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Weekly Spelling Challenge!

Week 1- Common Letter Strings and Syllables

1. Complete these word chains by adding other words with the same letter string.

- a) light __ight __ight __ight __ight
- b) found __ound __ound __ound __ound
- c) catch __atch __atch __atch __atch
- d) price __ice __ice __ice __ice

2. Match up the same letter strings. Write the pairs of words below, then try and think of another word with the same letter string.

air brought strange flavour
 change rumour fair thought

- 1.
- 2.
- 3.
- 4.

3. Split these words into their syllables ('beats' in the word).

- a) garden gar / den
- b) remember
- c) following
- d) information
- e) problem
- f) tomorrow
- g) important
- h) disgusting
- i) operation
- j) examination

4. Put the missing syllable into each of these words.

- a) fan ___ tic b) un ___ stand c) sud ___ ly
- d) en ___ tain e) for ___ ten f) Sep ___ ber

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Week 2- Words Within Words and Compound Words

1. See if you can find at least four little words inside these longer words.

a) another

b) cardigan

c) shopping

d) dandelion

e) father

2. Underline a three-letter word in each of these longer words. Use them to help you remember how to spell the longer word.

a) favourite b) piece c) money d) friend

e) vegetable f) listen g) sandwich h) believe

3. Complete these word sums to make compound words.

a) hand + bag = b) table + cloth =

c) space + craft = d) post + card =

e) shoe + lace = f) light + house =

g) cross + roads = h) earth + quake =

4. These compound words are muddled up. Can you make eight real words from the muddled words?

windroom footfruit headbrush breakend

weekfast bedmill grapeball hairquarters

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Week 3- Unstressed Vowels and Homophones

1. Say each of these words aloud in a normal voice. Underline the vowel (a,e,i,o,u) that is likely to get missed out because it is difficult to hear.

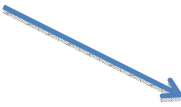
- a) carpet b) history c) interest d) family
e) freedom f) important g) library h) factory
i) vegetable j) similar k) frightening l) animal

2. Which is the correct spelling? Underline the right word.

- a) company compeny compiny
b) diffarent diffirent different
c) sepearate seperate separate
d) heaven heavun heavan

3. Match up the words that sound the same (**homophone**).

poor	steal	.....	and	.....
sight	lone	.....	and	.....
loan	paw	.....	and	.....
steel	waist	.....	and	.....
aloud	site	.....	and	.....
waste	allowed	.....	and	.....



4. Complete these pairs of homophones.

- a) write and b) piece and
c) pear and d) groan and
e) for and f) hear and
g) new and h) hoarse and

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Week 4- Plurals

1. Plurals mean more than one of something. Usually you **add –s** but sometimes you need to **add –es**, especially for **buzzing, hissing or ‘ch’ sounds**. Write the plural for each of the following.

- a) apple b) torch c) tree
d) pencil e) box f) switch
g) class h) spoon i) chair
j) fox k) brush l) coat
m) bear n) kiss o) straw

2. Some words ending in **–f** or **–fe** use **–ves** in the plural. Use the rule for the following words.

- a) knife b) thief c) half
d) life e) loaf f) leaf

3. If the letter before the **–y** is a **vowel** (a,e,i,o,u), **just add –s**. If the letter before the **–y** is a consonant, **drop the –y and add –ies**.

- a) toy b) chimney c) spy
d) opportunity e) holiday
f) puppy g) dictionary.....

4. Using all the rules, try these!

- a) plate b) dish c) glass
d) lolly e) chocolate f) jelly
g) cat i) sandwich j) thief

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Week 5- Verb Endings

1. When adding –ing, it's normally doing just that. Try it with these words.

a) jump b) talk c) try

2. However, if the word ends in –e, **drop the –e** then add –ing.

a) make b) face c) smile

3. Or, if the word ends with a short vowel sound before a consonant, **double the consonant** then add –ing.

a) hum b) tap c) begin

4. Now use the rules to try adding –ing to these words.

a) hide b) cook c) joke

d) throw e) beg f) like

g) swim h) refuse i) shop

j) stamp k) shout l) play

5. When adding –ed, if a word ends with an –e then drop the -e and add –ed.

a) scare b) face c) like

d) smile e) score f) entice

6. However, if a word ends with a **short vowel sound** before a consonant, **double the consonant** before adding –ed.

a) hum b) tap c) drop

d) beg e) stop f) shop

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Week 6- Verb Endings continued and Prefixes

1. When adding **-ed**, if the word ends with a consonant and a **-y**, **change the 'y' to an 'i' and add -ed**.

- a) try b) cry c) copy
d) hurrye) empty f) study

2. If the word ends with a **vowel** and a **-y**, just add **-ed**.

- a) play b) stray c) display

3. A **prefix** goes on the front of a word to change the meaning of the word. Complete these word sums.

- a) mis + lead = b) re + cycle =
c) pre + view = d) dis + agree =
e) anti + freeze = f) un + tidy =
g) al + ready = h) al + together =

4. Choose the right prefix for these words.

mis anti re pre non ex
 sub al dis

- a)clockwise b)most c)play
d)historic e)sense f)fortune
g)marine h)like i)change

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Week 7- Prefixes continued

1. Complete the pairs of opposites by using these prefixes. You can use a prefix more than once.

dis un in im ir il

- a) visible and
- b) possible and
- c) appear and
- d) legal and
- e) well and
- f) obey and
- g) responsible and
- h) likely and
- i) patient and
- j) dependent and

2. Think about the word and the prefix to help you decide if there should be a double letter in these words. Underline the correct spelling.

- a) iregular irregular b) unnatural unatural
- c) unecessary unnecessary d) disorder dissorder
- e) inhuman innhuman e) imovable immovable

3. Use a dictionary to look up any of the words listed that you do not know and write a definition in your English book.

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Week 8- Suffixes

1. A **suffix** goes on the end of the word to change its meaning. Complete these word sums.

a) move + ment = b) harm + less =

c) reason + able = d) good + ness =

e) invent + ive = f) hero + ic =

g) friend + ly = h) play + ful =

i) care + ful = j) music + al =

k) person + al = l) pain + ful + ly =

2. List all the words you can make from these root words and suffixes.

Root words:	enjoy	wind	hope	like
	hard	rest	king	child

Suffixes:	ment	less	ly	ful	ness
	able	hood		dom	ship

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3. Use a dictionary to look up any of the words listed that you do not know and write a definition in your English book.

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Week 9- Suffixes on words ending with 'e' and 'y'

If the root word ends with 'e' and the suffix begins with a vowel (or is just a 'y'), drop the 'e' before you add the suffix.

If the root word ends with 'e' and the suffix begins with a consonant, keep the 'e' and add the suffix.

1. **Use the rule** to add these suffixes to the root words.

a) late + er = b) late + ness =.....

c) use + er = d) use + ful =

e) extreme + ist = f) extreme + ly =

g) sure + est = h) sure + ly =

i) forgive + ness = j) forgive + able =

k) pure + ly = l) pure + ify =

m) excite + ment = n) excite + able =

o) grease + y = p) grease+ proof =

2. If a word ends in a consonant followed by a 'y', change the 'y' to an 'i' and add the suffix.

a) rely + able = b) heavy + ness =

c) pity + ful = d) lazy + ness =

e) easy + ly = f) carry + er =

3. If the word ends in a vowel followed by a 'y', just add the suffix.

a) destroy + able = b) play + ful =

c) pay + ment = d) buy + er =

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Week 10- Root Words

1. Cross off any prefixes or suffixes to find the root word.

a) ~~im~~perfection = perfect b) disgracefully =

c) impolitely = d) inexpensive =

e) dissatisfaction = f) refreshment =

g) carefully = h) disagreeable =

i) unattractive = k) unfortunately=

2. Add prefixes and suffixes to these root words to make new words. Remember all the rules we have learnt!

Prefixes: re un in

Suffixes: able ly ness ive ful less

a)+ kind +=

b)+ turn +=

c)+ rely +=

d)+ expense +=

e) hope + +=

3. Put each of the words you have created in question 2 into a sentence in your English book. Make sure it makes sense!

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Week 11- Words ending in -tion, -sion or -ssion

-tion is the most common 'shun' ending. It is often added to a verb (doing word) to make it into a noun (naming word).

-ssion is formed when the root word ends with 'ss'.

-sion is usually found when the root word ends with 's', 'se', 'd' or 'de'.

1. Can you sort these words into the right box and write the word with the correct ending?

correct protect revise decide possess divide

subtract express introduce confuse attract

inspect invent impress explode televise direct

-tion	-ssion	-sion

2. Fill in the missing

vowel – say the word out loud!

a) examin__tion b) repet__tion c) imagin__tion d) educ__tion

e) convers__tion f) organis__tion g) pos__tion h) prom__tion

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Week 12- Words ending in –able or –ible

Think about the word **without the ending**.

If you take off the ending and the word **you are left with is a real word**, the spelling is most likely to be **–able**.

If you take off the ending and **what remains is not a real word**, the spelling is most likely to be **–ible**.

1. Try the rule on the following.

- a) comfort..... b) terr..... c) enjoy.....
d) drink..... e) ed..... f) break.....
g) horr..... h) agree..... i) fashion.....

2. Underline the correct spelling.

- a) understandable understandable
b) forgivable forgivable
c) flexible flexible
d) detestible detestable
e) legible legable
f) noticeable noticeable

3. Using a dictionary, look up each of your answers to question 2 and write a definition in your English book.

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Week 13- Words ending in **-le**, **-el**, **-al** or **-ol**

There are many rules to help you learn which 'ell' sounding ending is correct!

-le often follows tall letters (e.g. **b**, **d**, **f**, **t** etc) or descenders (e.g. words with **g** or **p** towards the end for example)

e.g. sensible single

-el often follows a soft 'c' or soft 'g' sound e.g. parcel

-al is often added to a complete root word e.g. musical

Not many word end with **-ol** e.g. idol

1. Using the rules, try to get the endings right!

- | | | | |
|-----------------|------------|--------------|--------------|
| a) tick___ | b) need___ | c) magic___ | d) horrib___ |
| e) canc___ | f) tab___ | g) person___ | h) simp___ |
| i) tradition___ | j) sett___ | k) ang___ | l) nation___ |

2. Underline the correct spelling.

- | | |
|----------------|----------|
| a) terrible | terribel |
| b) sparkel | sparkle |
| c) quarrel | quarrle |
| d) sensibel | sensible |
| e) handel | handle |
| f) fondle | fondel |

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Week 14- 'ie' or 'ei' and double consonants

The rule is generally 'i before e, except after c' if the sound made is 'ee'. If the sound made is 'ay', the spelling is usually 'ei'. Tricky!!

1. Have a go at adding 'ie' or 'ei' using the rule.

- a) f__ld b) bel__ve c) c__ling d) ch__f
e) sh__ld f) w__gh g) dec__ve h) n__ce
i) n__ghbour j) v__n k) __ght l) th__f

2. A **double consonant** is needed when there is a **short vowel sound before the consonant** e.g. dinner, supper, happy

A **single consonant** follows a **long vowel sound** e.g. super, diner

Which is the correct spelling?

- a) pilow pillow b) funy funny
c) baby babby d) padle paddle
e) stable stabble f) cofee cofee

3. Break these words into syllables, in between the two consonants, to help you remember how to spell them.

- a) follow = fol / low b) butter =
c) middle = d) happen =
e) rabbit = f) rummage =
g) sudden = h) kitten =
i) hammer = j) scribble =

k) different = l) occasion =
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Week 15- Soft and hard letter sounds

The letter 'c' makes a **hard sound** when it is followed by 'a', 'o' or 'u'. For example: **cat, can, cot, cup**.

The letter 'c' makes a **soft sound** when it is followed by 'e', 'i' or 'y'. For example: **ceiling, city, cyberspace**.

The same rule applies to the letter 'g'.

1. Draw a circle around each word that has a soft 'c' (it sounds like the 's' in *soap*). Then underline the letter that follows the soft 'c' to check the rule.

circle card cave cell pencil cup
cylinder candle palace bacon Cyprus

2. Now do the same for each word that has a soft 'g' (it sounds like the 'j' in *jelly*).

gold giraffe giant gate gym gutter
gentle game ginger general grin

3. Put the two missing letters into these words.

- a) re____pe (you find it in a cookery book)
- b) ex____llent (very, very good)
- c) ur____nt (needed immediately)
- d) ima____ne (to picture in your mind)

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Week 16- Silent Letters

A silent 'k' or 'g' is often followed by an 'n'.

A silent 'w' is often followed by an 'r'.

A silent 'b' comes after the letter 'm'.

1. Read these words aloud and draw a line under the silent letter.

a) lamb b) yolk c) know d) gnome e) write f) thumb

g) wrong h) knee i) knot k) fasten l) guest m) debt

n) wreck o) half p) what q) dumb r) when s) folk

2. Which silent letter is missing from each of these sentences?

a) The __night had a __nack with __nitting.

b) Lis__en to the whis__le of the wind through the cas__le.

c) I __rote the __rong address on the __rapper.

3. Put the silent letter that is missing from each of these words.

a) __nock b) s__ord c) crum__

d) ca__m e) __rinkle f) __narled

g) __nife h) bom__ i) ans__er

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Week 17- Revision

1. Write the plurals of each of these words (**week 4**).

- a) hiss
- b) wife
- c) lunch
- d) cry
- e) watch
- f) party
- g) life
- h) nappy
- i) scarf
- j) box

2. These verb endings sound correct but are all spelt incorrectly. Write down the correct spelling of each word (**weeks 5 and 6**).

- a) driveing
- b) claped
- c) amazeing
- d) criing
- e) hopet
- f) staid
- g) sliping
- h) scurrid
- i) runing
- j) driping

3. Correct each of these root words, prefixes and suffixes (**weeks 6- 12**).

- a) dissappear
- b) pavment
- c) alltogether
- d) heavily
- e) actsion
- f) emptyness
- g) forgetfull
- h) discusstion

i) nicly j) noticable

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Week 18- More Revision

1. Correct each of these spellings (**weeks 11- 14**).

a) creasion b) greif

c) polussion d) exampel

e) spreadible f) troubel

g) tunnle h) collition

i) horrrable j) petral

2. Correct each of these spellings (**weeks 14 – 16**).

a) bom b) qwiz

c) struggle d) jem

e) hapen f) forgiv

g) sertificate h) bridj

i) nowkedg j) thum

3. Find as many smaller words as you can inside this word.

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4. Read over all the weekly tests you have done and keep practising!