



Key Stage 2 Literacy Exercises

Years 3-6 Exercises Based on KS2 Spelling Objectives
From The National Literacy Strategy: Spelling Bank

ABOUT THIS BOOK

This book has been designed to complement the “national literacy strategy:spelling bank” document, which features guidance on the various objectives for key stage 2 literacy skills, from term 1 in year 3, to term 1 in year 6.

Each page features an exercise that can be used as lesson-based or homework projects, for students working individually or as part of a group of two or more, investigating the underlying spelling “rules” of each objective.

Although this is based on the official literacy strategy in the UK, the exercises will be useful and generally common to anyone teaching English as a first language.

For other English language exercise books, including phonics based exercises for key stages 1 & 2, see our publications entitled:

My Very Own Book of Words (KS 1 & 2)

The Dolch List & New Words

Cursive Writing Practice Book

Handwriting Exercise Book (with lined writing guides)

Reading Record Book, Books I Have Read, Personal Book Reviews

Investigating Letters & Speech Sounds (Reception/KS1)

Investigating Advanced Speech Sounds (Advanced KS2)

Words & Meanings (KS2)

New Words (Advanced KS2 up to KS4)

Just Words v2 (KS3 and above)

n.b. Colons and semicolons where used in this book are followed by a lower case letter, as is common in the UK; in the USA it would be common to follow a colon or semicolon with a capital letter.

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Exercise 2

Spelling Patterns: Find Words Ending in le

Try and find words ending in **le**, preceded by the letter combination in each heading below.

We have included some words to start you off, with at least one word for each group, but add new words you can think of to each group, or if you see an example in something you read.

ckle

chuckle

able

table

double letter + le

middle

puzzle

kettle

cle

uncle

Exercise 2... Continued

Spelling Patterns: Find Words Ending in **le**... Continued

Try and find words **ending** in **le**, preceded by the letter combination in each heading below.

We have included some words to start you off, with at least one word for each group, but add new words you can think of to each group, or if you see an example in something you read.

dle

handle

ble

double

ible

sensible

ple

example

Now think of some words that end in **el** or **al** and write them in the spaces below.

model

medal

Exercise 3

Common Prefixes

The common prefixes **un**, **de**, **dis**, **re** and **pre** can change the meaning of words. Using the spaces below and on the next page, write a word and its meaning, then add any possible prefixes to this word below the original and its new meaning alongside. Notice how adding a prefix can change a noun to a verb, as we can see below in the case of the word **form** changing to **deform**.

Word

This word can mean... (some words can have more than one meaning depending on the context)

appear (verb)

become visible

disappear (verb)

cease to be visible

reappear (verb)

become visible again

appoint (verb)

assign a job or role

disappoint (verb)

fail to fulfill hopes and expectations

reappoint (verb)

appoint again

tidy (adj.)

neat and in order

untidy (adj.)

not neat and in order

mature (adj.)

fully developed

premature (adj.)

before fully developed

form (noun)

visible shape

deform (verb)

change the visible shape

reform (verb)

make change to improve

This word can mean... (some words can have more than one meaning depending on the context)

[illegible]

Exercise 4

Antonyms

We have added some words below. Add a prefix to create the opposite meaning (the antonym).
Your teacher will give you some more words to think about.

Word	Antonym	Word	Antonym
well	unwell		
tidy	untidy		
compose	decompose		
sensitive	insensitive		
place	misplace		
arm	disarm		
agree	disagree		
sense			
stick			
fiction			
clockwise			
approve			
friendly			
do			
like			
honest			
behave			
probable			
possible			
able			
selfish			
popular			
please			
convenient			
disallow			
comfort			
regular			
visible			
qualify			
frost			

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Look at the words below and decide how the spelling changes when the base word is changed by adding **y** to the end, or what the base word will be if the **y** is taken away. We have included some words to start you off, with space for your teacher to add more example words for you to consider. Think about how adding or removing the suffix **y** changes the meaning of the word.

- ◆ For most words just add the **y**.

- [illegible]

Exercise 8

Silent Letters

Underline the Silent Letter in each Word

Look at the list of words which all have silent letters: letters that are not pronounced. Even though the letter combination **kn** is recognised as a digraph for the speech sound (phoneme) “nnn”, for this exercise the **k** in **knuckle** is a silent letter. Underline the silent letters in each word, and use the spaces to add more examples.

knuckle

gnomes

knee

write

rhyme

plumb

calf

gnat

wrapper

rhubarb

wheat

numb

dumb

half

knit

gnaw

wrong

answer

calm

knickers

wrist

whale

bomb

salmon

knob

gnash

gnarled

wreck

when

tomb

chalk

knife

wretch

whine

lamb

folk

knight

wrestle

rhino

thumb

yolk

knock

honest

crumb

could

knot

wrinkle

chemist

debt

would

kneel

sword

whirl

doubt

should

know

Exercise 9

Compound Words

From the base words listed below, and others your teacher will give you, add a word before or after the word to make a new **compound word**: *two words when added together that make a new word*. There can be any number of answers depending on the base word.

body

anybody

bodyguard

nobody

somebody

one

someone

anyone

oneself

head

end

line

Exercise 11

More Suffixes: ship, ness, ment, hood, est, ish, dom, like

Look at the base words below and list them under the commonly used suffix for that word:

ship, ness, ment, hood, est, ish, dom, like

Some base words may have more than one common suffix. We have already included some words in the list to start you off. You may need to add or remove a letter to the end of some base words before the suffix, or change the final letter to something else, as you have done in earlier exercises.

BASE WORDS

sister, alert, proud, air, adult, abandon, like, sick, quiet, glad, kind, battle, arm, room, cold, nice, martyr, censor, child, friend, court, lady, sure, deploy, fruit, advance, life, relation, lonely, fond, icy, cheer, test, mist, woman, official, reader, parent, pave, time, excite, rich, treat, thirst, devil, star, king, bore, near, free, happy, lively, priest, star.

ship

friendship

ness

happiness
liveliness

ment

treatment
devilment

hood

livelihood

est

quietest
liveliest

ish

devilish

dom

kingdom

like

lifelike

Exercise 12

The Apostrophe

The most misused punctuation mark in the English language!

The apostrophe has many uses as a punctuation mark, but for this exercise it is used to show the omission of one or more letters, usually in speech. Perhaps the most common example would be

it's (meaning it is, or it has).

In this case, the apostrophe shortens the words **it** and **is**, or **it** and **has** to **it's**, with the apostrophe used to replace the **i** in **is** or **ha** in **has**. This is called a **contraction**. The new word that is formed (**it's**) is most often mistaken for the word **its**. They are homophones: in this case words that sound the same but mean something different, as we can see in the following examples:

it's (it is) very cold. ✓

it's (it has) been very cold today. ✓

The bear was huge and **its** claws (its in this context relates to the bear *itself*) were very sharp. ✓
The bear was huge and **it's** (it is or it has) claws were very sharp ✗ This does not make sense!

To determine if you should use it's or its when writing, here is a simple way to remember:
*Read what you are writing out loud, and in place of "it's", say "it is" or "it has". If it does not make sense, then you should use **its** rather than **it's** in the sentence.*

Look at the examples below and put a ✓ if it's correct or add an apostrophe where necessary:

its been raining really hard.
the painting took a long time to finish, but its finished now.
I like the bear, but its claws are really sharp.
the house was empty and its owners had gone away.
please keep off the grass as its just been mowed.
the boy put the toy away in its proper place.
its not a good idea to use an apostrophe here.

Look at the examples below and use an apostrophe to shorten the phrase to a single word. Can you think of a reason why you would use an apostrophe when writing?

Phrase	Can be shortened to	Phrase	can be shortened to
do not		I have	
cannot		I will	
is not		I am	
does not		she is/has	
will not		he is/has	
I had		why is/has	
I would		there is/has	

Exercise 14

Prefixes: non, ex, co, anti, mis

Make a list of words using the common prefixes
mis, non, ex, co and **anti**
 under the appropriate headings

non

nonsense

ex

exit

co

coincidence

anti

antidote

mis

mistake

Use the spaces below to make words that use a hyphen after the prefix

co-operate

co-educate

anti-clockwise

The Apostrophe: More Contracted Words

In an earlier exercise we looked at use of the apostrophe to form a new contracted word, where the apostrophe replaced one or more letters. Below we have some more examples.

Look at the phrase or word and work out how this can be contracted with the use of an apostrophe (or two) to form a new contracted word.

Phrase	Contracts to	Phrase or word	Contracts to
I am	I'm	he had/would	he'd
you are		she had/would	
he is		we had/would	
she is		they had/would	
we are		cannot	
they are		will not	
I will	I'll	would not	
you will		shall not	
he will		are not	
she will		had not	
we will		have not	
they will		could not	
I have	I've	were not	
you have		it is it was	'tis 'twas <small>not common in modern day writing</small>
he has		madam	
she has		mix and match	
we have		pick and mix	
they have		tell them	
I would	I'd	of the clock	
you would		Toys Are Us	

Word

Examples of how this word can be used

[illegible]This image shows a full page of handwriting practice paper. It features multiple sets of horizontal lines designed to guide letter formation. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated vertically down the entire page, providing ample space for practicing cursive or other handwriting styles. The paper is otherwise blank, with no margins, text, or illustrations.

Exercise 17

Double Letter Consonant Alphabet

For each **double consonant** than can appear in a word (bb, cc, dd etc.), create the alphabet in the line below. We have started you off with bb, cc and dd, so complete the alphabet up to zz:

bb, cc, dd,

In the line below, list any consonants that CANNOT be doubled

Think of words that include double consonants, and list them under the correct heading in the spaces below.

bb, cc, dd, ff, gg

rabbit

accept

sudden

off

soggy

hh, jj, kk, ll, mm, nn

beachhead

hajj

chukka

belly

summer

sunny

pp, rr, ss, tt

happy

hurry

fussy

butter

vv, ww, yy, zz

divvy

slowworm

sayyid

puzzle

Exercise 18

Homophones

Each of two or more words having the same pronunciation, but different meanings and usually spelling. Homophones rank highly on any list of *commonly confused words*. In this exercise we are going to consider words which have the same pronunciation but different spellings. Look at the most common examples below and write a sentence including each one.

Word	An example of the context in which this word might be used
to	I am going to the fair.
too	I am going to the fair too.
two	two other people went to the fair too.
their	
there	
they're	
bare	
bear	
beach	
beech	
bow	
bough	
deer	
dear	
die	
dye	
fair	
fare	
foul	
fowl	
for	
four	
hare	
hair	
not	
knot	
missed	
mist	
passed	

Word

past

pole

poll

pause

paws

peak

peek

pray

prey

rain

reign

rap

wrap

red

read

real

reel

right

write

role

roll

sale

sail

sweet

suite

toe

tow

wait

weight

we'll

wheel

your

you're

An example of the context in which this word might be used

Exercise 19

Verbs Ending in s, ed and ing

Look at the base words below and decide how the spelling changes when the base word is changed by adding s, ed or ing to the end.

The general rules when adding s, ed or ing to most verbs:

- ♦ For most verbs just add the s, ed or ing.
- ♦ For single-syllable verbs ending with a consonant preceded by a short vowel, double the final consonant when adding ed or ing (e.g. **hop+ed=hopped**) ♦ If a word ends in e, avoid a double e by just adding the d to make ed (e.g. **save+ed=saved**) ♦ If a word ends in a consonant plus y, change y to i before adding es or ed, but avoid creating a double i and keep the y in place when adding ing (e.g. **try+s/ed=tries/tried**, but **try+ing=trying**) ♦ if a word ends in a hissing, buzzing or shushing sound, when adding an s, add an e before the s, creating an extra syllable and making it easier to say (e.g. **fix+s=fixes**, **buzz+s=buzzes**, **brush+s=brushes**).

Base Word	base word + s	base word + ed	base word + ing
carry	carries	carried	carrying
cook			
drag			
note			
explore			
touch			
hiss			
rush			
cry			
fry			
work			
jump			
show			
save			
spy			
marry			
fizz			
wish			
rely			
look			
invent			
play			
crouch			
wash			

Exercise 20

Present & Past Tense

Look at the listed words, all of which are in the present tense, and decide how the word would change if the tense changed from present to past. There is space for your teacher to add other words for you to complete.

For Example:

see: (present tense) I **see** you there ♦ (past tense) I **saw** you there

have: (present tense) I **have** a cold ♦ (past tense) I **had** a cold

Present Tense

blow

think

eat

sing

buy

go

get

catch

bite

ride

drive

feed

sweep

find

swim

write

have

make

fight

can

does

shoot

spend

teach

dig

Past Tense

blew

thought

ate

Present Tense

Past Tense

Exercise 21

Spelling Patterns:

Try and find words ending in al, ary and ic

We have included some words to start you off, with at least one word for each group, but add new words you can think of to each group, or if you see an example in something you read.

Words Ending in *al*

traditional

Words Ending in *ary*

February

Words Ending in *ic*

historic

Exercise 22

Spelling Patterns:

Try and find words ending ship, hood, ness, ment

We have included some words to start you off, with at least one word for each group, but add new words you can think of to each group, or if you see an example in something you read.

Words ending in *ship*

championship

Words ending in *hood*

childhood

Words ending in *ness*

fairness

Words ending in *ment*

enjoyment

Changing Nouns or Adjectives to Verbs & Vice Versa

Look at the base words below and change them using a suffix that changes the base word *from a noun or adjective to a verb*, or *from a verb to a noun or adjective*.

Your teacher may give you more words to consider.

[illegible]

Exercise 24

The Plural of Words Ending in **f**, **ff**, **fe** and **ve**

Look at the words below and decide how the spelling changes when the base word is changed by making it plural.

We have included some words to start you off, with space for your teacher to add more example words for you to consider.

GENERAL RULES

Consider the general rules for this exercise, and complete each rule at the bottom of the page.

Base Word	Plural	Base Word	Plural
calf	calves	thief	
cuff	cuffs	wolf	
knife	knives	chief	
life			
staff			
elf			
safe			
sniff			
half			
loaf			
yourself			
puff			
stuff			
wife			
belief			
glove			
curve			
bluff			
shelf			

General Rules

Most (not all) words ending in **f**, change to _____ for the plural

Words ending in **ff** add _____ for the plural

Most (not all) words ending in **fe** use _____ for the plural

Sometimes a _____ ending indicates a change in the word from a noun to a verb. For example _____ to _____

Exercise 25

Words With Common Endings: ight, tion, ious, ial, ough

Find words with these common endings and write them in the appropriate column.

ight

tion

ious

ial

ough

light

reaction

obvious

partial

bough

Exercise 26

Words with Prefixes ad, af, al, a

Find words with these prefixes and write them in the appropriate column.

ad

adjective

af

affix

al

almighty

a

away

Exercise 27

Letters at the Beginning, Middle or End

Try and find words with v or k in the beginning, middle or end

We have included some words to start you off, but add new words you can think of to each group, or if you see an example in something you read.

Words *beginning* with **v** or **k**

van

vase

violet

kick

kept

keep

Words with **v** or **k** in the *middle*

river

broken

token

wives

Words *ending* with **v** or **k**

back

dock

sink

Now find words with the letters h, c, p, g, q, t, x or y at the beginning, middle or end of words. Add two or three words only for each letter under each heading.

End

Letter Strings **wa, wo** and **ss**

Try and find words with these letter strings in the beginning, middle and end
We have included some words to start you off, but add new words you can think of to each group,
or if you see an example in something you read. *In which group(s) do these strings not occur?*

Beginning with **wa/wo/ss**

was
work

wa/wo/ss in the *middle*

swamp
swollen
session

Ending with **wa/wo/ss**

guess

Exercise 30

Common Letter Strings Making a Different Sound

ough, ear, ight, ou, au, ice

In the spaces below, list words which include letter strings **ough**, **ear**, **ight**, **ou**, **au** and **ice**. Try and list as many words as you can where the pronounced letter string in a word makes a different sound, such as it would in the case of the words *bough*, *enough* and *trough*. How do regional dialects affect pronunciation? How would you say the word *enough* in London, compared to Liverpool?

ough

bough

enough

trough

ear**ight****ou****au****ice**

Investigating Root Words, Origins & Examples

Although new words are being added to English language dictionaries every year, most words have been developed from origins that date back over centuries in many cases. Use the spaces below to investigate roots of words, the basis of their original meaning and how the root is used in words today. We have included a few to start you off.

[illegible]

Exercise 32

Extending Words Using The Suffixes ful, ly, ive, tion, ic, ist

Using the base words here, list them under any appropriate suffixes with the correct spelling.

Base Words - Use a highlighter or circle words once you have assessed them

hope, quick, explode, corrode, correct, horror, photograph, extreme, machine, hurt, wish, beauty, secret, thick, expense, relate, narrate, act, decor, construct, produce, terror, comedy, allergy, fur, mass, normal, speed, art, balloon, science, educate, examine, maniac, acid, special, stock, whole, curious, strange, pain, thank, mercy, quick, joke, care, wonder, vary, create, pollen, energy, resurrect, novel, violin, instrumental.

ful

hopeful

ly

quickly

correctly

extremely

ive

explosive

corrective

tion

correction

ic

horrific

ist

extremist

Exercise 33

Find Base Words that can be Listed Under More than One Suffix

ible, able, ive, tion, sion

Some base words can have more than one common suffix. Find base words that have at least two of the following suffixes and write each word with its suffix on the same line.

ible

able

ive

tion

sion

adorable

adoration

identifiable

identification

preventible

preventable

preventive

prevention

n.b. preventible and preventable
can be spelled either way

Exercise 34

It's or Its?

In an earlier exercise we tackled this common error that people make when writing: when to use *it's* (a contracted version of *it is* or *it has*) or *its* (a possessive meaning *belonging to*).

We have included a number of sentences below which feature both *it's* and *its*; look at each one and circle the one you think is correct. Do you remember how to work out which one to use?

We have left some lines for your teacher to add more examples

It's/Its been a great day but it's/its raining now.

The cat scratched me with it's/its claws.

The boy says it's/its his.

The car had it's/its brake lights on.

The group was heading for it's/its final destination.

I am celebrating because it's/its my birthday.

The lion prowled around it's/its cage.

The house had all of it's/its lights on.

Whose coat is this? It's/Its mine!

The elephant raised it's/its trunk.

Hurry up! It's/its going to be too late by the time we're there.

The monster opened it's/its mouth and roared.

The book had lost it's/its last page.

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Exercise 36

Words Used to Indicate Something Small

mini, ette, ling, micro

In the spaces below, list words which include the prefix **mini** or **micro**, or the suffixes **ette** and **ling**, which are commonly used to indicate something that is small. Under the adjectives & curiosities column, think of other words we might use to indicate something small, perhaps as an affectionate term. In the diminutive names column, add shortened versions of names.

mini

minibus

micro

microchip

ette

majorette

ling

duckling

Adjectives & Curiosities

little

diddums

baby / baba / babe

itsy-bitsy

Diminutive Names

Bill (William)

Nick (Nicholas)

Exercise 37

Words Ending in Vowels other than **e**: a, i, o, u

Try and think of as many words as you can that end in vowels
other than e.

In particular, can you think of foods from abroad that end in
a, i, and o? Put an asterisk * next to any word that does *not*
change when it is plural, such as the word *spaghetti*.

Words that end in **a**

paella
umbrella

Words that end in **i**

spaghetti *

Words that end in **o**

cello

Words that end in **u**

gnu

Plural Word Sums

For each word below, work out the plural spelling of the word, or the base word when the plural word is changed to a singular version. Can you work out the rules for pluralising singular words? Your teacher will give you more words to consider.

Typical Words

dog+s= dogs

house+s=

meal+s=

balloons-s=

sisters-s=

day+s=

word+s=

boys-s=

Hissing, Buzzing & Shushing Words

hiss+s= hisses

bus+s=

dish+s=

church+s=

fox+s=

boxes-s=

watch+s=

patches-s=

Other Words

city+s= cities

try+s=

worry+s=

lorries-s= lorry

cries-s=

parties-s=

baby+s=

lolly+s=

jelly+s=

potato+s=

radio+s=

knife+s=

loaves-s=

scarves-s=

elf+s=

life+s=

halves-s=

Unusual Examples of Plural Words - Write the Singular of the Plural

PLURAL WORD

children

antennae

geese

men

women

lice

dice

teeth

formulae

bacteria

SINGULAR WORD

child

Exercise 40

Identifying Word Roots, Derivatives & Spelling Patterns

Look at the words on this page. Separate the words into groups based on their root, derivative or spelling pattern. List them on each line on the following page, separating each word by a comma.

act	painkiller	public	shaken
assist	imprisoned	shake	action
bore	approval	react	childhood
claim	relative	childish	electricity
examine	reaction	electronic	mistaken
govern	childless	overtaking	assistance
hero	electrocute	imbalance	boredom
light	partaking	recall	reclaimable
medic	unbalanced	discover	examiner
operate	calling	given	government
pain	discovery	handler	heroism
prison	forgiveness	joyful	delighted
prove	balance	machinery	medication
relate	call	disobey	cooperation
actor	cover	packet	painstaking
children	activity	passage	imprisonment
electrical	childlike	impress	disapprove
mistake	electrician	publication	relation
assistant	overtaken	shakily	
boring	give	handicraft	
reclaim	hand	enjoyment	
examination	joy	machinist	
governor	machine	disobedient	
heroic	obey	package	
lightning	pack	passenger	
medical	pass	depression	
cooperate	press	publicity	

Group the words on single lines, separated by a comma.

assist, assistant, assistance

Exercise 41

Spelling Patterns: full, all, till

Think of words to which you can apply *full*, *all* or *till* as a prefix or suffix.

Complete the rules at the bottom of this page for this exercise.

Words with full as a suffix

hopeful

beautiful

bellyful

More words with full as a suffix

altogether

words with a prefix/suffix all or till

until

altogether

When adding the suffix full:

Change y to _ when adding full to a word that ends in y

When adding all or till as a prefix or suffix:

What's the difference between "a hand full of" and "a handful of"?

Exercise 42

Spelling Patterns: ing, er, ed, est

Add the suffix *ing*, *er*, *ed* and *est* where possible to the base words listed.

Highlight the suffix words with an asterisk* where the final consonant in the base word has been doubled

hop, hopping*, hopper*, hopped*

beep,

burn,

beg,

drop,

dine,

write,

hid,

carry,

drag,

burn,

stop,

fit,

trick,

win,

disgust,

feel,

train,

Exercise 43

Spelling Patterns: ca, ce, ci, co, cu, cy

Find and record examples of words that include the spelling patterns **ca**, **ce**, **ci**, **co**, **cu** and **cy**, whether at the beginning, in the middle or at the end of the word. Can you determine what rules generally apply to certain patterns, such as **ci**, **ce** and **cy**?

ca

camp
scampi

ce

cell
scent
lace

ci

cinema
disciple

co

cot
disco

cu

cup
discuss

cy

cycle
mercy

Exercise 44

Word Ladders

Build new words by changing one letter at a time in the string

e.g. Starting word over, lover, mover, cover, coven, oven, even, event.....

Starting with the first word in each list, add, remove or change one letter each time to reveal a new word in the ladder. Be careful you don't set yourself a trap from one word to the next which prevents you from making the next word! Try and complete every space in the column. Who in the class can make the longest ladder? Use the lines on the inside back cover if you are that good!

might

right

light

sight

sigh

sign

sin

tin

ten

pear

book

bough

lie

our

Exercise 45

Homophones

Words with different spellings, but the same pronunciation

Look at the list of words and spell at least one additional word that is pronounced the same, but has a different spelling. Your teacher will give you more examples to think about in the available spaces.

rain, rein, reign

rode, road, rowed

by,

sew,

you,

to,

their,

cent,

cell,

dear,

beach,

blue,

grate,

hair,

here,

herd,

him,

hour,

night,

not,

no,

made,

main,

meet,

pain,

peace,

plane,

sum,

read,

right,

break,

steel,

stair,

tail,

cereal,

key,

scene,

vain,

waste,

fate,

flower,

been,

weak,

leek,

allowed,

bored,

sun,

oh,

ark,

air,

alter,

ate,

ball,

base,

caught,

cord,

idle,

higher,

holy,

you're,

wear,

vain,

Exercise 46

Possessive Pronouns

I, my; you, yours; my, mine; he, his; she, hers; it, its; we, our; they, their

Think of these and other *possessive* pronouns (what do you think *possessive* pronoun means?) and write examples you can find in everyday reading materials in the spaces below.

He was a kind man and lived with his wife in their house.

Exercise 47

Attention! “shun” words:

The suffixes cian, sion, ssion, tion, ation, etion, ition, otion, ution

Find words that have a “shun” sound at the end, and list each one under the correct suffix.

cian

physician

sion

corrosion

ssion

profession

tion

fiction

ation

nation

etion

completion

ition

repetition

otion

motion

ution

pollution

others

ocean

Exercise 48

Unstressed Vowels

Words that have more than one syllable and include vowels that are not stressed when spoken, such as the middle e in the word interest (sounds like “intrest”), or o in the word catholic (sounds like “kathlick”) can often cause people difficulty in spelling the word correctly.

Underline the unstressed vowels in the words below

Work with a friend to develop mnemonics (patterns of letters or associations) which can help you remember the spelling of words in the chart below. Think about the exercises you have already done (spelling patterns, root words, prefixes and suffixes) to help you with this task.

abandoned	original	familiar
animal	boundary	stationery
category	poisonous	company
conference	deafening	definite
dictionary	different	prosperous
explanatory	factory	secretary
flattery	formal	frightening
generally	Wednesday	hospital
widening	disinterest	jewellery
library	literate	literature
marvellous	memorable	messenger
abominable	predict	carpet
description	business	stationary
catholic	battery	compromise
offering	desperate	definitely
difference	doctor	easily
extra	family	primary
smuggler	freedom	general
generous	heaven	separate
interest	interested	voluntary
literacy	illiterate	lottery
miserable	reference	prepare

Exercise 49

Adding Vowel & Consonant Suffixes to Base Words Ending in *e*

Vowel Suffixes **ing, ed, ish, er, est, ism, able, al**
Consonant Suffixes **ful, ment, less, ness, ly**

Develop the possible suffixes for the starting base words listed below, and generate a list of additional base words ending in the letter *e*, followed by the possible suffixes from the list above that can be used with that word. What rule can you think of that relates to the suffix *able*?

tune, tuned, tuning, tuner, tunable, tuneable, tuneful, tuneless
 live,
 hope,
 care,
 shame,
 sure,
 rehearse,
 nice,
 save,
 pave,
 use,
 age,
 love,

The rule when adding the suffix *able* to words ending in *e* is that for many words (but not all) the spelling can be *eable* or *able*, as we can see in the example **tune** to **tunable** or **tuneable**.

Exercise 50

Adding Suffixes to Adjectives and Verbs Ending in **y**

Develop the adjectives and verbs ending in the letter **y** listed below with common suffixes, and use the available spaces to generate additional adjectives and verbs of your own.

Adjectives

happy, happiness, happier, happiest, happily
pretty,
lazy,
hungry,
windy,
ready,
heavy,
empty,

Verbs

supply,
carry,
marry,
try,
ally,
vary,
reply,

(most of the time!)

Most of the time, the rule is that after a **c**, the string would be **ei**, rather than **ie**, as in the case of the word rece**ive**, but can you find some words where this is not the case? One example word is a subject at school!

From the investigations you have made, which string is the most common?

Exercise 52

Transforming Words

Changing the tense (ed, ing), verbs to nouns (ion, ism, ology),
nouns to verbs (ise, ize, ify, en) and negation (un, il, im)

Consider the spelling of the base words when they are transformed

n.b. words with the suffix **ise** added can often be spelled with **ize** as well, with either version correct in the dictionary. A common exception is television to televise, because in this case the **ion** is simply replaced with an **e**. In the UK, **ise** is the traditional string, although **ize** is becoming more widely used in modern writing. In the USA, **ize** is the common version.

Base Word	Negation	Change to Verb	Change to Noun	Change of Tense
television		televise		televised
legal	illegal	legalise/ize		
love				
change				
class				
press				
child				
educate				
educate				
long				
possible				
reduce				
arm				
care				
critic				
age				
fool				
medicine				
responsible				
kind				
decide				
compose				
help				
small				
art				
magnet				
happy				
mobile				

Exercise 53

The Meanings of Prefixes in, im, ir, il, pro, sus

Investigate the origins of each prefix.
What do they mean?

prefix in

inactive
indecent
incapable
inconvenient
inattentive
incredible
inverted

prefix im

immature
immobile
impractical
impossible
improbable
improper
impatient
impolite

prefix ir

irresponsible
irrational
irregular
irresistible

prefix il

illegible
illegal
illiterate

prefix pro

propose
proactive
project
provide
produce
proceed
propeller

prefix sus

suspect
suspense
suspicion
suspend
sustain

in means

ir means

il means

im means

sus means

pro means

Exercise 54

Common Word Roots & Meanings

bi, aqua, aero, super, micro, audi, port, trans, prim, auto, phobia, ology, tele, graph, re, pre
Investigate words with these common roots and determine the root meaning
Use an etymological dictionary to research word histories

Common Root	Meaning	Some Examples of Words Using this Root
bi	two	bicycle, biped, binoculars, binary
aqua		
aero		
super		
micro		
audi		
port		
trans		
prim		
auto		
phobia		
ology		
tele		
graph		
re		
pre		
cede		
clude		
con		
cred		
duo		
hydro/hydra		
photo		
port		
scrib/scrip		
scope		
sub		
tri		
ex		

Exercise 55

Meanings & Spellings of Connectives

We have listed words known as connectives: words (or phrases, such as “*in addition to*”) that have the function of linking other words and sentences together. Consider each connective and write a possible meaning for each one in the available space (some can have more than one). Write examples demonstrating how each one can be used on the opposite page.

Word

Typical Meaning

henceforth

from this point onwards

but

contrasts what has already been stated

therefore

notwithstanding

since

until

however

whereas

then

because

whenever

after

yet

therefore

as

when

while

for

so

and

with

although

besides

consequently

nonetheless

moreover

meanwhile

if

whatever

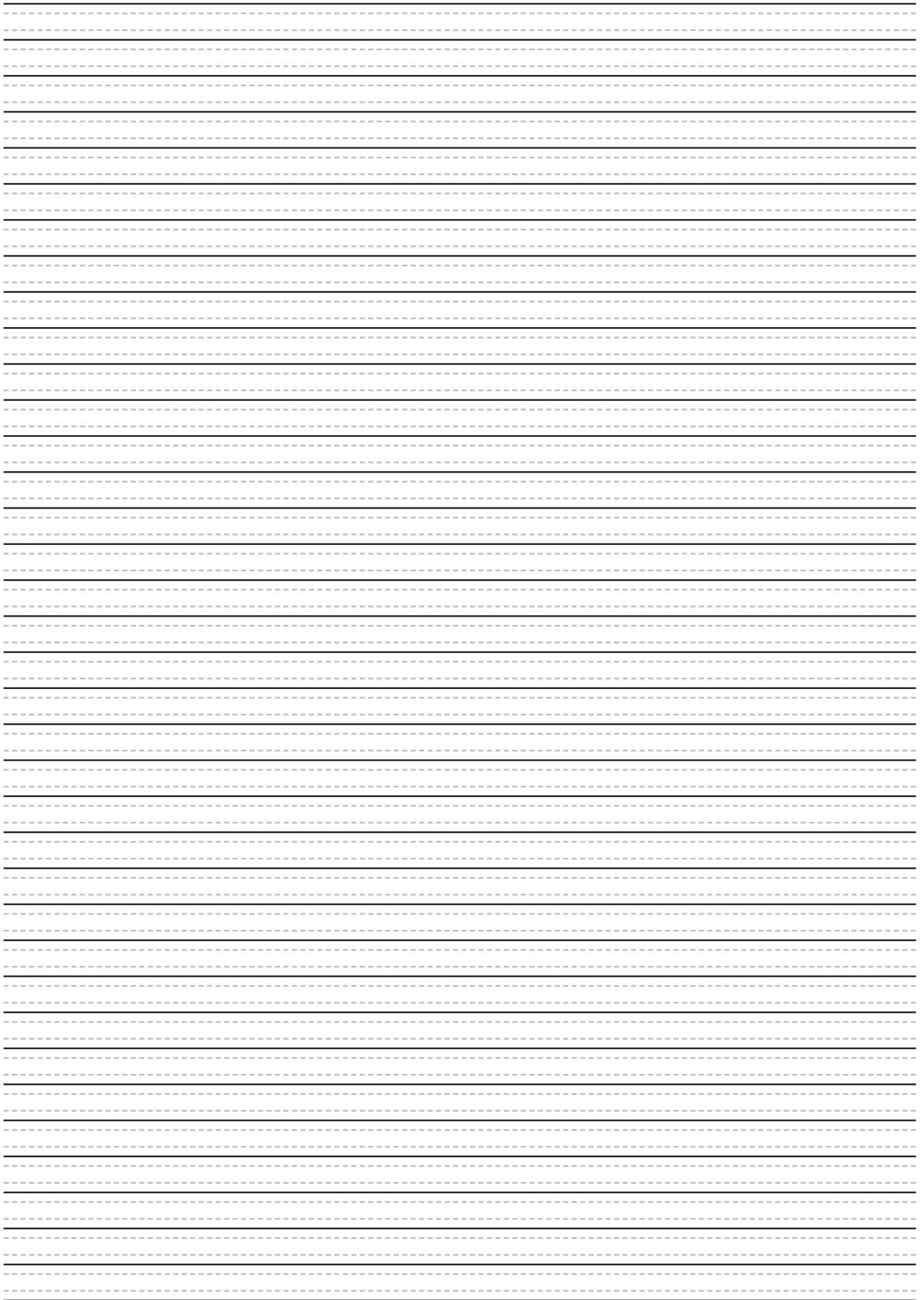
whoever

Exercise 55 (Continued)

Example Uses of Connectives

Write an example showing how the connectives might be used, based on your suggested meaning.

Word	Typical Use
henceforth	henceforth we will do it this way.
but	he ran fast but didn't win.
therefore	
notwithstanding	
since	
until	
however	
whereas	
then	
because	
whenever	
after	
yet	
therefore	
as	
when	
while	
for	
so	
and	
with	
although	
besides	
consequently	
nonetheless	
moreover	
meanwhile	
if	
whatever	
whoever	



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