space left when something is removed
- 4 c _____ black lumps of rock that burn
- 5 st _____ a gentle walk
- 6 st _____ what the thief did
- 7 p _____ often has a flag on top
- 8 sh _____ large group of fish



Extension

Say these words quietly to yourself:

also almost ball tall

Notice that when the **al** pattern comes at the beginning of a word it is usually spelt with one **l**, but when it comes at the end of a word it is often spelt with two.



Remember, **all right** is always two words!

- A** Add **all** or **al** to make these words. If you are unsure of any, check them in a dictionary.

1 ___so 2 ___ready 3 sm___ 4 ___though

5 ___together 6 ___ways 7 st___ 8 ___mighty

- B** Put the words that you have made in alphabetical order. Remember to look at the third, or the fourth, letter.

same
letters,
different
sounds

Key Words

bear
fear
earth

light
eight
weight

bought
bough

shield
lie
pie

your
our
flour

What on **earth** shall
we **wear**?
I **fear** we'll never decide!



Focus

- A Write the rhyming words in your book.
The picture clues will help you.

pear



1 _____

rear



2 _____

freight



3 _____

night



4 _____

tie



5 _____

hour



6 _____

- B Add another word that rhymes and has the same
spelling pattern as each of the words that you
have written.

Extra

Some letter patterns have more than one sound.
For example:
the **great** **beast's** **head**

- 1 Sort the words in the box into lists according to the sound the **ea** pattern makes. Some words go into more than one list.

weather jealously read heater break treasure
measuring streak meat seating reader bread
steak greater lead beating greatly heavenly

<u>ea</u> sounds like <u>e</u> in <u>hen</u>	<u>ea</u> sounds like <u>ai</u> in <u>pain</u>	<u>ea</u> sounds like <u>ee</u> in <u>feet</u>
weather	break	streak

- 2 Which of the words in the box went into more than one list?

Extension

- A Sort the words in Box A into lists according to the sound the **ear** pattern makes.

Box A

rear earn year dear learn yearn
beard search near heard gear earth

- B Sort the words in Box B into lists according to the sound the **ough** pattern makes.

Box B

bough thought plough wrought bought
enough though brought drought sought



Words that can go into more than one box are **homophones**.



Beware! In **Box B** two of the words are in lists by themselves.

homophones



The **draught** blew the first **draft** of my story out of the window.

Focus

- A** Look at these picture clues.
Write the correct word in your book.



1 _____



2 _____



3 _____



4 _____

Key Words

aisle
isle
I'll

aloud
allowed

bridal
bridle

cereal
serial

draft
draught

steal
steel

father
farther

- B** Write a homophone for each of these words.

1 bridal

2 aloud

3 draft



Remember, **homophones** are words that sound the same but are spelt differently and have different meanings.

Extra

Sometimes words are not actually homophones, but they still sound very similar.

We can't **accept** foreign coins, **except** for charity.



Remember, **homo** means same and **phone** means sound.

A Write these words in your book.

Next to each one write a homophone, or near homophone, from the box.

wary whose effect proceed principal
past morning led herd guessed

- 1 who's 2 weary 3 affect 4 precede
5 principle 6 passed 7 mourning
8 lead 9 heard 10 guest



B Use a dictionary to help you write definitions for two of the pairs of homophones in **A**.

Extension

Use each of these near homophones in a sentence that shows its meaning.

- 1 eligible illegible
2 dissent descent
3 desert dessert
4 eliminate illuminate



ious
eous
cious
tious



Key Words

anxious
curious
furious
previous
victorious

hideous
courteous

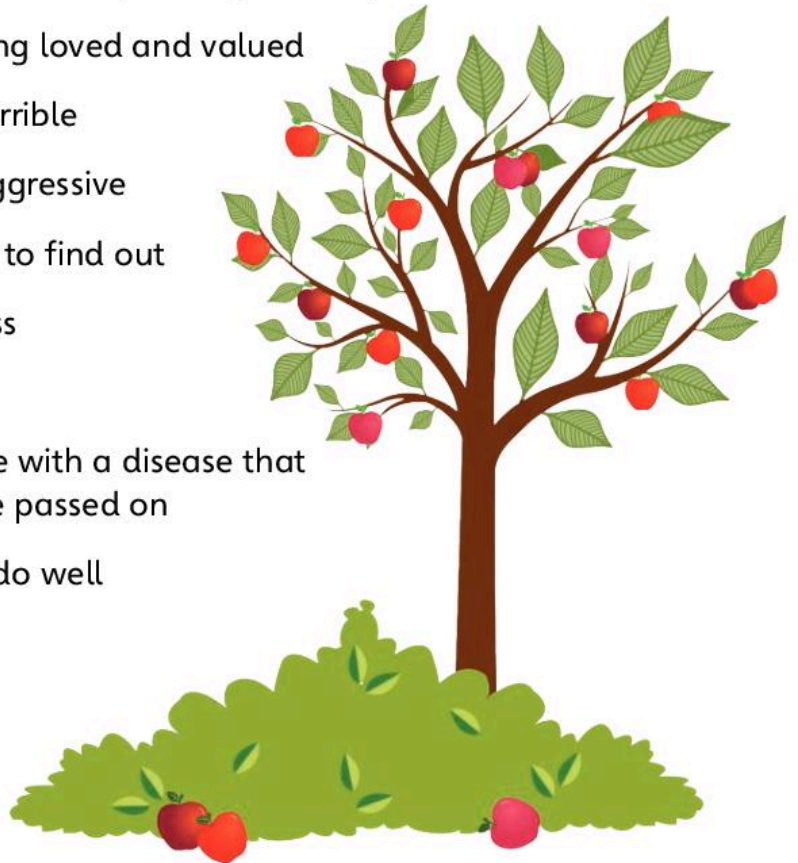
vicious
precious
conscious
delicious
malicious
suspicious

ambitious
cautious
fictitious
infectious
nutritious

Focus

Match a key word to each of these definitions.

- 1 food that is likely to be good for you
- 2 something loved and valued
- 3 looks horrible
- 4 wildly aggressive
- 5 wanting to find out
- 6 very cross
- 7 careful
- 8 someone with a disease that might be passed on
- 9 keen to do well
- 10 tasty



Extra

Remember, when adding the suffix **ous** or **ious** to words ending with **our**, first drop the **u** in the word to which the suffix is added, like this:

vapour vaporous



The last one is tricky!

A Copy these words into your book and then, next to each one, write the word with the **ous** or **ious** suffix added.

1 victor 2 labour 3 vigour 4 glamour

There are other tricky letters in some **ous** words. If there is an 'i' (as in hit) sound, it is usually spelt as 'i', like this:

serious furious

B Copy each of these words in your book and next to each one write its 'root' word.

The first one is done to help you. What do you notice?

1 furious *fury* 2 various 3 glorious 4 victorious 5 anxious

C Copy each of these words in your book and next to each one write its 'root'. What do you notice?

1 hideous 2 gorgeous 3 outrageous 4 courageous

Extension

Tip 1: When adding the **ious** suffix, if the root word ends in **ce** there is usually a **c** before the **ious**, like this:

grace gracious

Tip 2: If there is a family word that ends **tion** then there is usually a **t** before the **ious**, like this:

ambition ambitious



You might need to check the last one in a dictionary!

Write the **ious** family word for these words. Consider the tips in the box carefully.

1 space 2 vice 3 infection 4 malice
5 caution 6 nutrition 7 ambition 8 fiction

cial tial



Key Words

comical
mechanical
clinical
historical
tropical
musical

special
official
artificial
financial
commercial

initial
partial
confidential
essential

Focus

- A** Copy the **al** words in this puzzle box into your book.
Can you find all ten words?

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

- B** Copy the words you have found that end with **cial**
or **tial**.

Extra

To make an adverb from an adjective we usually add the suffix **ly**.

quick **quickly** comical **comically**

Notice that if the adjective ends in **l** we still add **ly**. Don't be tempted to drop one **l**, you need them both!



An **adverb** is a word that often tells us how things are done.

- A** Copy these words into your book then, next to each one, write the adverb.

1 musical 2 clinical 3 mechanical 4 special 5 official
6 essential 7 confidential 8 financial 9 artificial 10 partial

- B** Write three sentences. Each sentence must include at least one of the words you have just made.

Extension

When wondering whether to spell a word with **cial** or **tial** at the end, remember that **cial** usually comes after a vowel letter whereas **tial** comes after a consonant, like this:



- A** Finish these words, adding either **cial** or **tial**.

1 offi_____ 2 par_____ 3 spe_____ 4 confiden_____
5 essen_____ 6 spa_____ 7 artifi_____ 8 ini_____

- B** These words don't follow the rule. Write them in your book. Next to each write its root word. Can you suggest why they end in **cial** even though a consonant letter comes before the suffix?

1 commercial 2 financial 3 provincial

ie



Key Words

brief
grief
chief
thief
frieze
field
shield

belief
believe
relief
relieve

Focus

A Find the **ie** key words hidden in the puzzle box. Write the words in your book.

b	i	k	j	g	e	f	s
h	f	b	x	r	d	r	h
g	r	e	r	i	c	i	i
b	e	l	i	e	v	e	e
r	l	i	v	f	l	z	l
i	i	e	s	a	m	e	d
e	e	f	t	h	i	e	f
f	f	i	e	l	d	n	o

B Write the answers to this quiz in your book. All the answers are **ie** words.

- 1 What is a name for someone who steals?
- 2 What do sheep graze in?
- 3 What is great sadness?
- 4 What does a knight carry for protection?

Extra

To make plurals from nouns that end in **f** or **fe** we usually change the **f** to **v** and add **es**, like this:

one thief, two **thieves** one life, two **lives**

Sometimes, but not often, we simply add **s**, like this:

one chief, two **chiefs**

Copy these words. Next to each one write its plural form and a sentence with the word in it. The first one has been done to help you.

1 thief **thieves** *The thieves stole my bike.*

2 loaf 3 wolf 4 shelf 5 leaf

6 chief 7 life 8 knife 9 wife

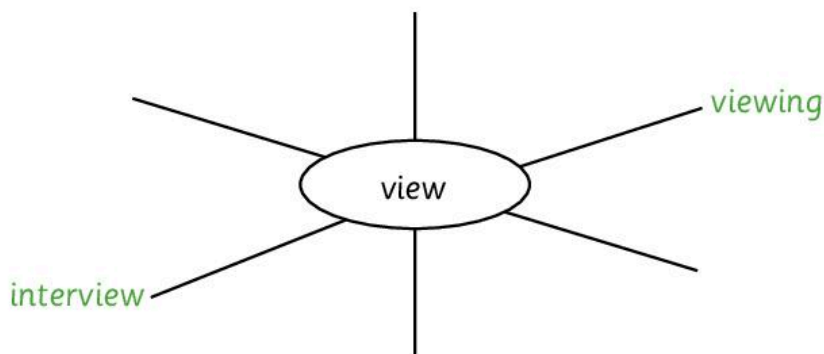


All but one needs the **f** to be changed.



Extension

- A** **View** is the root for many other words. Draw a word web and add as many words containing **view** as you can. Here are some to get you started.



Don't forget that you can add prefixes (like **inter** and **re**) and suffixes (like **er**, **ed** and **ing**) or both, to build the words.

- B** Can you think of another word to use as the centre of a word web? Make a word web of your own.

ei



Gran is **eighty-eight** today!

Key Words

eight
eighteen
eighty
eightieth

reins
vein
reign
sleigh
weigh
weight
freight

neighbour

height
either

Focus

A Which key words match the pictures?



1 _____ 2 _____ 3 _____

B Write the key words that you can find hidden in this puzzle box.

Some words can be found more than once!

v	t	r	s	i	e	r	e	y
f	g	f	l	e	i	s	i	v
i	s	h	e	i	g	h	t	e
e	r	e	i	n	h	r	w	i
m	e	i	g	h	t	e	e	n
e	i	g	h	e	y	i	i	y
g	g	h	a	r	x	n	g	o
h	n	t	s	y	a	s	h	n
f	f	r	e	i	g	h	t	l

Extra

This rule will help you to remember whether the **i** comes before or after the **e**.

i comes before **e**

except after **c**

or when the sound is not **ee**

piece, relief

receive, ceiling

forfeit, reign

- 1 Copy these words into your book.

receive their sleight field deceit leisure believe
rein achieve wield chief shield vein eight receipt

- 2 Tick the words in which the **ie** or the **ei** sounds **ee**.
- 3 Underline the ones that you have ticked that have an **ei**.
- 4 What do you notice about the words that you have underlined?
- 5 What do you notice about the words that you have not underlined or ticked?



Extension

Look at the homophones in the box. Choose three sets and use your dictionary to find out what each word means. Write or illustrate the definitions in your book. The first one has been done to help you.

reign weigh eight weight sleigh vein ate
rein way wait slay vane rain vain

rein

reign

rain



Homophones sound the same but have different spellings and meanings.



ey endings



Key Words

abbey
 alley
 valley
 donkey
 monkey
 honey
 money
 jockey
 trolley
 chimney
 chutney
 turkey
 journey


Focus

- A** Copy these groups of words.
Underline the word in each group with the different letter pattern.

1 monkey chutney donkey turkey
2 jockey money chimney honey
3 alley abbey valley trolley

- B** What am I?
Look at the picture clues and complete the sentences.
Then find the key word that matches the clue. The first one has been done to help you.

1 I race  . jockey

2 I am very good at climbing  .

3 I am on top of a  .

4 I'm made by  .

Extra

Remember, when we add **s** to most words ending in **y** we change the **y** to **i** and add **es**, like this:

one lolly three lollies

But if the word ends in a single **vowel (a e i o u) + y**, we simply add **s**, like this:

one monkey three monkeys

Make these nouns plural.

1 toy

2 trolley

3 lady

4 fly

5 chimney

6 jockey

7 runaway

8 guy

9 difficulty

10 valley

11 activity

12 injury

13 boy

14 donkey

15 battery

16 monkey



Remember,
a **noun** is a
naming word.

Extension

Look again at the rules in the Extra section.
When we need to add **s** to a verb, the same rules apply.

Copy these sentences and write a verb ending in **s** to fill each gap. The words in brackets will help you.

Dad always (fly) into a rage when Spot (bury) his bone in the vegetable patch.

“That new puppy always (defy) me!” shouted Dad angrily.

“I think he (try) to make me mad! Who (pay) for all the new plants – him or me?”



ild
ind



In the labyrinth, paths twist and **wind**.
Answer the riddles. What will you **find**?

Key Words

mild
wild
child

bind
find
kind
mind
wind
blind
grind

Focus

- A** Look at the picture of the labyrinth.
Copy these sentences and fill the gaps with key words.
“I can’t f_____ my way,” said the woman.
“Would you m_____ helping me?” she asked.
“No, I don’t m_____,” said the c_____.
“You are very k_____,” replied the woman with a smile.

- B** Copy these groups of words. Underline the word in each group that has a different letter pattern.

1 mild wild find child children

2 kind grind pint find wind

3 grind ground mind bind minder



Extra

Remember, words that are spelt the same and sound the same but have different meanings are called **homonyms**.

Look at the two pictures below.



She was very **kind** to her brother.

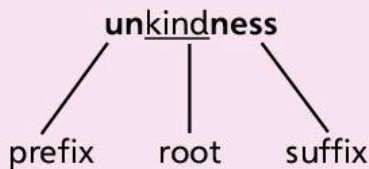
What **kind** of dog do you like best?

Write two sentences for each of these homonyms to show that they can have two different meanings.

1 bank 2 bow 3 bark 4 bat 5 watch

Extension

We sometimes add prefixes to the beginning of words and suffixes to the end of words, like this:



Copy these words into your book. Underline the root word of each.

- | | | | |
|--------------|-------------|-------------|--------------|
| 1 remind | 2 unwinding | 3 rewinding | 4 unkindly |
| 5 children | 6 minder | 7 grinding | 8 wilderness |
| 9 blindingly | 10 reminds | 11 childish | 12 kindness |

e or ~~e~~?



shake

shaking



smile

smiling

Key Words

shake
shaker
shaking

cure
curing
curable

close
closing
closed

ride
riding

smile
smiling

Focus

A Match a key word ending in **ing** to each of these actions.



1 c _____



2 r _____



3 s _____



4 s _____

B Copy these verbs. Next to each one write the family word you used in section A.

1 close

2 ride

3 smile

4 shake

C Write a sentence describing what happens to words ending in **e** when **ing** is added.

Extra

Words ending in '**magic**' e drop the e when **ing** is added.

blaze blazing hide hiding

A Copy and complete each of these word sums.

- 1 live + ing = 2 save + ing = 3 care + ing =
 4 tame + ing = 5 shame + ing = 6 shine + ing =
 7 strive + ing = 8 slope + ing = 9 smile + ing =



B Make up six more similar word sums yourself.

Extension

Words ending in '**magic**' e keep the e when a suffix that begins with a consonant is added.

hope + ful = hopeful tune + less = tuneless

Words ending in '**magic**' e drop the e when a suffix that begins with a vowel is added.

cure + able = curable joke + er = joker



Remember, **a e i o u** are the vowel letters; the rest are **consonants**.

A Write as many words as you can by combining the root words with the suffixes from the vowel suffix box and the consonant suffix box.

Root words							
use	recognise	combine	rehearse	scribble	response		
believe	improve	excite	like	hope	sense	age	large
Vowel suffixes				Consonant suffixes			
able	ing	ed	er	ly	ful	ment	less
est	ible	al	ism				

B List other root words ending in e that use each of the suffixes in the two suffix boxes.

tricky words



Key Words

sacrifice
criticise
muscle
prejudice
privilege
language
sincerely
especially
accident
edge
enforce

competition
explanation
profession
pronunciation
persuade
frequently
immediate
equipment
development

Focus

- A Copy the list of key words neatly into your book.
- B Each of the eight words hidden in the puzzle box is in the key words list and has a **soft c** or a **soft g**. As you find them, tick them off on your list.

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

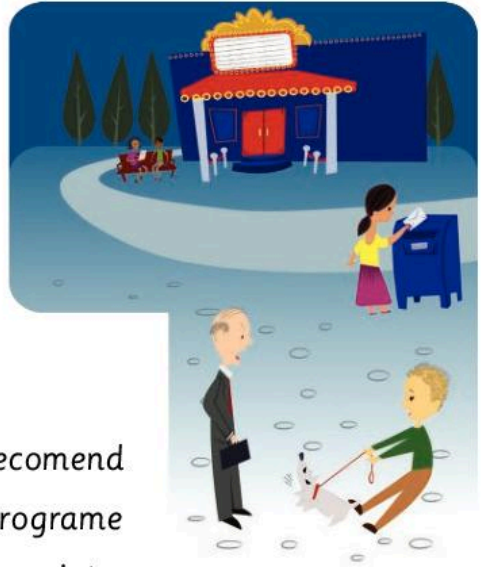
Extra

Words can be tricky to spell when they have double letters, such as:

accommodate embarrass possession

Each of these words is misspelt because one of its letters should have been doubled. Use a dictionary to help you spell them correctly in your book.

- | | | | |
|---------------|--------------|------------|--------------|
| 1 communicate | 2 corespond | 3 haras | 4 recomend |
| 5 guarante | 6 occupy | 7 ocur | 8 programe |
| 9 profesion | 10 agressive | 11 atached | 12 apreciate |



Extension

- A** Here are some more frequently misspelt words. Write them correctly, using a dictionary to help where necessary.

- | | | |
|---------------|----------------|-------------|
| 1 awkward | 2 interfear | 3 system |
| 4 deterrmined | 5 fourty | 6 twelth |
| 7 varity | 8 necessary | 9 especally |
| 10 frequently | 11 immediatley | 12 reconise |

- B** Use three of them in sentences to indicate their meanings.



using a thesaurus

Key Words

thesaurus
synonym
similar
antonym
opposite

noun
verb
adjective
adverb

example
sample

ability to act

Aa

ability noun
1 You have the **ability** to do very well at school.
• capability
• intelligence
2 He's a young footballer with a lot of **ability**.
• talent
• skill
• flair

about adverb
There are **about** thirty children in our class.
• roughly
• approximately

accept verb
The children stepped forward to **accept** their prizes.
• to take
• to receive
opposite reject

accident noun
1 There was an **accident** on the main road.
• a crash
• a smash
• a collision
• a pile-up
• a bump
A **pile-up** is a bad accident with a lot of cars:
There was a huge **pile-up** on the motorway.

A **bump** is an accident that is not very bad:
We had a bit of a **bump** on the way to the supermarket.
2 I'm sorry, it was an **accident**
• a mistake

accidentally adverb
I **accidentally** knocked the lamp over.
• unintentionally
• inadvertently
opposite deliberately

accurate adjective
She gave the police an **accurate** description of the thief.
• exact
• precise
• correct
opposite inaccurate

achieve verb
You have **achieved** a lot this term.
• to do
• to accomplish

achievement noun
Winning a gold medal is a great **achievement**.
• an accomplishment
• a feat
• a success

act verb
1 We must **act** quickly to save these animals.
• to do something
• to take action
2 I would love to **act** on the stage.
• to perform
• to appear

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

Focus



A thesaurus is used if we want to find similar or better words to improve our writing.

- A** Look at the thesaurus page above to find a synonym for these words.

- 1 about 2 to act 3 to accept
4 achievement 5 accurate

- B** Copy these sentences using another word to replace the underlined ones.

- 1 I accidentally bumped into the old lady.
- 2 There are about 300 children in our school.
- 3 It would be great if I can act in the school play.
- 4 My teacher thinks I have the ability to get into the school team.

Extra

Copy these words and next to each write an antonym (opposite).

The page opposite will help with some answers but you'll need to look in a thesaurus to find the others.

- | | |
|----------------|----------------|
| 1 accurate | 2 accept |
| 3 accidentally | 4 happiness |
| 5 scarce | 6 abundant |
| 7 wide | 8 excited |
| 9 cool | 10 interesting |



Extension

Use a thesaurus to help you to improve these sentences. Write them in your book.

- 1 My friend said that my new clothes were nice.
- 2 Dad has got a new car.
- 3 I like ice cream.
- 4 We saw a big crash on the main road.
- 5 It tasted bad.
- 6 The athletes came on to the stage to get their medals.
- 7 That man pinched his mobile phone.
- 8 What a terrible smell!



Think particularly about the underlined words.



Check-up 2

Focus

What are these?

Some letters are shown to give you a clue. Write the words in your book.



1 n_____



2 p_____



3 p_____



4 s_____



5 r_____



6 l_____



7 e_____



8 p_____



9 sh_____



10 kn_____



11 s_____



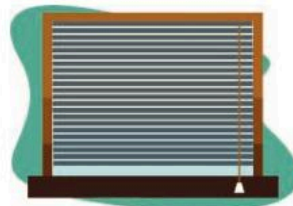
12 w_____



13 d_____



14 ch_____



15 b_____



16 a_____

Extra

A Write the contractions for these words in your book.

1 have not 2 she is 3 could not 4 do not 5 I will

B Complete these words with **oll**, **oal** or **ole**.

1 f_____ (a young horse) 2 r_____ (small type of bread)

3 p_____ (you raise a flag with this) 4 sh_____ (large group of fish)

C Write a homophone for each of these words.

1 bridal 2 mourning 3 guest 4 aloud 5 draft

D Write these words with the **ous** or **ious** suffix added.

1 victor 2 labour 3 vigour 4 glamour 5 fury

E Add **ly** to make adverbs of these words.

1 musical 2 official 3 essential 4 partial 5 clinical

F Write the plural form of these words.

1 wolf 2 shelf 3 leaf 4 chief 5 knife 6 difficulty
7 valley 8 activity 9 injury 10 boy

G Write a homophone for each of these words.

1 way 2 ate 3 vain 4 rain 5 slay

H Copy and complete each of these word sums.

1 save + ing = 2 care + ful =
3 excite + ment = 4 large + est =

I Write each of these misspelt words correctly.

1 recomend 2 guarante 3 occupy 4 profesion 5 atached

Extension

- A** Something is missing from these adjectives.
Write them correctly in your book.

1 oven ready 2 quick thinking 3 over rated 4 accident prone

- B** Add **all** or **al** to make these words.

1 __together 2 __ready 3 sm__ 4 __though 5 __ways

- C** Use each of these near homophones in a sentence that shows its meaning.

1 desert dessert 2 dissent descent

- D** Write the **ious** family word for these words.

1 space 2 infection 3 caution 4 nutrition 5 ambition

- E** Finish these words, adding either **cial** or **tial**.

1 spe_____ 2 confiden_____ 3 spa_____

4 artifi_____ 5 essen_____

- F** Write each of these misspelt words correctly.

1 definatly 2 intresting 3 immediatley 4 neccessary 5 fourty

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