

Module/Week 1 - Phonics 1 - Using i before e except after c

These words practise the 'i before e except after c' rule, where the e sound is spelt ei. There are some exceptions which just have to be learnt.

Look-Cover-Write-Check:

<i>received</i>			
<i>perceive</i>			
<i>ceiling</i>			
<i>deceive</i>			
<i>believe</i>			
<i>brief</i>			
<i>chief</i>			
<i>achieve</i>			
<i>seized</i>			
<i>protein</i>			

Write sentences with some of the words:

Module/Week 2 - Phonics 2 - Words containing ough

These words all contain ough, which is used to spell a number of different sounds.

Look-Cover-Write-Check:

<i>ought</i>			
<i>bought</i>			
<i>fought</i>			
<i>tough</i>			
<i>cough</i>			
<i>dough</i>			
<i>although</i>			
<i>through</i>			
<i>ploughed</i>			
<i>thorough</i>			

Write sentences with some of the words:

Module/Week 3 - Phonics 3 - Silent letters t, n, h, u and b

Silent letters appear in words that may have used their sounds many years ago. They are not heard in the word now and are therefore hard to predict.

Look-Cover-Write-Check:

<i>listen</i>			
<i>watch</i>			
<i>column</i>			
<i>autumn</i>			
<i>honest</i>			
<i>rhyme</i>			
<i>tongue</i>			
<i>guess</i>			
<i>plumber</i>			
<i>doubt</i>			

Write sentences with some of the words:

Module/Week 4 - Phonics 4 - Soft c and g sound mixed spellings

These words use the soft g sound as /j/ in jet and the soft c sound as /s/ in set.

Look-Cover-Write-Check:

<i>manage</i>			
<i>college</i>			
<i>emergency</i>			
<i>imagination</i>			
<i>challenge</i>			
<i>celebrate</i>			
<i>centimetre</i>			
<i>science</i>			
<i>process</i>			
<i>succeed</i>			

Write sentences with some of the words:

Module/Week 5 – Word Work 1- Consonant suffixes -hood, -ship, -ness and -ment

Suffixes take the meaning of the root word and alter it depending on the meaning of the suffix. These suffixes are additional to those in the National Curriculum spelling appendix for Years 5 and 6.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(sponsor) sponsorship	a		
(relation) relationship			
(citizen) citizenship			
(adult) adulthood			
(brother) brotherhood			
(agree) agreement			
(develop) development			
(bright) brightness			
(cheeky) cheekiness	b		
(cowardly) cowardliness			

Consonant suffixes -hood, -ship, -ness and -ment

- a) Simply add **hood, ship, ness or ment** to many words.
- b) Change **y** to **i** before adding **ness**.

Write sentences with some of the words:

Module/Week 6 - Word Work 2 - Suffixes -ian and -ion, using -tion and -sion

This exercise practises the rules for adding **ian** and **ion**. The ion suffix becomes tion, sion or ssion depending on the last letter(s) of the word. The ian suffix is added to words ending c or cs.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(object) objection			
(infect) infection	a		
(accelerate) acceleration			
(possess) possession	b		
(permit) permission			
(divide) division	c		
(intend) intention			
(suspense) suspension			
(optic) optician	d		
(politics) politician			

Suffixes -ian and -ion

- a) Use **tion** for most words ending **t** and **te**, add **ion**, removing a final **e** where necessary.
- b) Use **ssion** - add **ion** to words ending **ss** or replace **t** with **ss** before adding **ion**.
- c) Use **tion** or **sion** for words ending **d**, **de** or **se** – these just have to be learnt, although a **zh** sound is spelt using **sion**.
- d) Drop the final **s** before adding **ian** to a word ending with **c** or **cs**.

Write sentences with some of the words:

Module/Week 7 - Word Work 3 - Prefixes to change the meaning of a word

This prefix exercise revises work in previous years. Prefixes turn a word, like a noun or verb, into its opposite, imply repetition or change its meaning by make the word stronger. Most prefixes are added without changing the root word's spelling.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(brief) <i>debrief</i>		
(able) <i>disable</i>		
(judged) <i>misjudged</i>		
(adjust) <i>readjust</i>		
(took) <i>overtook</i>		
(kind) <i>unkind</i>		
(active) <i>inactive</i>		
(mature) <i>immature</i>		
(legal) <i>illegal</i>		
(rational) <i>irrational</i>		

Write sentences with some of the words:

Module/Week 8 - Word Work 4 - Suffix -ous

This exercise builds on work in previous years adding the vowel suffix **ous** to a word, extending to include further spelling rules than the usual ones used for adding vowel suffixes.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(<i>nerve</i>) <i>nervous</i>	a		
(<i>miracle</i>) <i>miraculous</i>	b		
(<i>scruple</i>) <i>scrupulous</i>			
(<i>glory</i>) <i>glorious</i>	c		
(<i>envy</i>) <i>envious</i>			
(<i>rigour</i>) <i>rigorous</i>	d		
(<i>grief</i>) <i>grievous</i>	e		
(<i>mischievous</i>) <i>mischievous</i>			
(<i>monster</i>) <i>monstrous</i>	f		
(<i>disaster</i>) <i>disastrous</i>			

Suffix -ous

- a) Drop a final **e** before adding **ous**, unless the **g** sound needs to be kept e.g. advantageous.
- b) Change **le** to **ul** before adding **ous**.
- c) Change **y** to **i** before adding **ous**.
- d) Change **our** to **or** before adding **ous**.
- e) Change **f** to **v** before adding **ous**.
- f) Change **er** to **r** before adding **ous**.

Write sentences with some of the words:

Module/Week 9 - Word Work 5 - Suffix -ous, using -cious and -tious

Adding the vowel suffix **ous**, as **cious** or **tious**, turns a noun into an adjective. There are not many words that end like this and many just have to be learnt. One exception to this is **anxious**.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(grace) <i>gracious</i>	a		
(malice) <i>malicious</i>			
(space) <i>spacious</i>			
(vice) <i>vicious</i>			
(anxiety) <i>anxious</i>			
(caution) <i>cautious</i>	b		
(fiction) <i>fictitious</i>			
(infection) <i>infectious</i>			
(nutrition) <i>nutritious</i>			
(ambition) <i>ambitious</i>			

Suffix -ous, using -cious and -tious

a) Drop a final **e** before adding **cious** to words ending **ce**. There are exceptions, e.g. conscience – conscientious, pretence – pretentious.

b) These words use **tious**. They often have **t** endings, but many just have to be learnt.

Write sentences with some of the words:

Module/Week 10 - Word Work 6 - Suffix -ial, using -cial and -tial

Adding the vowel suffix **ial**, as **cial** or **tial**, creates adjectives. There are not always obvious root words to add the **shal** sound to and many just have to be learnt

Look-Cover-Write-Check (practise the word that is outside the brackets):

<i>special</i>	a		
<i>official</i>			
<i>social</i>			
<i>commercial</i>			
<i>artificial</i>			
<i>partial</i>	b		
<i>confidential</i>			
<i>essential</i>			
<i>sequential</i>			
<i>torrential</i>			

Suffix -ial, using -cial and -tial

a) A **cial** ending is common after a vowel letter, but there are exceptions, e.g. **commercial**.

b) A **tial** ending is common after a consonant ending, but there are exceptions, e.g. **initial**.

Write sentences with some of the words:

Module/Week 11 - Word Work 7- Suffixes -ant, -ance, -ancy and -ation

This is the first of three exercises to practise adding **ant**, **ance** and **ancy**. This first week includes vowel suffixes ant, ance, ancy where there is a relationship to words that have an ation ending.

Look-Cover-Write-Check:

<i>hesitant</i>			
<i>hesitation</i>			
<i>expectancy</i>			
<i>expectation</i>			
<i>tolerant</i>			
<i>tolerance</i>			
<i>observant</i>			
<i>observation</i>			
<i>significant</i>			
<i>significance</i>			

Write sentences with some of the words:

Module/Week 12 - Word Work 8 - Making adjectives and nouns by adding -ant and -ance

This is the second of three exercises to practise adding **ant**, **ance** and **ancy**. This exercise practises using the correct suffix to make either a noun (adding **ance**) or an adjective (adding **ant**). These words do not have a relationship to ation and are provided as paired words to learn.

Look-Cover-Write-Check:

<i>distant</i>			
<i>distance</i>			
<i>elegant</i>			
<i>elegance</i>			
<i>reluctant</i>			
<i>reluctance</i>			
<i>abundant</i>			
<i>abundance</i>			
<i>relevant</i>			
<i>relevance</i>			

Write sentences with some of the words:

Module/Week 13 - Word Work 9 - Making nouns from verbs by adding -ance

This is the third of three exercises to practise adding **ant**, **ance** and **ancy**. This exercise practises using the suffix **ance** to make an adjective from a verb. The usual rules for adding vowel suffixes apply.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(clear) <i>clearance</i>			
(assist) <i>assistance</i>	a		
(annoy) <i>annoyance</i>			
(ignore) <i>ignorance</i>	b		
(insure) <i>insurance</i>			
(guide) <i>guidance</i>			
(endure) <i>endurance</i>			
(rely) <i>reliance</i>	c		
(comply) <i>compliance</i>			
(defy) <i>defiance</i>			

Making nouns from verbs by adding -ance

- a) Add the suffix **ance** with no change to words ending with a consonant or vowel + y.
- b) Drop a final **e** before adding **ance**.
- c) Change **y** to **i** before adding **ance**.

Write sentences with some of the words:

Module/Week 14 - Word Work 10 - Suffixes -ent, -ence and -ency

This is the first of three exercises to practise adding **ent**, **ence** and **ency**. These suffixes are used when a whole root word cannot be heard or after a soft c, soft g or qu, but not always. Many of these words just have to be learnt.

Look-Cover-Write-Check:

<i>decent</i>			
<i>apparent</i>			
<i>convenient</i>			
<i>different</i>			
<i>intelligent</i>			
<i>consequence</i>			
<i>influence</i>			
<i>violence</i>			
<i>efficiency</i>			
<i>urgency</i>			

Write sentences with some of the words:

Module/Week 15 - Word Work 11- Making adjectives and nouns by adding -ent and -ence

This second of three exercises practises using the correct suffix to make either a noun (adding **ence**) or an adjective (adding **ent**). Some words use the ent/ence suffix because it follows a soft c or g, or qu. Many words do not follow this rule and are provided as paired words to learn.

Look-Cover-Write-Check:

<i>evident</i>			
<i>evidence</i>			
<i>obedient</i>			
<i>obedience</i>			
<i>patient</i>			
<i>patience</i>			
<i>independent</i>			
<i>independence</i>			
<i>innocent</i>			
<i>innocence</i>			

Write sentences with some of the words:

Module/Week 16 - Word Work 12 - Making nouns from verbs by adding -ence

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This is the third of three exercises to practise adding **ent**, **ence** and **ency**. This exercise practises using the suffix **ence** to make an adjective from a verb. The usual rules for adding vowel suffixes apply.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(differ) <i>difference</i>	a		
(exist) <i>existence</i>			
(insist) <i>insistence</i>			
(persist) <i>persistence</i>			
(adhere) <i>adherence</i>	b		
(interfere) <i>interference</i>			
(coincide) <i>coincidence</i>			
(indulge) <i>indulgence</i>			
(occur) <i>occurrence</i>	c		
(excel) <i>excellence</i>			

Making nouns from verbs by adding -ence

- a) Add the suffix **ence** with no change to words ending with a consonant.
- b) Drop the final **e** before adding **ence**.
- c) Double the last consonant of a final stressed syllable with a consonant + vowel + consonant ending, before adding **ence**.

Write sentences with some of the words:

Module/Week 17 - Word Work 13 - Suffixes -able, -ably and -ation

This is the first of three exercises to practise adding **able**, **ably** and **ation**. This first week includes words where there is a relationship to the ation ending. The **able** and **ably** suffixes are usually used when the whole root word can be heard, but not always.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(consider) <i>considerably</i>	a		
(consider) <i>consideration</i>			
(adore) <i>adorably</i>	b		
(adore) <i>adoration</i>			
(admire) <i>admirable</i>			
(admire) <i>admiration</i>			
(apply) <i>applicable</i>	c		
(apply) <i>application</i>			
<i>durable</i>	d		
<i>duration</i>			

Suffixes -able, -ably and -ation

- a) Add the suffix **able**, **ably** or **ation** with no change to words ending with a consonant.
- b) Drop the final **e** before adding **able**, **ably** or **ation**.
- c) Change **y** to **i** before adding **able**, **ably** or **ation**.
- d) No root word can be heard – these words just have to be learnt.

Write sentences with some of the words:

Module/Week 18 - Word Work 14 - Making adjectives from verbs by adding -able

This is the second of three exercises to practise adding **able**, **ably** and **ation**. The **able** suffix is used to make adjectives from verbs using the usual rules for adding vowel suffixes.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(comfort) <i>comfortable</i>	a		
(depend) <i>dependable</i>			
(enjoy) <i>enjoyable</i>			
(port) <i>portable</i>			
(notice) <i>noticeable</i>			
(manage) <i>manageable</i>			
(achieve) <i>achievable</i>	b		
(debate) <i>debatable</i>			
(rely) <i>reliable</i>	c		
(envy) <i>enviable</i>			

Making adjectives from verbs by adding -able

a) Add the suffix **able** with no change to words ending with a consonant, with a vowel + y and with **ce** or **ge** to avoid the hard c and g sounds (as in cap and gap).

b) Drop a final **e** before adding **able**.

c) Change **y** to **i** before adding **able**.

Write sentences with some of the words:

Module/Week 19 - Word Work 15 - Making adverbs from verbs by adding -ably

This is the third of three exercises to practise adding **able**, **ably** and **ation**. The **ably** suffix is used to make adverbs from verbs, using the usual rules for adding vowel suffixes.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(remark) <i>remarkably</i>	a		
(profit) <i>profitably</i>			
(agree) <i>agreeably</i>			
(suit) <i>suitably</i>			
(notice) <i>noticeably</i>			
(admire) <i>admirably</i>	b		
(imagine) <i>imaginably</i>			
(note) <i>notably</i>			
(rely) <i>reliably</i>	c		
(justify) <i>justifiably</i>			

Making adjectives from verbs by adding -ably

- a) Add the suffix **ably** with no change to words ending with a consonant, a double vowel, or with **ce** or **ge** to avoid the hard c and g sounds (as in cap and gap).
- b) Drop a final **e** before adding **able**.
- c) Change **y** to **i** before adding **able**.

Write sentences with some of the words:

Module/Week 20 - Word Work 16 - Making adjectives and adverbs with -ible and -ibly

This is one of two exercises to practise using **ible** and **ibly**. These suffixes are not as common as able and ably. Generally, they are used when a whole root word cannot be heard, but not always, e.g. sensibly.

Look-Cover-Write-Check:

<i>visible</i>			
<i>visibly</i>			
<i>horrible</i>			
<i>horribly</i>			
<i>terrible</i>			
<i>terribly</i>			
<i>possible</i>			
<i>possibly</i>			
<i>incredible</i>			
<i>incredibly</i>			

Write sentences with some of the words:

Module/Week 21- Word Work 17 - More adjectives and adverbs with -ible and -ibly

This is the second of two exercises to practise using **ible** and **ibly**. These suffixes are not as common as able and ably. Generally, they are used when a whole root word cannot be heard, but not always, e.g. sensibly.

Look-Cover-Write-Check:

<i>flexible</i>			
<i>sensible</i>			
<i>responsible</i>			
<i>accessible</i>			
<i>digestible</i>			
<i>collapsible</i>			
<i>reversible</i>			
<i>forcibly</i>			
<i>responsibly</i>			
<i>sensibly</i>			

Write sentences with some of the words:

Module/Week 22 - Word Work 18 - Vowel suffixes with words ending -fer

This exercise practises when to double the r of a **fer** ending when a vowel suffix is added. If the fer is stressed when the suffix is added, then the r is doubled.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(differ) differed	a		
(differ) difference			
(prefer) preference			
(refer) reference			
(confer) conference			
(prefer) preferred	b		
(deter) deterred			
(defer) deferred			
(infer) inferred			
(transfer) transferred			
<p>Vowel suffixes with words ending fer</p> <p>a) If fer is not stressed when the suffix is added, the r is not doubled.</p> <p>b) If fer is stressed when the suffix is added, the r is doubled.</p>			

Write sentences with some of the words:

Module/Week 23 - Word Work 19 - Making verbs by adding -ate, -ify and -ise

This exercise uses the suffixes **ate**, **ify** and **ise** to make verbs from adjectives. There are many words using these suffixes that do not follow the rules used here and just have to be learnt. These suffixes are not specifically listed in the National Curriculum.

Look-Cover-Write-Check (practise the word that is outside the brackets):

(real) realise	a		
(special) specialise			
(stable) stabilise			
(social) socialise			
(pure) purify	b		
(intense) intensify			
(simple) simplify			
(cooperative) cooperate	c		
(active) activate			
(appreciative) appreciate			

Making verbs by adding ate, ify and ise

- a) Add **ise** directly to whole root words. Many other words just have to be learnt, e.g. advise.
- b) Add **ify** directly to whole root words. Many other words just have to be learnt, e.g. identify.
- c) These words replace the **ative** or final **e** with **ate**. Many other words just have to be learnt.

Write sentences with some of the words:

Module/Week 24 - Word Work 20 - Hyphens in words

Hyphens can be used to join prefixes to root words, especially when both the prefix ends and the root word starts with a vowel. Often, both using and omitting the hyphen are acceptable. The words in this exercise practise using a hyphen to avoid ambiguity. Hyphens are also used with self- and ex- (e.g. ex-wife) and with proper nouns (e.g. pro-European).

Look-Cover-Write-Check:

<i>retreated</i>		
<i>re-treat</i>		
<i>resigned</i>		
<i>re-sign</i>		
<i>re-enter</i>		
<i>re-open</i>		
<i>de-ice</i>		
<i>co-own</i>		
<i>recover</i>		
<i>re-cover</i>		

Write sentences with some of the words:

e.g. When I recover from my broken arm, I will re-cover the sofa with new material.
