**Dictations**

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| List 1  muscle  necessary  queue  rhythm  vegetable | List 2  bruise  curiosity  embarrass  explanation  sincerely | List 3  competition  foreign  leisure  rhyme  yacht | List 4  achieve  determined  profession  restaurant  twelfth | List 5  ancient  familiar  guarantee  language  symbol |
| List 6  attached  forty  identify  soldier  vehicle | List 7  awkward  immediate  opportunity  shoulder  stomach | List 8  according  bargain  desperate  excellent  neighbour | List 9  conscience  harass  individual  interfere  nuisance | List 10  conscious  controversy  disastrous  existence  persuade |
| List 11  appreciate  community  critic  marvellous  occur | List 12  dictionary  equip  recommend  secretary  sufficient | List 13  apparent  develop  frequently  hindrance  temperature | List 14  aggressive  available  communicate  lightning  mischievous | List 15  interrupt  government  occupy  parliament  programme |
| List 16  accommodate  cemetery  committee  suggest  variety | List 17  accompany  convenience  environment  recognise  sacrifice | List 18  amateur  category  definite  physical  thorough | List 19  correspond  especially  exaggerate  pronunciation  system | List 20  average  prejudice  privilege  relevant  sincere |

**Year 5 Spelling Homework – Autumn term**

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| --- | --- | --- | --- |
| **Week number** | **Spelling list** | **Spelling rule** | **Week beginning** |
| 1 | 5.1 | Suffix ‘cious’, ‘tious’ | 10/9/18 |
| 2 | 5.2 | Suffix ‘cial’, ‘tial’ | 17/9/18 |
| 3 | 5.3 | Suffix or word ending ‘ant’ | 24/9/18 |
| 4 | 5.1 | Year 5/6 Spelling List | 1/10/18 |
| 5 | 5.14 | Silent letters ‘b’, ‘c’ | 8/10/18 |
| 6 | 5.15 | Silent letters ‘g’, ‘k’ | 15/10/18 |
| 7 | 5.2 | Year 5/6 Spelling List | 29/10/18 |
| 8 | 5.16 | Silent letters ‘h’, ‘k’ | 5/11/18 |
| 9 | 5.17 | Silent letters ‘t’, ‘n’ | 12/11/18 |
| 10 | 5.3 | Year 5/6 Spelling List | 19/11/18 |
| 11 | 5.18 | Silent letters ‘u’, ‘w’ | 26/11/18 |
| 12 | 5.19 | Homophones: ‘ce’, ‘se’ | 3/12/18 |
| 13 | 5.20 | Homophones: ‘ow’, ‘ou’ | 10/12/18 |

**Year 5 Spelling Homework – Week 1 – Week beginning 10th September**

**Suffix ‘cious’, ‘tious’**

The suffix or word ending ‘ious’ sounds like ‘shus’. It can change a noun (naming word) or verb (doing word) into an adjective (describing word).

* A **suffix** is a letter or letters added to the end of a word to make another word.
* Adding **‘ious**’ to a noun or verb makes an adjective: ‘infect’ (verb), ‘infectious’ (adjective).
* **Nouns** are naming words (boy, dog, chair). **Verbs** are doing or action words (run, jump, shout).
* **Adjectives** are describing words (tall, thin, old).

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| *(list 5:1)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *If the root word ends ‘ce’ the ‘e’ is dropped and ‘ious’ is added to form the adjective.* | | |
| *spacious*  *(noun root - space)* |  |  |  |
| *gracious*  *(noun root - grace)* |  |  |  |
| *vicious*  *(noun root - vice)* |  |  |  |
| *malicious*  *(noun root - malice)* |  |  |  |
| *officious*  *(noun root - office)* |  |  |  |

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| Spelling tip: | *The ‘shus’ sound is most commonly spelt as ‘cious’ at the end of an adjective.* | | |
| *atrocious* |  |  |  |
| *precious* |  |  |  |
| *delicious* |  |  |  |
| *conscious* |  |  |  |
| *suspicious* |  |  |  |

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| Spelling tip: | *The ‘shus’ sound can also be made using ‘tious’ at the end of a word. There are few of these.* | | |
| *infectious* |  |  |  |
| *contentious* |  |  |  |
| *pretentious* |  |  |  |
| *ambitious* |  |  |  |
| *nutritious* |  |  |  |

**Year 5 Spelling Homework – Week 2 – Week beginning 17th September**

**Suffix ‘cial’, ‘tial’**

The suffix or word ending ‘cial’ or ‘tial’ sound like ‘shul’. It can change a noun (naming word) into an adjective (describing word).

* **Vowels** are the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, all other letters are **consonants**.
* A **suffix** is a letter or letters added to the end of a word to make another word.
* Adding **‘cial**’ to a noun makes an adjective: ‘face’ (noun), ‘facial’ (adjective).
* **Nouns** are naming words (boy, dog, chair). **Adjectives** are describing words (tall, thin, old).

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| *(list 5:2)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The ‘shul’ sound spelt ‘cial’ is commonly used after a vowel.* | | |
| *facial* |  |  |  |
| *special* |  |  |  |
| *official* |  |  |  |
| *social* |  |  |  |
| *crucial* |  |  |  |

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| Spelling tip: | *The ‘shul’ sound spelt ‘tial’ is commonly used after a consonant.* | | |
| *partial* |  |  |  |
| *essential* |  |  |  |
| *martial* |  |  |  |
| *potential* |  |  |  |
| *substantial* |  |  |  |

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| Spelling tip: | *Be careful. There are some exceptions to the rules.* | | |
| *initial* |  |  |  |
| *palatial* |  |  |  |
| *financial* |  |  |  |
| *commercial* |  |  |  |
| *provincial* |  |  |  |

**Year 5 Spelling Homework – Week 3 – Week beginning 24th September**

**Suffix or word ending** **‘ant’**

The word endings ‘ant’ and ‘ent’ can sound the same and are often confused.

* **Vowels** (a, e, i, o, u)can make a **short sound** (‘a’ as in ‘tap’) or a **long sound** (‘a’ as in ‘tape’).
* A **suffix** is a letter or letters added to the end of a word to make another word.
* **Nouns** are naming words (boy, dog, chair). **Verbs** are doing or action words (run, jump, shout).
* **Adjectives** are describing words (tall, thin, old).
* The letter ‘c’ can be hard (cat) or soft (cell). The letter ‘g’ can be hard (get) or soft (gent).

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| *(list 5:3)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *If the suffix follows a hard ‘c’ or ‘g’ it is ‘ant’.* | | |
| *vacant* |  |  |  |
| *elegant* |  |  |  |
| *significant* |  |  |  |
| *arrogant* |  |  |  |
| *lubricant* |  |  |  |

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| Spelling tip: | *Words derived from verbs ending ‘y’ use the suffix ‘ant’ (apply - applicant).* | | |
| *applicant*  *(root verb - apply)* |  |  |  |
| *defiant*  *(root verb - defy)* |  |  |  |
| *compliant*  *(root verb - comply)* |  |  |  |
| *occupant*  *(root verb - occupy)* |  |  |  |
| *reliant*  *(root verb - rely)* |  |  |  |

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| Spelling tip: | *If there is a related word with a ‘long a’ in the same place use ‘ant’ (‘ation’ endings are a clue).* | | |
| *observant*  *(observ****a****tion)* |  |  |  |
| *expectant*  *(expect****a****tion)* |  |  |  |
| *hesitant*  *(hesit****a****tion)* |  |  |  |
| *tolerant*  *(toler****a****tion)* |  |  |  |
| *dominant*  *(domin****a****tion)* |  |  |  |

**Year 5 Spelling Homework – Week 4 – Week beginning 1st October**

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

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| **Word List 5:1** | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and write)* | **Can spell word**  *(check and correct)* |
| *accommodate* |  |  |  |
| *accompany* |  |  |  |
| *according* |  |  |  |
| *achieve* |  |  |  |
| *aggressive* |  |  |  |

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| **Word List 5:1** | **Practice 1** | **Practice 2** | **Spell** |
| *amateur* |  |  |  |
| *ancient* |  |  |  |
| *apparent* |  |  |  |
| *appreciate* |  |  |  |
| *attached* |  |  |  |

Choose the words from above to match the definitions or *(synonyms)* below. Use a dictionary if it helps.

1. From very long ago: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(very old)*

2. To go with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(escort)*

3. To value highly: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(value)*

4. Full of anger:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(forceful)*

5. Not a professional: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (unskilled)*

**Year 5 Spelling Homework – Week 5 – Week beginning 8th October**

**Silent letters ‘b’, ‘c’**

* Many words in English have silent letters.
* Spoken language changes faster than written language.
* The following words have a letter in them which was probably sounded many years ago but no longer is.
* Silent letters are not sounded but are still needed for accurate spelling.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 5:14)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Silent* ***‘b’*** *often follows* ***‘m’*** *and comes before* ***‘t’*** *in a few words (debt, doubt, subtle).* | | |
| *lamb* |  |  |  |
| *limb* |  |  |  |
| *climb* |  |  |  |
| *bomb* |  |  |  |
| *thumb* |  |  |  |

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| Spelling tip: | *Silent* ***‘c’*** *often follows* ***‘s’****.* | | |
| *scent* |  |  |  |
| *science* |  |  |  |
| *scene* |  |  |  |
| *scenic* |  |  |  |
| *scissors* |  |  |  |

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| Spelling tip: | *Silent* ***‘c’*** *often follows* ***‘s’****.* | | |
| *ascend* |  |  |  |
| *descend* |  |  |  |
| *crescent* |  |  |  |
| *obscene* |  |  |  |
| *muscle* |  |  |  |

**Year 5 Spelling Homework – Week 6 – Week beginning 15th October**

**Silent letters ‘g’, ‘k’**

* Many words in English have silent letters.
* Spoken language changes faster than written language.
* The following words have a letter in them which was probably sounded many years ago but no longer is.
* Silent letters are not sounded but are still needed for accurate spelling.
* **Vowels** are the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, all other letters are **consonants**.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 5:15)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Silent* ***‘g’*** *is often followed by* ***‘n’*** *and the* ***‘n’*** *is often followed by a vowel.* | | |
| *gnarled* |  |  |  |
| *gnaw* |  |  |  |
| *gnash* |  |  |  |
| *gnome* |  |  |  |
| *gnat* |  |  |  |

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| Spelling tip: | *Silent* ***‘g’*** *is often followed by* ***‘n’*** *and often in the letter string* ***‘ign’****.* | | |
| *sign* |  |  |  |
| *design* |  |  |  |
| *resign* |  |  |  |
| *reign* |  |  |  |
| *foreign* |  |  |  |

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| Spelling tip: | *Silent* ***‘k’*** *is always followed by* ***‘n’*** *and the* ***‘n’*** *is always followed by a vowel.* | | |
| *knave* |  |  |  |
| *knee* |  |  |  |
| *knife* |  |  |  |
| *know* |  |  |  |
| *knuckle* |  |  |  |

**Year 5 Spelling Homework – Week 7 – Week beginning Monday 29th October**

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

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| **Word List 5:2** | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and write)* | **Can spell word**  *(check and correct)* |
| *available* |  |  |  |
| *average* |  |  |  |
| *awkward* |  |  |  |
| *bargain* |  |  |  |
| *bruise* |  |  |  |

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| **Word List 5:2** | **Practice 1** | **Practice 2** | **Spell** |
| *category* |  |  |  |
| *cemetery* |  |  |  |
| *committee* |  |  |  |
| *communicate* |  |  |  |
| *community* |  |  |  |

Choose the words from above to match the definitions or *(synonyms)* below. Use a dictionary if it helps.

1. Where people are buried: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(graveyard)*

2. The usual or typical: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(normal)*

3. Share information with others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(talk)*

4. Something bought cheaply:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(agreement)*

5. Difficult to use or handle: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (clumsy)*

**Year 5 Spelling Homework – Week 8 – Week beginning 5th November**

**Silent letters ‘h’, ‘k’**

* Many words in English have silent letters.
* Spoken language changes faster than written language.
* The following words have a letter in them which was probably sounded many years ago but no longer is.
* Silent letters are not sounded but are still needed for accurate spelling.
* **Vowels** are the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, all other letters are **consonants**.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 5:16)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Silent* ***‘h’*** *often follows* ***‘c’*** *(hard ‘c’ sounding ‘k’).* | | |
| *character* |  |  |  |
| *chemist* |  |  |  |
| *Christmas* |  |  |  |
| *chord* |  |  |  |
| *chorus* |  |  |  |

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| Spelling tip: | *Silent* ***‘h’*** *often follows* ***‘c’*** *(hard ‘c’ sounding ‘k’).* | | |
| *ache* |  |  |  |
| *echo* |  |  |  |
| *orchid* |  |  |  |
| *school* |  |  |  |
| *orchestra* |  |  |  |

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| Spelling tip: | *Silent* ***‘k’*** *is always followed by* ***‘n’*** *and the* ***‘n’*** *is always followed by a vowel.* | | |
| *knack* |  |  |  |
| *kneel* |  |  |  |
| *knight* |  |  |  |
| *knock* |  |  |  |
| *knew* |  |  |  |

**Year 5 Spelling Homework – Week 9 – Week beginning 12th November**

**Silent letters ‘t’, ‘n’**

* Many words in English have silent letters.
* Spoken language changes faster than written language.
* The following words have a letter in them which was probably sounded many years ago but no longer is.
* Silent letters are not sounded but are still needed for accurate spelling.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 5:17)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Silent* ***‘t’*** *is often in the letter string* ***‘stle’****.* | | |
| *castle* |  |  |  |
| *nestle* |  |  |  |
| *thistle* |  |  |  |
| *jostle* |  |  |  |
| *rustle* |  |  |  |

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| Spelling tip: | *Silent* ***‘t’*** *is often in the letter string* ***‘ten’****. There are not many of these words.* | | |
| *fasten* |  |  |  |
| *listen* |  |  |  |
| *christen* |  |  |  |
| *glisten* |  |  |  |
| *moisten* |  |  |  |

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| Spelling tip: | *Silent* ***‘n’*** *always follows* ***‘m’****. There are not many of these words.* | | |
| *condemn* |  |  |  |
| *hymn* |  |  |  |
| *solemn* |  |  |  |
| *column* |  |  |  |
| *autumn* |  |  |  |

**Year 5 Spelling Homework – Week 10 – Week beginning 19th November**

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

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| **Word List 5:3** | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and write)* | **Can spell word**  *(check and correct)* |
| *competition* |  |  |  |
| *conscience* |  |  |  |
| *conscious* |  |  |  |
| *controversy* |  |  |  |
| *convenience* |  |  |  |

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| **Word List 5:3** | **Practice 1** | **Practice 2** | **Spell** |
| *correspond* |  |  |  |
| *criticise* |  |  |  |
| *curiosity* |  |  |  |
| *definite* |  |  |  |
| *desperate* |  |  |  |

Choose the words from above to match the definitions or *(synonyms)* below. Use a dictionary if it helps.

1. Knowing what’s right and wrong: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(morality)*

2. Wanting to know: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(interest)*

3. Known for certain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(sure)*

4. Alert and awake: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(aware)*

5. Argument or dispute: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (disagreement)*

**Year 5 Spelling Homework – Week 11 – Week beginning 26th November**

**Silent letters ‘u’, ‘w’**

* Many words in English have silent letters.
* Spoken language changes faster than written language.
* The following words have a letter in them which was probably sounded many years ago but no longer is.
* Silent letters are not sounded but are still needed for accurate spelling.
* **Vowels** are the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, all other letters are **consonants**.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 5:18)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Silent* ***‘u’*** *often follows* ***‘g’*** *is always followed by a vowel (‘e’ or ‘i’).* | | |
| *guess* |  |  |  |
| *guest* |  |  |  |
| *guide* |  |  |  |
| *guilt* |  |  |  |
| *guitar* |  |  |  |

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| Spelling tip: | *Silent* ***‘u’*** *is always followed by a vowel (‘e’ or ‘i’).* | | |
| *build* |  |  |  |
| *built* |  |  |  |
| *biscuit* |  |  |  |
| *circuit* |  |  |  |
| *disguise* |  |  |  |

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| Spelling tip: | *Silent* ***‘w’*** *is often followed by* ***‘r’*** *and the* ***‘r’*** *is always followed by a vowel.* | | |
| *wrap* |  |  |  |
| *wreck* |  |  |  |
| *wrist* |  |  |  |
| *wrong* |  |  |  |
| *wrinkle* |  |  |  |

**Year 5 Spelling Homework – Week 12 – Week beginning 3rd December**

**Homophones: ‘ce’, ‘se’**

* A **homophone** is a word that sounds the same as another but is spelt differently.
* A **homophone** can also be speltthe same as another word but have a different meaning.
* **Nouns** are naming words (boy, cat, chair). **Verbs** are doing or action words (run, jump, shout).
* ‘c’ can be hard (sounds like a ‘k’ in cat) or soft (sounds like a ‘s’ in cell).

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 5:19)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *‘ce’, ‘cy’ endings are used for nouns.* | | |
| *advice* |  |  |  |
| *device* |  |  |  |
| *practice* |  |  |  |
| *licence* |  |  |  |
| *prophecy* |  |  |  |

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| Spelling tip: | *‘se’, ‘sy’ endings are used for verbs.* | | |
| *advise* |  |  |  |
| *devise* |  |  |  |
| *practise* |  |  |  |
| *license* |  |  |  |
| *prophesy* |  |  |  |

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| Spelling tip: | *Soft ‘c’ sounds like an ‘s’ and goes before an ‘e’ ,‘i’ or ‘y’.* | | |
| *ascent*  *(going up)* |  |  |  |
| *assent*  *(agree to)* |  |  |  |
| *cereal*  *(grain breakfast)* |  |  |  |
| *serial*  *(one after another)* |  |  |  |
|  |  |  |  |

**Year 5 Spelling Homework – Week 13 – Week beginning 10th December**

**Homophones: ‘ow’, ‘ou’**

* **Vowels** (a, e, i, o, u)can make a **short sound** (‘o’ as in ‘hop’) or a **long sound** (‘o’ as in ‘hope’).
* A **homophone** is a word that sounds the same as another but is spelt differently.
* A **homophone** can also be speltthe same as another word but have a different meaning.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 5:20)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *‘ow’ can make a long sound ‘o’ sound (sl****ow****) or a short ‘o’ sound (n****ow****).* | | |
| *fowl*  *(bird)* |  |  |  |
| *flower*  *(blossom)* |  |  |  |
| *dowse*  *(drench)* |  |  |  |
| *how’s*  *(how is?)* |  |  |  |
| *allowed*  *(permitted)* |  |  |  |

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| Spelling tip: | ***‘ou’*** *can make a sound like* ***‘ow’*** *(e.g. flour-flower). There are many of these words.* | | |
| *foul*  *(offensive)* |  |  |  |
| *flour*  *(ground grain)* |  |  |  |
| *douse*  *(drench)* |  |  |  |
| *house*  *(to accommodate)* |  |  |  |
| *aloud*  *(out loud)* |  |  |  |

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| Spelling tip: | ***‘ou’*** *can make a sound like short* ***‘o’.*** | | |
| *poring*  *(studying closely)* |  |  |  |
| *pouring*  *(flowing)* |  |  |  |
| *morning*  *(before noon)* |  |  |  |
| *mourning*  *(grieving)* |  |  |  |
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**Year 6 Spelling Homework – Autumn term**

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| --- | --- | --- | --- |
| **Week number** | **Spelling list** | **Spelling rule** | **Week beginning** |
| 1 | 6.1 | Hyphens | 10/9/18 |
| 2 | 6.2 | Hyphens | 17/9/18 |
| 3 | 6.3 | Hyphens | 24/9/18 |
| 4 | 6.1 | Year 5/6 Spelling List | 1/10/18 |
| 5 | 6.4 | Unstressed vowels | 8/10/18 |
| 6 |  |  | 15/10/18 |
| 7 | 6.5 | Unstressed vowels | 29/10/18 |
| 8 | 6.2 | Year 5/6 Spelling List | 5/11/18 |
| 9 | 6.6 | Unstressed consonants | 12/11/18 |
| 10 | 6.3 | Year 5/6 Spelling List | 19/11/18 |
| 11 | 6.7 | Prefix ‘uni’, ‘bi’, ‘tri’ | 26/11/18 |
| 12 | 6.8 | Prefix ‘circ’, ‘tele’, ‘trans’ | 3/12/18 |
| 13 | 6.19 | Roots and affixes | 10/12/18 |

**HOMEWORK Week 1 – Week beginning Monday 10th September**

**Hyphens**

Hyphens ( - ) can be used to join a **prefix** to a root word, especially if the prefix ends in a vowel and the root word starts with a vowel. This is less common than it used to be and one word forms are becoming more usual *(cooperate* rather than *co-operate).*

* A **prefix** is a letter or letters added to the start of a word to make another word.
* **Prefixes** are usually added without changing the spelling of the root word.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 6:1)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *‘non’ means ‘not’. When added as a prefix it will give the word the opposite meaning.* | | |
| *non-stick* |  |  |  |
| *non-slip* |  |  |  |
| *non-drip* |  |  |  |
| *non-stop* |  |  |  |
| *non-fiction* |  |  |  |

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| Spelling tip: | *‘ill’ means ‘bad’ or ‘badly’. It means the opposite of ‘good’ or ‘done well’.* | | |
| *ill-natured* |  |  |  |
| *ill-tempered* |  |  |  |
| *ill-timed* |  |  |  |
| *ill-gotten* |  |  |  |
| *ill-used* |  |  |  |

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| Spelling tip: | *The hyphen can be used to separate the vowels between prefix and the root word.* | | |
| *re-enter* |  |  |  |
| *re-employ* |  |  |  |
| *pre-arrange* |  |  |  |
| *co-own* |  |  |  |
| *co-operate* |  |  |  |

**HOMEWORK Week 2 – Week beginning Monday 17th September**

**Hyphens**

* The prefix ‘re’ means ‘again’. It can create **homophones** or near homophones which can be confusing.
* Hyphens ( - ) can be used to avoid confusion with another word: for example *re-cover (to put a new cover over something)* and *recover (to get well again).*
* A **prefix** is a letter or letters added to the start of a word to make another word.
* **Prefixes** are usually added without changing the spelling of the root word.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 6:2)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The prefix ‘re’ means ‘again’. Think of ‘repeat’.* | | |
| *re-act*  *(perform again)* |  |  |  |
| *re-press*  *(press again)* |  |  |  |
| *re-sign*  *(sign again)* |  |  |  |
| *re-form*  *(form again)* |  |  |  |
| *re-cover*  *(cover again)* |  |  |  |

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| Spelling tip: | *The prefix ‘re’ creates many homophones or near homophones with other words.* | | |
| *react*  *(respond)* |  |  |  |
| *repress*  *(restrain)* |  |  |  |
| *resign*  *(give up)* |  |  |  |
| *reform*  *(improve)* |  |  |  |
| *recover*  *(get well again)* |  |  |  |

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| Spelling tip: | *The hyphen can be used to avoid confusion.* | | |
| *re-sent*  *(sent again)* |  |  |  |
| *resent*  *(feel bitter)* |  |  |  |
| *re-serve*  *(serve again)* |  |  |  |
| *reserve*  *(keep back)* |  |  |  |
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**HOMEWORK Week 3 – Week beginning Monday 24th September**

**Hyphens**

Compound adjectives are two or more words that together make an adjective. When they come directly before a noun they usually have a hyphen ( - ) to show that together the words make one adjective describing the noun.

* **Nouns** are naming words (boy, cat, chair).
* **Adjectives** are describing words (tall, thin, old).

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| *(list 6:3)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
|  | *The compound adjectives describe the noun given below.* | | |
| *long-term*  *(relationship)* |  |  |  |
| *fire-proof*  *(blanket)* |  |  |  |
| *hot-water*  *(bottle)* |  |  |  |
| *free-range*  *(eggs)* |  |  |  |
| *part-time*  *(cleaner)* |  |  |  |

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|  | *The compound adjectives describe the noun given below.* | | |
| *well-known*  *(actor)* |  |  |  |
| *well-behaved*  *(dog)* |  |  |  |
| *brightly-lit*  *(room)* |  |  |  |
| *cold-blooded*  *(killer)* |  |  |  |
| *six-foot-tall*  *(man)* |  |  |  |

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|  | *The compound adjectives describe the noun given below.* | | |
| *dark-brown*  *(shoes)* |  |  |  |
| *bright-red*  *(nose)* |  |  |  |
| *well-written*  *(story)* |  |  |  |
| *up-to-date*  *(knowledge)* |  |  |  |
| *man-eating*  *(tiger)* |  |  |  |

**HOMEWORK Week 4 – Week beginning Monday 1st October**

Dear Parent,

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

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| **Word List 6:1** | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and write)* | **Can spell word**  *(check and correct)* |
| *identity* |  |  |  |
| *immediately* |  |  |  |
| *individual* |  |  |  |
| *interfere* |  |  |  |
| *interrupt* |  |  |  |

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| **Word List 6:1** | **Practice 1** | **Practice 2** | **Spell** |
| *language* |  |  |  |
| *leisure* |  |  |  |
| *lightning* |  |  |  |
| *marvellous* |  |  |  |
| *mischievous* |  |  |  |

Choose the words from above to match the definitions or *(synonyms)* below. Use a dictionary if it helps.

1. Get in the way: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(obstruct)*

2. Causing great wonder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(wonderful)*

3. Right now: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(straightaway)*

4. Playfully teasing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(naughty)*

5. Flash of light: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sudden)*

**HOMEWORK Week 5 – Week beginning Monday 8th October**

**Unstressed vowels**

* **Vowels** are the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, all other letters are **consonants**.
* **Syllables** are the beats in word: do (1 beat), do-ing (2 beats), un-do-ing (3 beats).
* Every syllable must contain a vowel or a ‘y’: **u**n-d**o**-**i**ng.
* Sometimes the vowel in a particular syllable is not heard or stressed.
* An **affix** is a letter or letters added to the start or end of a word to change its meaning.

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| *(list 6:4)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Vowels are sometimes said quickly or quietly, or the ‘beat’ falls elsewhere so they are not heard.* | | |
| *choc****o****late* |  |  |  |
| *Wedn****e****sday* |  |  |  |
| *parl****i****ament* |  |  |  |
| *hist****o****ry* |  |  |  |
| *d****e****scribe* |  |  |  |

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| Spelling tip: | *Adding an affix can result in an unstressed vowel as it changes the ‘beat’ (frighten/fright****e****ning).* | | |
| *diff****e****rent* |  |  |  |
| *prosp****e****rous* |  |  |  |
| *mem****o****rable* |  |  |  |
| *station****a****ry* |  |  |  |
| *gen****e****rously* |  |  |  |

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| Spelling tip: | *Many words with unstressed vowels contain the* ***‘en’, ‘er’*** *patterns.* | | |
| *fright****e****ning* |  |  |  |
| *fatt****e****ning* |  |  |  |
| *deaf****e****ning* |  |  |  |
| *diff****e****rence* |  |  |  |
| *ref****e****rence* |  |  |  |

**HOMEWORK Week 7 – Week beginning Monday 29th October**

**Unstressed vowels**

* **Vowels** are the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, all other letters are **consonants**.
* **Syllables** are the beats in word: do (1 beat), do-ing (2 beats), un-do-ing (3 beats).
* Every syllable must contain a vowel or a ‘y’: **u**n-d**o**-**i**ng.
* Sometimes the vowel in a particular syllable is not heard or stressed.
* An **affix** is a letter or letters added to the start or end of a word to change its meaning.

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| *(list 6:5)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Vowels are sometimes said quickly or quietly, or the ‘beat’ falls elsewhere so they are not heard.* | | |
| *anim****a****l* |  |  |  |
| *volunt****a****ry* |  |  |  |
| *sep****a****rate* |  |  |  |
| *pr****e****dict* |  |  |  |
| *d****e****scribe* |  |  |  |

|  |  |  |  |
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| Spelling tip: | *Adding an affix can result in an unstressed vowel as it changes the ‘beat’ (frighten/fright****e****ning).* | | |
| *min****i****ature* |  |  |  |
| *lit****e****rature* |  |  |  |
| *off****e****ring* |  |  |  |
| *mem****o****rably* |  |  |  |
| *pond****e****rous* |  |  |  |

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| Spelling tip: | *Many words with unstressed vowels contain the* ***‘en’, ‘er’*** *patterns.* | | |
| *int****e****rest* |  |  |  |
| *desp****e****rate* |  |  |  |
| *conf****e****rence* |  |  |  |
| *pref****e****rence* |  |  |  |
| *def****e****rence* |  |  |  |

**HOMEWORK Week 8 – Week beginning Monday 5th November**

Dear Parent,

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

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| **Word List 6:2** | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and write)* | **Can spell word**  *(check and correct)* |
| *muscle* |  |  |  |
| *necessary* |  |  |  |
| *neighbour* |  |  |  |
| *nuisance* |  |  |  |
| *occupy* |  |  |  |

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| **Word List 6:2** | **Practice 1** | **Practice 2** | **Spell** |
| *occur* |  |  |  |
| *opportunity* |  |  |  |
| *parliament* |  |  |  |
| *persuade* |  |  |  |
| *physical* |  |  |  |

Choose the words from above to match the definitions or *(synonyms)* below. Use a dictionary if it helps.

1. Talk someone into doing something: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(encourage)*

2. Not able to be done without: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(needed)*

3. To exist or come to mind: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(happen)*

4. An annoying person or thing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(irritant)*

5. To live or stay in: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (inhabit)*

**HOMEWORK Week 9 – Week beginning Monday 12th November**

**Unstressed consonants (silent letters)**

Many words in English have silent letters. Spoken language changes faster than written language. The following words have a letter in them which was probably sounded many years ago but no longer is. Silent letters are not sounded but are still needed for accurate spelling.

* **Vowels** are the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’, all other letters are **consonants**.
* **Syllables** are the beats in word: do (1 beat), do-ing (2 beats), un-do-ing (3 beats).
* Every syllable must contain a vowel or a ‘y’: **u**n-d**o**-**i**ng.

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| *(list 6:6)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Note: these consonants (in bold) may be heard according to pronunciation.* | | |
| *han****d****bag* |  |  |  |
| *han****d****some* |  |  |  |
| *han****d****kerchief* |  |  |  |
| *gover****n****ment* |  |  |  |
| *enviro****n****ment* |  |  |  |

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| --- | --- | --- | --- |
| Spelling tip: | *Note: these consonants (in bold) are not heard regardless of pronunciation.* | | |
| *cas****t****le* |  |  |  |
| *ras****p****berry* |  |  |  |
| *si****g****n* |  |  |  |
| *cu****p****board* |  |  |  |
| *Feb****r****uary* |  |  |  |

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| --- | --- | --- | --- |
| Spelling tip: | *Note: these consonants (in bold) are not heard regardless of pronunciation.* | | |
| ***w****rapper* |  |  |  |
| *ans****w****er* |  |  |  |
| *dou****b****t* |  |  |  |
| *crum****b*** |  |  |  |
| *thum****b*** |  |  |  |

**HOMEWORK Week 10 – Week beginning Monday 19th November**

Dear Parent,

The following words are from the national curriculum word lists for years 5 and 6. They are listed in alphabetical order and not level of difficulty and do not follow a particular spelling rule or pattern.

Please help your child become familiar with their spelling. Read the words together, point out any unusual sounds or letter patterns; discuss the meaning of the words.

Use the first column to copy the given word. Fold the sheet and see if your child can remember how to spell the word without looking. Use the third column to correct any mistakes or to test the words again.

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| **Word List 6:3** | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and write)* | **Can spell word**  *(check and correct)* |
| *prejudice* |  |  |  |
| *privilege* |  |  |  |
| *profession* |  |  |  |
| *programme* |  |  |  |
| *pronunciation* |  |  |  |

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| **Word List 6:3** | **Practice 1** | **Practice 2** | **Spell** |
| *queue* |  |  |  |
| *recognise* |  |  |  |
| *recommend* |  |  |  |
| *relevant* |  |  |  |
| *restaurant* |  |  |  |

Choose the words from above to match the definitions or *(synonyms)* below. Use a dictionary if it helps.

1. Work that needs special training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(occupation)*

2. See someone or something familiar: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(identify)*

3. Unfair dislike of a race, religion or group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(bias)*

4. Wait in line: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(line-up)*

5. A special right or advantage: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (honour)*

**HOMEWORK Week 11 – Week beginning Monday 26th November**

**Prefix ‘uni’, ‘bi’, ‘tri’**

Many words in English have roots in Latin (the language of the Romans).

* A **prefix** is a letter or letters added to the start of a word to make another word.
* **Prefixes** are usually added without changing the spelling of the root word.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 6:7)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The prefix* ***‘uni’*** *comes from Latin meaning ‘one’.* | | |
| *uniform* |  |  |  |
| *unicorn* |  |  |  |
| *unicycle* |  |  |  |
| *union* |  |  |  |
| *university* |  |  |  |

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| Spelling tip: | *The prefix* ***‘bi’*** *comes from Latin meaning ‘two’ or ‘twice’.* | | |
| *biplane* |  |  |  |
| *biped* |  |  |  |
| *bicycle* |  |  |  |
| *binary* |  |  |  |
| *binoculars* |  |  |  |

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| Spelling tip: | *The prefix* ***‘tri’*** *comes from Latin meaning ‘three’.* | | |
| *triangle* |  |  |  |
| *triplets* |  |  |  |
| *tricycle* |  |  |  |
| *tripod* |  |  |  |
| *trio* |  |  |  |

**HOMEWORK Week 12 – Week beginning Monday 3rd December**

**Prefix ‘circ’, ‘tele’, ‘trans’**

Many words in English have roots in Latin (the language of the Romans).

* A **prefix** is a letter or letters added to the start of a word to make another word.
* **Prefixes** are usually added without changing the spelling of the root word.

Copy each word, then try to write it without copying. Use the final column to correct any mistakes or to test each group of words.

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| *(list 6:8)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The prefix* ***‘circ’*** *comes from Latin meaning ‘round’.* | | |
| *circulation* |  |  |  |
| *circumference* |  |  |  |
| *circle* |  |  |  |
| *circular* |  |  |  |
| *circus* |  |  |  |

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| Spelling tip: | *The prefix* ***‘tele’*** *comes from Latin meaning ‘distant’ or ‘far off’.* | | |
| *telegraph* |  |  |  |
| *telephone* |  |  |  |
| *television* |  |  |  |
| *telescope* |  |  |  |
| *telepathy* |  |  |  |

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| --- | --- | --- | --- |
| Spelling tip: | *The prefix* ***‘trans’*** *comes from Latin meaning ‘across’.* | | |
| *translate* |  |  |  |
| *transfer* |  |  |  |
| *transmit* |  |  |  |
| *transport* |  |  |  |
| *transplant* |  |  |  |

**HOMEWORK Week 13 – Week beginning Monday 10th December**

**Roots and affixes**

Multisyllabic words can be built using a knowledge of word families and affixes.

* A **root word** cannot be broken down into smaller words.
* **Root words** can be extended with **affixes** (prefixes and suffixes).
* A **prefix** is added to the start of a word and a **suffix** to the end to make another word.
* **Syllables** are the beats in word: ‘do’ (one beat), ‘do-ing’ (two beats), ‘un-do-ing’ (three beats).
* Every syllable must contain a vowel or a ‘y’ (**u**n-d**o-i**ng).

|  |  |  |  |
| --- | --- | --- | --- |
| *(list 6:19)*  *(non-statutory)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
|  | *Building multisyllabic words using word families and affixes.* | | |
| *child* |  |  |  |
| ***child****hood* |  |  |  |
| ***child****like* |  |  |  |
| ***child****ish* |  |  |  |
| ***child****ishly* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Building multisyllabic words using word families and affixes.* | | |
| *act* |  |  |  |
| ***act****or* |  |  |  |
| *re****act****ion* |  |  |  |
| ***act****ivity* |  |  |  |
| *in****act****ivity* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Building multisyllabic words using word families and affixes.* | | |
| *sign* |  |  |  |
| ***sign****al* |  |  |  |
| ***sign****ature* |  |  |  |
| ***sign****ificant* |  |  |  |
| *in****sign****ificant* |  |  |  |