

Spell Well

A Spelling Programme for Primary Schools

Teacher's
Resource Book

3 & 4



Spell Well

A Spelling Programme for Primary Schools

3 & 4

Teacher's
Resource Book



Published by

CJ Fallon
Ground Floor – Block B
Liffey Valley Office Campus
Dublin 22

ISBN: 978-0-7144-2433-0

First Edition June 2017

© The authors

All rights reserved.

No part of this publication may be reproduced or transmitted, in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of the publisher.

Printed in Ireland by
W&G Baird Limited
Caulside Drive
Antrim BT41 2RS



Contents

Introduction

Pages

Introduction to the Series	iv
Introduction to the Teacher's Resource Book	v

Word Studies

Third Class

Weeks 1–3	2
Weeks 5–6, 7	3
Weeks 9–10, 11	4
Weeks 12–13	5
Weeks 14–15	6
Weeks 17–19	7
Week 20	8
Week 21	9
Weeks 25–27	10
Week 28 onwards	11

Fourth Class

Weeks 2, 4	14
Weeks 7, 10	15
Week 11	16
Weeks 12–13	17
Weeks 14–15, 18–19	18
Week 20	19
Week 21	20
Week 28 onwards	21

Dictation Exercises

Third Class	22–26
Fourth Class	26–30

Solutions to Pupil Book

Third Class	31–40
Fourth Class	41–50

Photocopiable Masters (PCMs)

Introduction to the Series

The Spell Well series has a structured, multi-sensory approach to the teaching and learning of spelling. The series contains seven books from Senior Infants to 6th class.

The Primary School Curriculum (1999) outlines three developmental stages in mastering spelling:

When children attempt to master the complexities of English spelling, they go through a number of overlapping developmental stages.

- using sound-letter relationships
- using pattern
- using meaning

The NCCA research report *Literacy in Early Childhood and Primary Education (3–8 years)* develops these stages further and describes the following four sources of knowledge as key to children's understanding of spelling.

- **Alphabetic understanding for spelling (the 'Alphabetic Principle'):** Alphabetic understanding is the insight that, for many words in English, spelling is primarily left-to-right, a linear matching of sounds and spelling, e.g. m-a-t (mat), s-c-r-a-p (scrap), s-t-o-p (stop).
- **Phonemic awareness:** Phonemic awareness is the ability to reflect on and manipulate the sounds in oral words, which is important for the development of both reading and spelling. A child who can segment the oral word **mat** into /m/ /a/ /t/ or **rush** into /r/ /u/ /s/ /h/ shows some evidence of phonemic awareness. Moreover, this skill is likely to be highly useful in transforming spoken words into their spellings.
- **Knowledge about letter patterns:** Letter patterns provide information about **(a)** the sounds within a syllable (for example, a long vowel sound is signaled by a silent 'e' as in **scrape** or **ice**); and **(b)** patterns governed by syllable divisions.
- **Knowledge about the visual representation of meaning** – an understanding that meaning is preserved among words that are members of a spelling meaning family is important. The spelling meaning layer provides information through the consistent spelling of meaning elements within words despite sound changes (e.g. please/pleasure).

The Spell Well series aims to develop children's spelling knowledge in these four areas as follows:

- (a) Alphabetic understanding for spelling:** The series provides many activities that provide children with an understanding of the correspondence of sound and spelling.
- (b) Phonemic awareness – sound-letter relationships (phonology):** The Spell Well programme includes numerous activities to develop phonological awareness, including activities to develop syllabic awareness, onset and rime and phonemic awareness.
- (c) Knowledge about letter patterns (orthography):** This is developed in the series by examining various letter patterns and furthermore by giving children the opportunity to explore how a single letter pattern can spell a variety of different sounds and, how a single sound can be spelt by using many different letter patterns.

(d) Knowledge about the visual representation of meaning (morphology):

The Spell Well programme develops children's knowledge of root words, contractions, homophones, compound words, prefixes and suffixes, etc.

Children draw upon this core knowledge when reading (decoding) and writing (encoding).

"The more pupils know about the structure of words – including their spellings – the more efficient and fluent their reading will be. Therefore, spelling knowledge can be viewed as a driving force behind efficient reading as well as efficient writing." (Gentry, 2000).

Children are encouraged to use the **Look, Say, Shape, Cover, Write, Check** strategy to aid their learning of spelling. A bookmark containing this strategy is provided in each child's book.

Spelling rules are an integral part of this programme. These rules aid the children in their development of their alphabetic and orthographic knowledge.

Children are also encouraged to choose their own **target word(s)** each day. They may choose these from their reading or writing, words they commonly misspell or words from the Fry or Dolch spelling lists, though most spelling lists are acceptable.

Introduction to the Teacher's Resource Book

Word Studies and Photocopiable Masters

This book has been designed to support the teacher in the teaching of Spell Well 3 and 4. It contains a wealth of high-quality word study activities to ensure all children are given an opportunity to enjoy and succeed at spelling. These include:

Card Games

Cards featuring matching word pairs – e.g. homophones – are used to play a variety of fun, engaging card games, in pairs or small groups.

Snap – Children try to 'snap' as many matching word pairs as possible.

Pair Matching – The cards are laid out at random, face-up, and children try to match the pairs as quickly as possible.

Concentration – The cards are laid out at random, face-down. Children take it in turns to flip the cards over two at a time, aiming to turn over as many matching pairs as possible.

Word Sorts

Children are arranged in small groups and invited to sort a selection of words according to a common feature – number of syllables, vowel sound, letter pattern, etc. The complexity and number of words sorted can be adjusted to accommodate children of all abilities.

Loop Game

Cards featuring contractions, or compound words, and their corresponding word pairs – **e.g. can't = can not, bedroom = bed + room** – are given out, one per child or pair. The child holding the Start Card begins by reading aloud. Whoever has the corresponding word pair now reads their card aloud. This continues until all the cards have been read out.

Word Maker

Children work individually or in pairs to find small words within bigger words. They are encouraged to explore onset and rime, and syllabic and phonemic awareness are developed.

It is suggested that the activities in this book be carried out just before or after the relevant sound, letter string etc. is explored in class. However, the activities can be done at any time and repeated throughout the year as regularly as required.

Children can be directed to cut out the words on the PCMs themselves. PCMs can be laminated, then stored and re-used from year to year.

**Small children must be taught how to use scissors correctly and safely.
Children should not be left unsupervised while using scissors.**



Dictation Exercises

Dictation allows children to use their spelling skills in a 'real world' application. Very simply, you dictate a phrase or sentence and the student writes it down. Writing from dictation allows the student to concentrate on the writing and spelling process without having to compose original sentences. Spelling dictation benefits students by:

- giving them a chance to practise newly-learned words in context.
- testing their mastery of spelling patterns or rules when mixed with other spelling concepts.
- reviewing old spelling words in a meaningful way.
- moving students from the easier task of spelling from a list to the more difficult task of independent writing, without the distractions of creativity, word choice and grammar present in original sentence composition.

First read the sentence aloud to the class. The students write the sentence in their copybook, then proofread what they wrote. The underlined words in each sentence are key words from that week (or from the weeks being revised). The dictation exercises can be repeated as necessary until students have mastered the spelling patterns being tested.

Spell Well

A decorative graphic consisting of a horizontal brown bar with a red circle containing the number 3 in the center, positioned below the title.

Word Study 1: The long /ā/ vowel sound

Learning Outcome: The pupil will explore how the **long /ā/ vowel sound** can be spelled by means of different letter patterns.

Activity Type: Word Sort

Suggested Timing: Weeks 1–3

Organisational Setting: Pairs or groups of three

[illegible]

Activity 1:

Materials: PCM 1 (long /ā/ vowel sound words), **PCM 3** (letter pattern sorting sheet – 4 patterns)

Give each pair/group a copy of PCMs 1 and 3. Ask the children to cut out the words from PCM 1 and spread them randomly on the table in front of them. Invite the children to sort the words from PCM 1 under the correct headings on PCM 3. *(Note: The last word in some of the groupings is not part of the original word lists.)* The children can now write the words under the correct headings.

Unit 10 *Write the missing letter*

alien	acorn	April
lady	apron	agent

ate	male	brave
plane	skate	bake

mail	paid	brain
snail	strain	train

away	birthday	delay
holiday	Sunday	relay

Photocopiable Material © 2014

twinkl

[illegible]

Activity 2:

Materials: PCM 2 (long /ā/ vowel sound words), PCM 4 (letter pattern sorting sheet – 4 patterns)

Give each pair/group a copy of PCMs 2 and 4. Ask the children to cut out the words from PCM 2 and spread them randomly on the table in front of them. Invite the children to sort the words from PCM 2 under the correct headings on PCM 4. (*Note: The last word in some of the groupings is not part of the original word lists.*) The children can now write the words under the correct headings.

Unit 10 *Unit 10: Pronouns*

bear	swear	wear
tear	pear	

beige	feign	rein
veil	vein	reign

grey	they	obey
prey	survey	convey

eight	neigh	neighbour
sleigh	weigh	weight

© Pearson Education Limited 2002

Unit 10

[illegible]

Extension Activity:

Materials: PCMs 1 and 2 (long /ā/ vowel sound words), **PCM 5** (letter pattern sorting sheet – 8 patterns)

Give each group a copy of PCMs 1, 2 and 5. Ask the children to cut out the words from PCMs 1 and 2 and spread them randomly on the table in front of them. Invite the children to sort all the words from PCMs 1 and 2 under the correct headings on the letter pattern sorting sheet on PCM 5. (*Note: some of the words are not in the original word lists.*) The children can now write the words under the correct headings on PCM 5.

Word Study 2: The long /ō/ vowel sound

Learning Outcome: The pupil will explore how the **long /ō/ vowel sound** can be spelled by means of many different letter patterns.

Activity Type: Word Sort

Suggested Timing: Weeks 5–6

Organisation setting: Pairs or groups of three

Activity:

Materials: PCM 6 (long /ō/ vowel sound words), PCM 7 (letter pattern sorting sheet – 6 patterns)

Give each pair/group a copy of PCMs 6 and 7. Ask the children to cut out the words from PCM 6 and spread them randomly on the table in front of them. Invite the children to sort the words from PCM 6 under the correct headings on PCM 7. (*Note: The last word in each grouping is not part of the original word lists.*) The children can now write the words under the correct headings on the PCM.

Extension Work: Ask the children to think of extra words that can be added to the lists on PCM 7. These could be written in their copies.

beth	local	hotel
oval	omit	stary
bone	home	globe
slope	those	smoke
boast	cloak	coach
groan	throat	read
toe	hoe	Joe
oboe	poem	foe
four	soul	court
mould	shoulder	fourth
slow	snow	throw
below	yellow	follow

Write the correct words under each heading.

This long /ō/ vowel sound is in the...	This long /ō/ vowel sound is in the...	This long /ō/ vowel sound is in the...

Word Study 3: Contractions

Learning Outcome: The pupil is able to understand what happens when two words are joined together to make one shorter word (contraction).

Activity Type: Loop Cards

Suggested Timing: Week 7

Organisational Setting: Groups of 16 or whole class

Start Card I have the words I do not. Who has I'll ?	I have the words I will. Who has I'm ?
I have the words I am. Who has it's ?	I have the words it is. Who has he'll ?
I have the words he will. Who has he's ?	I have the words he is. Who has can't ?
I have the words can not. Who has you'll ?	I have the words you will. Who has she's ?

I have the words she is. Who has they'll ?	I have the words they will. Who has we'll ?
I have the words we will. Who has she'll ?	I have the words she will. Who has we're ?
I have the words we are. Who has I didn't ?	I have the words I did not. Who has you're ?
I have the words you are. Who has they're ?	I have the words they are. Who has I don't ?

Activity:

Materials: PCM 8 and PCM 9 (contraction loop cards)

Photocopy, cut out (or have the children cut out) and laminate PCMs 8 and 9 to make Loop Cards. Shuffle and give out one Loop Card per child – or alternatively, one card between two children.

Invite the child holding the **Start Card** to begin by reading aloud – e.g. *'I have the words **I do not.** Who has **I'll**?' Whoever has the corresponding word pair now reads their card aloud to answer the question – e.g. *'I have the words **I will.** Who has **I'm**?''**

Continue like this until all cards have been read out. Cards can be stored and reused during future classes.

Word Study 4: The long /ū/ vowel sound

Learning Outcome: The pupil will explore how the **long /ū/ vowel sound** can be spelled by means of different letter patterns.

Activity Type: Word Sort

Suggested Timing: Weeks 9–10

Organisational Setting: Pairs or groups of three or four

Activity:

Materials: **PCM 10** (long /ū/ vowel sounds), **PCM 11** (letter pattern sorting sheet – 5 patterns)

Give each pair/group a copy of PCMs 10 and 11. Ask the children to cut out the words from PCM 10 and spread them randomly on the table in front of them. Invite the children to sort the words from PCM 10 under the correct headings on PCM 11. (*Note: The last word in each grouping is not part of the original word lists.*) The children can now write the words under the correct headings on the PCM.

Extension work: Ask the children to find other words that can be added to the lists on PCM 11. These can be written at the end of PCM 11.

duty	tully	future
music	uniform	human
cute	huge	amuse
excuse	mature	cube
crew	flew	stew
threw	nephew	new
food	loop	igloo
proof	school	stool
blue	fuel	argue
rescue	issue	tissue

Write the correct words under each heading.				
The long ū sound is in the beginning	The long ū sound is in the middle	The long ū sound is in the end	The long ū sound is in the beginning	The long ū sound is in the end

Word Study 5: Compound Words

Learning Outcome: The pupil will understand how small words are combined to make compound words.

Activity Type: Loop Cards

Suggested Timing: Week 11

Organisational Setting: Groups of 16 or whole class

Activity: Loop Cards

Materials: **PCM 12** and **PCM 13** (compound word loop cards)

Photocopy, cut out (or have the children cut out) and laminate PCMs 12 and 13 to make Loop Cards. Shuffle and give out one Loop Card per child – or alternatively, one card between two children.

Invite the child holding the **Start Card** to begin by reading aloud – e.g. 'I have the word **anyone**. Who has the words **black + board**?' Whoever has the corresponding word pair now reads their card aloud to answer the question – e.g. 'I have the word **blackboard**. Who has the words **bed + room**?' Continue like this until all cards have been read out. Cards can be stored and reused for future classes.

Start Card I have the word anyone . Who has the words black + board ?	I have the word blackboard . Who has the words bed + room ?
I have the word bedroom . Who has the words day + dream ?	I have the word daydream . Who has the words ear + ring ?
I have the word earring . Who has the words every + one ?	I have the word everyone . Who has the words foot + path ?
I have the word footpath . Who has the words good + bye ?	I have the word goodbye . Who has the words hand + bag ?

I have the word handbag . Who has the words in + side ?	I have the word inside . Who has the words week + end ?
I have the word weekend . Who has the words any + thing ?	I have the word anything . Who has the words him + self ?
I have the word himself . Who has the words with + out ?	I have the word without . Who has the words some + thing ?
I have the word something . Who has the words no + body ?	I have the word nobody . Who has the words any + one ?

Word Study 6: Adding the suffixes –ed or –ing

Learning Outcome: The pupil understands how words change when the suffixes –ed and –ing are added to them.

Activity Type: Word Sort

Suggested Timing: Weeks 12–13

Organisational Setting: Pairs or groups of three

Activity 1: –ed

Materials: PCM 14 (root words), PCM 15 (suffix sorting sheet –ed)

Give each pair or group a copy of PCMs 14 and 15. Ask the children to cut out the words from PCM 14. These are a combination of all the root words from weeks 12 and 13 in Spell Well 3. The last word, **hop**, has been added to the group.

The children should now spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on PCM 15 – adding the suffix –ed. The children can now write the words under the correct headings.



enjoy	help	look
say	care	come
like	make	clap
run	shop	win
burn	plan	hope
show	work	bake
save	smile	cause
slip	drop	grab
pass	pull	fill
call	stop	beg
pick	play	love
ask	jump	hop



Write the correct words under each heading.


Simply add -ed.	Drop the final e and add -ed.	Double the final consonant and add -ed.

Activity 2: –ing

Materials: PCM 14 (root words), PCM 16 (suffix sorting sheet –ing)

Give each pair or group a copy of PCMs 14 and 16. Ask the children to cut out the words from PCM 14. These are a combination of all the root words from weeks 12 and 13 in Spell Well 3. The last word, **hop**, has been added to the group.

The children should now spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on PCM 16 – adding the suffix –ing. The children can now write the words under the correct headings



Write the correct words under each heading.

Simply add -ing.	Drop the final e and add -ing.	Double the final consonant and add -ing.

Differentiation: Children who are struggling can sort fewer words for each activity.

Extension Work: Have the more able children find other root words that can be written under the headings on PCMs 15 and 16.

Word Study 7: Plurals

Learning Outcome: The pupil understands what happens to words when they are changed from the singular form to the plural form.

Activity Type: Word Sort

Suggested Timing: Weeks 14–15

Organisational Setting: Groups of three or five

Activity:

Materials: PCM 17 (root words in the singular form), PCM 18 (plural sorting sheet)

Give each group a copy of PCMs 17 and 18. Ask the children to cut out the words from PCM 17. These are the singular forms of all the words from weeks 14 and 15 in Spell Well 3.

The children should now spread the words randomly on the table in front of them. Invite them to sort the words from PCM 17 under the correct headings on PCM 18. The children can now write the words under the correct headings.

Differentiation: Children who are struggling can sort fewer words onto the plural sorting sheet.

Extension work: Ask the more able children to find other root words that can be added to the columns on the plural sorting sheet.

key	girl	book
house	race	beach
lunch	match	wish
brush	hero	bus
glass	box	fox
friend	wave	wheel
thing	question	birthday
chimney	essay	key
monkey	army	bag
city	lady	party
deer	fish	feet
mice	sheep	cent
crop	flower	month

Write the correct words under each heading.					
Simply add s	Add -es to words that end in s, sh, ch, x, z	Add -es to words that end in o, a, i, e and u	If a word ends in y, change the y to i and add -ies	If a word ends in y, change the y to i and add -ies	Plural form does not change

Word Study 8: The long /i/ vowel sound

Learning Outcome: The pupil is able to explore how the **long /i/ vowel** sound can be spelled by means of different letter patterns.

Activity Type: Word Sort

Suggested Timing: Weeks 17–19

Organisational Setting: Groups of three to five

iron	item	idea
ideal	icon	child
final	pilot	silent
spider	ivy	crisis

shine	invite	stripe
wife	write	time

quiet	guide	guise
disguise	inquire	guidelines

Activity 1

Materials: PCM 19 (list words), PCM 21 (letter pattern sorting sheet – 3 patterns)

Give each group a copy of PCMs 19 and 21. Ask the children to cut out the words from PCM 21. These are words containing the **long /i/ sound** as in **child**, **write** and **disguise**.

The children should now spread the words randomly on the table in front of them. Invite the children to sort these words under the correct headings on PCM 21. The children could now paste, or write, the words under the correct headings.

Write the correct words under each heading.		
The long /i/ as in /eye/	The long /i/ as in /igh/	The long /i/ as in /igh/

Activity 2

Materials: PCM 20 (list words), PCM 22 (letter pattern sorting sheet – 3 patterns)

Give each group a copy of PCMs 20 and 22. Ask the children to cut out the words from PCM 20. These are words containing the **long /i/ sound** as in **cry**, **tie** and **fright**.

The children should now spread the words randomly on the table in front of them. Invite the children to sort these words under the correct headings on PCM 22. The children could now paste, or write, the words under the correct headings.

Differentiation: Children who are struggling can sort fewer words onto the letter pattern sorting sheet.

Extension work: Ask the more able children to find other words that can be added to the columns on the letter pattern sorting sheet.

cry	deny	apply
reply	multiply	sky
cycle	hype	type
rhyme	style	bye

tie	die	cries
fries	spies	lie

night	sight	bright
fright	delight	might

Write the correct words under each heading.		
The long /i/ as in /igh/	The long /i/ as in /igh/	The long /i/ as in /igh/

Word Study 9: Homophones

Learning Outcome: The pupil understands what a homophone is, and is able to explore a selection of these words.

Activity Type: Card Games

Suggested Timing: Week 20

Organisational Setting: Pairs or groups of three to five

two	too
sail	sale
cent	scent
pain	pane
you	ewe

Note: Homophones are two or more words that sound the same, but have different meanings and spellings, e.g. new and knew.

Activity 1: Pair matching

Materials: PCMs 23, 24, 25 and 26 (homophone playing cards)

Photocopy, cut out (or have the children cut out) and laminate PCMs 23, 24, 25 and 26 for each pair or group to make the playing cards.

Ask the children to spread the words randomly on the table in front of them, face-up. They now simply pair up the matching homophones.

board	bored
wait	weight
right	write
through	threw
night	knight

Activity 2: Homophone Snap

Materials: PCMs 23, 24, 25 and 26 (homophone playing cards)

Rules of Snap

Snap is a card game in which all of the cards are shuffled and dealt equally to players (two to four people). Cards are left in a face-down pile in front of each player. Starting with the youngest player and moving clockwise, each player takes the top card from his face-down pile and places it face-up in a pile in the centre. When someone puts down a card that matches the card on top of this pile, the players race to be the first to say "Snap!" The player who says "Snap!" first wins the pile and adds it to the bottom of his face-down pile. Play continues like this until all the cards have been won. The player who wins all the cards (or who has the most cards after a time limit) wins the game.

there	their
which	witch
see	sea
peace	piece
bare	bear

buy	bye
stare	stair
eye	I
plane	plain
weight	wait

Photocopy, cut out (or have the children cut out) and laminate PCMs 23, 24, 25 and 26 for each pair or group to make the playing cards.

The children take it in turns to shuffle (or mix up) the cards which are then divided evenly among the players. The game is then played as above. In this case, a pair of matching homophones makes a 'snap' – for example, **wait** and **weight**.

Word Study 10: Silent letters

Learning Outcome: The pupil is able to recognise and pronounce words that contain the silent letters **b, g or h**.

Activity Type: Word Sort

Suggested Timing: Week 21

Organisational Setting: Pairs or groups of three or four

Activity:


Materials: **PCM 27** (36 words that contain the silent letters **b, g or h**), **PCM 28** (silent letter sorting sheet)

Give each pair or group a copy of PCMs 27 and 28. Ask the children to cut out the words from PCM 28. These words all contain the silent letters **b, g or h**.

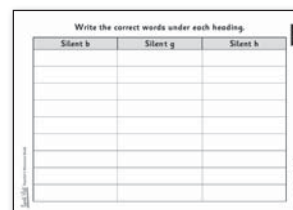
The children should now spread the words randomly on the table in front of them. Invite them to sort the words under the correct headings on PCM 28. The children can now write the words under the correct headings.

Differentiation: Children who are struggling can sort fewer words onto the silent letter sorting sheet.

Extension: Have the more able children find other words that can be added to the columns on the silent letter sorting sheet.



climb	comb	debt
doubt	thumb	crumb
dumb	lamb	bomb
gnaw	high	light
reign	gnome	sign
design	campaign	foreign
choir	hour	honour
honest	ghost	rhyme
rhythm	vehicle	exhaust



Write the correct words under each heading.		
Silent b	Silent g	Silent h

Word Study 11: The long /ē/ vowel sound

Learning Outcome: The pupil will explore how the **long /ē/ vowel sound** can be spelled by means of different letter patterns.

Activity Type: Word Sort

Suggested Timing: Weeks 25–27

Organisational Setting: Pairs or groups of three or four

evil	equal	even
evening	eclipse	legal
female	she	we

athlete	delete	here
these	theme	gene
concrete	severe	complete

angry	drawy	weary
family	twenty	heavy
baby	candy	city

clear	jeans	dream
leave	please	teach
fear	feast	beak

Activity 1:

Materials: PCM 29 (list words),
PCM 30 (letter pattern sorting sheet – 4 patterns)

Ask the children to cut out the words from PCM 29. These are words containing the **long /ē/ sound** as in **evil**, **athlete**, **angry** and **clear**.

The children should now spread the words randomly on the table in front of them. Invite them to sort the words under the correct headings on PCM 30. The children can now write the words under the correct headings.

Write the correct words under each heading.			
The long /ē/ sound as in evil	The long /ē/ sound as in athlete	The long /ē/ sound as in angry	The long /ē/ sound as in clear

agree	bee	bleed
coffee	speech	beach
beep	breed	cheek

monkey	turkey	honey
valley	chimney	key
hockey	money	kidney

ski	suite	unique
clique	spaghetti	

field	believe	chief
niece	relief	achieve
belief	priest	piece

ceiling	deceive	perceive
receive	receipt	conceive
deceit	conceit	

Activity 2:

Concrete materials: PCM 31 (list words), PCM 32 (letter pattern sorting sheet – 5 patterns)

Ask the children to cut out the words from PCM 31. These are words containing the **long /ē/ sound** as in the words **agree**, **monkey**, **ski**, **field** and **ceiling**.

The children should now spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on the letter pattern sorting sheet.

Write the correct words under each heading.				
The long /ē/ sound as in agree	The long /ē/ sound as in monkey	The long /ē/ sound as in ski	The long /ē/ sound as in field	The long /ē/ sound as in ceiling

Differentiation: Children who are struggling can sort fewer words onto the letter pattern sorting sheet.

Extension: Have the more able children find other words that can be added to the columns on the letter pattern sorting sheet.

Word Study 12: Words within words

Learning Outcome: The pupil is able to explore and find small words within bigger words, can explore onset and rime, and can develop their syllabic and phonemic awareness.

Activity Type: Word Maker

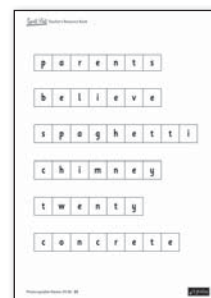
Suggested Timing: Week 28 onwards

Organisational Setting: Individuals or pairs

Activity:

Materials: PCM 33 (sample words), ziplock sandwich bags or envelopes

Photocopy PCM 33. Cut out and laminate the individual words – you will need one word per child or pair to start. Invite each child or pair to cut out the individual letters of their word. Give each child an envelope or a ziplock bag to store the laminated letters in for use at a later stage, or store the letters for reuse during future classes.



The following is an example using the word PARENTS. Simply adapt the instructions to any of the words on PCM 33, or to any word of six letters or more of your choosing.

Direct the children to create new words from their letters by calling out instructions. The children carry out these instructions by arranging their letters on the table – you may also want them to write the new words in their copybook. Feel free to alter the instructions depending on the different levels of ability in the class, simplifying or adding complexity as necessary.

PARENTS

1. Take two letters and make the word **an**.
2. Add a letter to make the word **ran**.
3. Replace the letter **r** with another letter to make **tan**.
4. Replace a letter to make the word **ten**.
5. Add a letter to change this word into the plural form (**tens**).
6. Rearrange the letters in the word **tens** to make another word (**sent**).
7. How many two/three/four/five/six-letter words can you make using the letters in the word **parents**?
8. Clap out the number of syllables in each word.

Extension: Repeat the exercise with all of the words on PCM 33. You could ask the children to come up with their own instructions for creating new words.

Spell Well

A decorative graphic consisting of a purple circle with a yellow number 4 inside, positioned over a horizontal orange bar. The bar and circle have a slight 3D effect with shadows.

4

Word Study 1: f or ph?

Learning Outcome: The pupil will learn about the **ph** digraph which makes **the /f/ sound**.

Activity Type: Word Sort

Suggested Timing: Week 2

Organisational Setting: Pairs or groups of three

Activity:

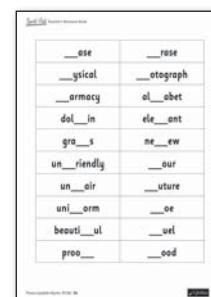
Materials: **PCM 34** (words missing either 'f' or 'ph'),
PCM 35 (letter heading sorting sheet)

Note: Before doing this word study, it is advisable that children revise the following words from Spell Well 3:

unfair	unfriendly	foe	four	fuel
future	uniform	food	proof	beautiful

Give each pair/group a copy of PCMs 34 and 35. Ask the children to cut out the words from PCM 34 and spread them randomly on the table in front of them. Invite the children to complete the words with the letters ph or f. The children can now write the complete words under the correct headings on PCM 35.

Extension Work: Ask the children to find other words that can be added to the lists on PCM 35.



Word Study 2: Prefixes

Learning Outcome: The pupil will learn about the prefixes **dis-** and **mis-**.

Activity Type: Word Sort

Suggested Timing: Week 4

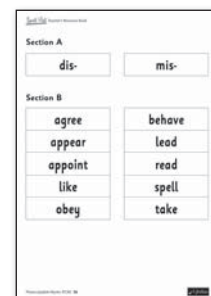
Organisational Setting: Pairs or groups of three

Activity:

Materials: **PCM 36** (words that take the prefixes **dis-** or **mis-**),
PCM 37 (prefix sorting sheet)

Give each pair/group a copy of PCMs 36 and 37. Ask the children to cut out Section A of PCM 36 and then to cut out the 10 words in Section B. Ask them to spread the words randomly on the table in front of them. The children can place the **dis** or **mis** cards before each word to figure out which words take which prefixes. The children can now write the words under the correct headings on PCM 37.

Extension Work: Ask the children to find other words that take the suffixes **dis-** or **mis-** to add to the lists in the bottom section of PCM 37.



Word Study 3: Contractions

Learning Outcome: The pupil is able to understand what happens when two words are joined together to make one shorter word (contraction).

Activity Type: Loop Cards

Suggested Timing: Week 7

Organisational Setting: Groups of 15 or whole class

Start Card I have the words do not. Who has I'll ?	I have the words I will. Who has I'm ?
I have the words I am. Who has it's ?	I have the words it is. Who has he'll ?
I have the words he is. Who has he's ?	I have the words he is. Who has can't ?
I have the words you not. Who has you'll ?	I have the words you will. Who has she's ?
I have the words she is. Who has they'll ?	I have the words they will. Who has we're ?

Activity:

Materials: PCMs 38, 39 and 40 (loop cards)

Note: This game is an extension of the loop game done in third class (see page 3).

Photocopy, cut out (or have the children cut out) and laminate PCMs 38, 39 and 40 to make Loop Cards. Shuffle and give out one loop card per child (or two cards per child if playing with a group of 15).

Invite the child holding the **Start Card** to begin by reading aloud – e.g. 'I have **do not**. Who has **I'll**?' Whoever has the corresponding word pair now reads their card aloud to answer the question – e.g. 'I have **I will**. Who has **I'm**?''

Continue like this until all cards have been read out. Cards can be stored and reused in future classes.

I have the words we are. Who has she'll ?	I have the words she will. Who has we'll ?
I have the words we will. Who has shouldn't ?	I have the words should not. Who has you're ?
I have the words you are. Who has they're ?	I have the words they are. Who has I've ?
I have the words I have. Who has couldn't ?	I have the words could not. Who has there's ?
I have the words there is. Who has you've ?	I have the words you have. Who has doesn't ?

I have the words does not. Who has aren't ?	I have the words are not. Who has we've ?
I have the words we have. Who has wasn't ?	I have the words will not. Who has wasn't ?
I have the words was not. Who has they've ?	I have the words they have. Who has didn't ?
I have the words did not. Who has isn't ?	I have the words is not. Who has wouldn't ?
I have the words would not. Who has haven't ?	I have the words have not. Who has don't ?

Word Study 4: Adding y to form adjectives

Learning Outcome: The pupil understands what happens to words when the letter **y** is added to the end of them to form adjectives, as in rain → rainy.

Activity Type: Word Sort

Suggested Timing: Week 10

Organisational Setting: Groups of three to five

rain	storm	cloud
gloom	trick	sun
fog	mud	fur
run	ice	scare
noise	taste	filth

Activity:

Materials: PCM 41 (root words), PCM 42 (adjective sorting sheet)

Give each pair/group a copy of one half of PCM 41 (the same words are included on PCM 41 twice in order to cut down on photocopying) and PCM 42. Ask the children to cut out the words on PCM 41.

The children should now spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on the letter pattern sorting sheet. (Note: The last word is not a list word.)

Write the correct words under each heading.		
Simply add y	Double the final letter if it is pronounced by a vowel and add y	For words ending in a stop letter add y

Extension work: To extend the children, have them find more words that can be added to the lists on PCM 42.

Word Study 5: Compound Words

Learning Outcome: The pupil understands how small words can be combined to make compound words.

Activity Type: Card Games

Suggested Timing: Week 11

Organisational Setting: Pairs or groups of three to five

hand	writing
black	board
bed	room
tooth	brush
world	wide

Activity 1: Pair matching

Materials: PCMs 43, 44, 45 and 46 (compound word playing cards)

Photocopy, laminate and cut out (or have the children cut out) PCMs 43, 44, 45 and 46 for each pair or group to make the playing cards.

Ask the children to spread the words randomly on the table in front of them, face-up. They now simply pair up the words to make compound words.

foot	path
be	came
day	dream
hand	bag
play	ground

Activity 2: Concentration

Materials: PCMs 43, 44, 45 and 46 (compound word cards)

Photocopy, cut out (or have the children cut out) and laminate PCMs 43, 44, 45 and 46 for each pair or group to make the playing cards.

Rules of Concentration

In turn, each player chooses two cards and turns them face-up. If they are a match, then that player wins the pair and plays again. If they are not a match, they are turned face-down again and play passes to the player on the left. Players must try to remember where the cards are in order to get matching pairs. The game ends when the last pair has been picked up. The winner is the person with the most pairs. There may be a tie for first place.

week	end
any	thing
him	self
with	out
some	thing

The children take it in turns to shuffle (or mix up) the cards, which are then divided evenly among the players. The game is then played as above. In this case, two words that form a compound word are a match.

under	ground
out	side
pass	word
some	day
key	board

Note: Depending on which compound words the children form, not all cards will necessarily have a match by the end of the game.

Word Study 6: Suffixes

Learning Outcome: The pupil understands how words change when the suffixes **-ed** and **-ing** are added to them.

Activity Type: Word Sort

Suggested Timing: Week 12–13

Organisational Setting: Pairs or groups of three

see	do	spend
try	lead	take
write	drive	decide
start	watch	walk
talk	amaze	shout
smile	manage	excite
use	change	hug
plan	shut	chat
job	begin	stop
prefer	dim	grin

Activity 1:

Materials: PCM 47 (root words), PCM 48 (suffix sorting sheet **-ing**)

Give each pair/group a copy of PCMs 47 and 48. Ask the children to cut out the words on PCM 47. These are a combination of all the root words in weeks 12 and 13. Ask the children to spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on the **-ing** suffix sorting sheet. The children can now write the words under the correct headings on PCM 48.

Activity 2:

Materials: PCM 47 (root words), PCM 49 (suffix sorting sheet **-ed**)

Give each pair/group a copy of PCMs 47 and 49. Ask the children to cut out the words on PCM 47. These are a combination of all the root words in weeks 12 and 13. Ask the children to spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on the **-ed** suffix sorting sheet. The children can now write the words under the correct headings on PCM 49.

Differentiation: Children who are struggling can sort fewer words onto the suffix sorting sheets.

Extension Work: Ask the children to find other words that take the suffixes **-ing** or **-ed** to add to the lists in the bottom section of PCMs 48 and 49.

Write the correct words under each heading.

Simply add -ing	Drop the final e and add -ing	Double the final consonant and add -ing	Words with a silent e: drop the final e and add -ing

Write the correct words under each heading.

Simply add -ed	Drop the final e and add -ed	Double the final consonant and add -ed	Words with a silent e: drop the final e and add -ed

Word Study 7: Plurals

Learning Outcome: The pupil understands what happens to words when they are changed from the singular form to the plural form.

Activity Type: Word Sort

Suggested Timing: Weeks 14–15

Organisational Setting: Groups of three to five

Activity:

Materials: PCM 50 (singular root words), PCM 51 (plural sorting sheet)

Give each group a copy of PCMs 50 and 51. Ask the children to cut out the words on PCM 50. These are all the words in weeks 14 and 15 in their singular form. Ask the children to spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on the plural sorting sheet. The children can now write the words under the correct headings on PCM 51.

Differentiation: Children who are struggling can sort fewer words onto the plural sorting sheet.

Extension Work: Ask the children to find other root words that can be added to the plural sorting sheet.

cold	bright	fast
quiet	strong	brave
large	nice	safe
wide	big	fit
hot	wet	thin
easy	early	happy
heavy	lucky	small

Write the correct words under each heading.			
Simply add s	Words that end in sh or ch, add es	Words that end in x, yz, or o, add es	Words that never take a plural

Word Study 8: Comparative Adjectives

Learning Outcome: The pupil understands what happens to adjectives when they are changed into comparative adjectives. Comparative adjectives compare one noun to another noun.

Activity Type: Word Sort

Suggested Timing: Weeks 18–19

Organisational Setting: Groups of three to five

Activity:

Materials: PCM 52 (adjectives), PCM 53 (adjective sorting sheet)

Give each group a copy of PCMs 52 and 53. Ask the children to cut out the words on PCM 52. These are all adjectives that can be changed into comparative adjectives. Ask the children to spread the words randomly on the table in front of them. Invite them to sort these words under the correct headings on the comparative adjective sorting sheet. The children can now write the words under the correct headings on PCM 53.

cold	bright	fast
quiet	strong	brave
large	nice	safe
wide	big	fit
hot	wet	thin
easy	early	happy
heavy	lucky	small

Write the correct words under each heading.			
Simply add er	Drop the final e and add er	Double the final consonant if it is preceded by a vowel and add er	Words that end in y, change the y to i and add er

Differentiation: Children who are struggling can sort fewer words onto the comparative adjective sorting sheet.

Extension Work: Ask the children to find other adjectives that can be added to the comparative adjective sorting sheet.

Word Study 9: Homophones

Learning Outcome: The pupil understands what a homophone is, and is able to explore a selection of these words.

Activity Type: Card Games

Suggested Timing: Week 20

Organisational Setting: Pairs or groups of three to five

two	too
sail	sale
cent	scent
pain	pane
you	ewe

Note: Activities 1 and 2 below are revision of 3rd Class Word Study 9, using the same PCMs (homophone playing cards).

Activity 1: Pair matching

Materials: PCMs 23, 24, 25 and 26 (homophone playing cards)

Photocopy, laminate and cut out (or have the children cut out) PCMs 23, 24, 25 and 26 for each pair or group to make the playing cards.

Ask the children to spread the words randomly on the table in front of them, face-up. They now simply pair the matching homophones up.

board	bored
wait	weight
right	write
through	threw
night	knight

Activity 2: Homophone Snap

Please see page 8 for the full rules of Snap.

Materials: PCMs 23, 24, 25 and 26 (homophone cards)

Photocopy, laminate and cut out (or have the children cut out) PCMs 23, 24, 25 and 26 for each pair or group to make the playing cards.

The children take it in turns to shuffle (or mix up) the cards which are then divided evenly among the players. The game is then played as per the usual rules of Snap. In this case, a pair of matching homophones makes a 'snap' – for example, **wait** and **weight**.

there	their
which	witch
see	sea
peace	piece
bare	bear

Activity 3: Concentration

Materials: PCMs 23, 24, 25 and 26 (homophone cards)

Please see page 16 for the full rules of Concentration.

Photocopy, laminate and cut out (or have the children cut out) PCMs 23, 24, 25 and 26 for each pair or group to make the playing cards.

The children take it in turns to shuffle (or mix up) the cards, which are then divided evenly among the players. Players then take it in turns turning cards face-up, two at a time, trying to find matching pairs. In this case, homophone pairs form a match – e.g. **peace** and **piece**. The child with the most pairs at the end of the game, or after a set time limit, is the winner.

buy	bye
stare	stair
eye	I
plane	plain
weight	wait

Word Study 10: Silent Letters

Learning Outcome: The pupil is able to recognise and pronounce words that contain the silent letters **k, l** or **w**.

Activity Type: Word Sort

Suggested Timing: Week 21

Organisational Setting: Pairs or groups of three or four

Activity:

Materials: **PCM 54** (words that contain the silent letters **k, l** or **w**), **PCM 55** (silent letter sorting sheet)

Give each pair or group a copy of PCMs 54 and 55. Ask the children to cut out the words from PCM 55. These words all contain the silent letters **k, l** or **w**.

The children should now spread the words randomly on the table in front of them. Invite them to sort the words under the correct headings on PCM 54. The children can now write the words under the correct headings.

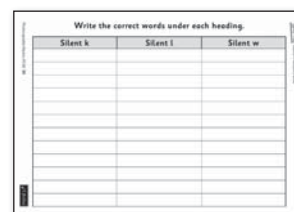
Differentiation: Children who are struggling can sort fewer words onto the silent letter sorting sheet.

Extension: Have children find other words that can be added to the columns on the silent letter sorting sheet.



PCM 55 is a grid of words containing silent letters k, l, or w. The words are arranged in three columns and four rows.

knife	knee	knight
knot	know	knapsack
knit	knob	knuckle
knack	knock	knowledge
calm	could	should
calf	walk	salmon
chalk	talk	would
folk	half	
wren	whole	wrestle
write	wrong	answer
wreck	wriggle	wrinkle
wrist	sword	wretch



PCM 54 is a sorting sheet with three columns for silent letters k, l, and w. The title is 'Write the correct words under each heading.' The columns are labeled 'Silent k', 'Silent l', and 'Silent w'. Each column has ten rows for writing words.

Silent k	Silent l	Silent w

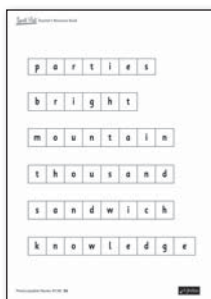
Word Study 11: Words within words

Learning Outcome: The pupil is able to explore and find small words within bigger words; can explore onset and rime; and can develop their syllabic and phonemic awareness.

Activity Type: Word Maker

Suggested Timing: Weeks 28 onwards

Organisational Setting: Individuals or pairs



Activity

Materials: PCM 56 (sample words), ziplock sandwich bags or envelopes

Note: This activity is a revision of 3rd Class Word Study 12 using more complex words.

Photocopy and laminate PCM 56. Cut out the individual words – you will need one word per child or pair to start. Invite each child or pair to cut out the individual letters of their word. Give each child an envelope or a ziplock bag to store the laminated letters in for use at a later stage, or store the letters for re-use with future classes.

The following is an example using the word PARTIES. Simply adapt the instructions to any of the words on PCM 56, or to any word of six letters or more of your choosing.

Direct the children to create new words from their letters by calling out instructions. The children carry out these instructions by arranging their letters on the table – you may also want them to write the new words in their copybook. Feel free to alter the instructions depending on the different levels of ability in the class, simplifying or adding complexity as necessary.

PARTIES

1. Take two letters and make the word **at**.
2. Add a letter to make the word **pat**.
3. Replace the letter **p** with another letter to make **rat**.
4. Add a letter to change this word into the plural form (**rats**).
5. Replace the letter **r** with another letter to make **eats**.
6. Rearrange the letters in the word **eats** to make another word (**seat**).
7. Replace the first letter with **p** (**peat**).
8. How many two/three/four/five/six letter-words can you make using the letters in the word **parties**?
9. Clap out the number of syllables in each word.

Extension: Repeat the exercise with all of the words on PCM 56. You could ask the children to come up with their own instructions for creating new words.

Dictation Exercises – Third Class

WEEK 1		WEEK 2	
1.	I met a lady on the plane .	1.	My birthday is on Sunday .
2.	I must open my mail .	2.	The bear ate a big steak .
3.	The brave king went to war .	3.	The heir went on holiday for his birthday .
4.	An alien ate an acorn .	4.	She took her beige veil on the train .

WEEK 3		WEEK 4	
1.	The grey horse said neigh , neigh.	1.	The unkind man was very unpopular .
2.	Pat is a great neighbour to have.	2.	The unfriendly boy was very unhappy .
3.	They ran a relay race in the rain .	3.	There is nothing the matter with the untidy room.
4.	Santa must weigh his sleigh straight away.	4.	He was unable to learn the letter 'b'!

WEEK 5		WEEK 6	
1.	The witch had a wand under her cloak .	1.	Joe ate a yellow pear.
2.	An old bone was found on the slope .	2.	There was mould on the paper .
3.	The coach went to the local hotel .	3.	The group played the oboe in the snow .
4.	She was unable to follow the story in English .	4.	She will carry a group of four to the court .

WEEK 7		WEEK 8	
1.	They're a team of young aliens.	1.	' You're eight years old,' she said.
2.	Where is it? It's above the huge hotel.	2.	He'll hurt his shoulder if he runs that way.
3.	He's quiet but he should be chatty.	3.	My birthday is in April .
4.	Once I'm healthy, I can't go wrong!	4.	My neighbour ate in the local hotel .
		5.	The lady wore a veil last Sunday .
		6.	The unpopular king was unkind to the dog.

WEEK 9		WEEK 10	
1.	The tulip was red in colour .	1.	You must put fuel in the car.
2.	My nephew wears a grey uniform to school.	2.	The rescue team wore blue uniforms.
3.	The mature man will excuse you in future .	3.	The view from the igloo was beautiful .
4.	The crew found a letter on the ground .	4.	We did a study of earth at school .

WEEK 11		WEEK 12	
1.	'Has anyone seen my handbag ?' she asked.	1.	She was enjoying running in the park.
2.	Everyone likes to play at the weekend .	2.	They are planning a shopping trip.
3.	I like to daydream inside my own bedroom .	3.	He was looking into making an order online.
4.	Nobody goes outside without a coat in winter.	4.	She is coming to the meeting near the burning fire.

WEEK 13		WEEK 14	
1.	Pat dropped the ball when he slipped .	1.	The boys and girls ate their lunches .
2.	The cow smiled as she jumped over the moon.	2.	The football matches were played on beaches .
3.	She stopped and picked the flower she loved .	3.	The friends asked their heroes some questions .
4.	He called out and begged to be saved .	4.	There were books in the boxes .

WEEK 15		WEEK 16	
1.	Mice can live in cities .	1.	The boys like to read books .
2.	The sheep and deer were lying on the grass.	2.	The ladies went shopping in the city.
3.	The ladies got flowers on their birthdays .	3.	Those babies are really cute .
4.	The armies grew good crops for months .	4.	The deer stopped running in the park.
		5.	The wheels of the buses were on the footpath .
		6.	The foxes passed by the burning tree.

WEEK 17		WEEK 18	
1.	The pilot flew up to the sky .	1.	The spies will inquire about the man.
2.	She had an idea how to see her idol .	2.	He can tie his shoes since he was four.
3.	The child will reply with a cry .	3.	The quiet child will write a sentence .
4.	The spider crawled along the green grass.	4.	Tom will invite his wife to dance .

WEEK 19		WEEK 20	
1.	The children won the game in style .	1.	We rang the bell on their door.
2.	There is a problem with the window over there.	2.	They sold two hundred pears altogether.
3.	There was a lot of hype about the bright star .	3.	There was a strong scent in the room.
4.	The sign was out of sight that night .	4.	The sailor was too weak to sail .

WEEK 21		WEEK 22	
1.	I doubt that she ever saw a ghost .	1.	That animal is different to the others.
2.	It was an honour to sing in the choir .	2.	That gold medal has a very high value .
3.	The boy wore light brown clothes .	3.	The pupil read a novel in hospital .
4.	He finally wrote down the answer .	4.	The council workers will travel to the capital .

WEEK 23		WEEK 24	
1.	I will draw the horizon in my picture.	1.	The small bird hit the window pane .
2.	The doctor had to employ a nurse.	2.	The children wore nice clothes .
3.	The sad sailor had to abandon the voyage .	3.	His sick wife was too weak to travel .
4.	The loyal tailor made clothes for the women .	4.	Their great horse won the big race.
		5.	The author wrote his name with a pencil .
		6.	The round sign was made of iron .

WEEK 25		WEEK 26	
1.	The weary athlete fell over the line.	1.	Summer and winter are two seasons.
2.	The dreary day will clear up soon.	2.	A bee flew out of the high chimney .
3.	The angry family will go home this evening .	3.	I had a dream about a monkey in a forest .
4.	You will often see twenty cows in the long grass .	4.	' Please leave the jeans on the bed,' I said.

WEEK 27		WEEK 28	
1.	My niece likes to ski in winter.	1.	I sat on a chair at the airport .
2.	The chief did not believe the young boy.	2.	My aunt likes to share with us.
3.	Did you ever eat fruit out of a glass ?	3.	The fairy was aware that she would scare us.
4.	I want a receipt for that unique suite .	4.	We covered the radio because it was too hot.

WEEK 29		WEEK 30	
1.	His uncle liked to paddle his own canoe.	1.	The pitiful woman saw the useful exit door.
2.	Many people like to cycle in summer.	2.	'Be careful in that awful garden,' he said.
3.	The cattle will leave the farm early.	3.	She will explain that important example .
4.	She pulled a muscle on the purple track .	4.	The beautiful lady went behind the door.

WEEK 31		WEEK 32	
1.	The superhero was very friendly .	1.	The war hero gave a superb speech .
2.	The superstar lifted the baby carefully .	2.	The superb athlete broke the world record.
3.	Superman ran quickly and happily to the city.	3.	Spaghetti is plentiful in Italy.
4.	Dad usually goes to the supermarket weekly .	4.	People like to holiday in summer and winter .
		5.	We should always leave early for the airport .
		6.	My uncle and aunt like to ski in Italy.

WEEK 33		WEEK 34	
1.	An evil person will try to deceive you.	1.	I hurt my thumb at school .
2.	The pilot grabbed his coat from the chair.	2.	They had to open the door of the plane .
3.	Can anyone explain how the brain works?	3.	She likes running close to the sea.
4.	It is more popular to travel by coach .	4.	The brave king tried to end the war .
5.	The weary sheep climbed up the hill.	5.	His small niece played in the snow .
6.	The plane flew on a very dreary evening .	6.	We picked the yellow fruit from the tree.

Dictation Exercises – Fourth Class

WEEK 1		WEEK 2	
1.	The author spoke about his main character .	1.	My nephew likes to do physical activity.
2.	My scared uncle has a big heart .	2.	My parents brought me to see the elephant .
3.	The poor woman had a bad stomach ache .	3.	I saw a photograph of a dolphin in the pharmacy .
4.	I like walking in autumn with my parents .	4.	Although we made doughnuts from dough , we didn't make a mess.

WEEK 3		WEEK 4	
1.	The coach asked the goalie for a favour .	1.	I will disappoint her if I misread it.
2.	We went to explore a place of interest .	2.	The child made a mistake .
3.	We were in good humour before going aboard .	3.	I predict that he will disappear in the garden .
4.	I adore that nice drawing .	4.	Please understand that I must prepare for the game.

WEEK 5		WEEK 6	
1.	The busy farmer had a terrible day.	1.	Everyone will enjoy the replay of the game.
2.	The baker made a horrible mess in the kitchen.	2.	We must extend our nonfiction range of books.
3.	The sensible doctor made the patient comfortable .	3.	The company will export nonfat and nondairy products only.
4.	The dependable manager gave a good reason for his action plan.	4.	I expect everyone to recycle except for babies, of course!

WEEK 7		WEEK 8	
1.	The lady wouldn't wait a second longer.	1.	I've written my second poem in the garden .
2.	History isn't my best subject .	2.	The previous colour was red.
3.	They've got eight apples between them.	3.	The coast was barely visible in the photograph.
4.	It's a pity he couldn't go hunting with me.	4.	She will prevent the driver from going to the party .
		5.	There wasn't a chemist working that day.
		6.	The teacher will ignore the report .

WEEK 9		WEEK 10	
1.	The public has a right to make a choice .	1.	The furry animal was scared on the stormy day.
2.	The mice ran across the field.	2.	The boy finished the tricky puzzle.
3.	The price of a plastic chair is twice that of a stool.	3.	The scary witch made a muddy pie on a sunny day.
4.	The Indian man gave advice to his friend.	4.	The athlete broke the world record on a gloomy, rainy day.

WEEK 11		WEEK 12	
1.	Sometimes the poet wrote in his notebook .	1.	The children were chatting as they were jogging .
2.	Joe used his toothbrush after breakfast .	2.	It was exciting to be building a sandcastle.
3.	The goalkeeper played football worldwide .	3.	In the beginning she was writing during the night.
4.	However , they went outside to the playground .	4.	As she was taking her time driving the car, she was planning her next move.

WEEK 13		WEEK 14	
1.	He smiled as he hugged his small child.	1.	Lots of people like to climb mountains .
2.	He was amazed as he watched the sun set.	2.	The women are members of a book club.
3.	As the lights dimmed , she cried and shouted out.	3.	The children put the sandwiches on the dishes .
4.	The woman changed her mind as she walked her preferred route.	4.	Thousands of farmers grow potatoes in fields.

WEEK 15		WEEK 16	
1.	The donkeys need more food supplies .	1.	The wings of the geese were white.
2.	'Put the shoes on the shelves ,' said Mam.	2.	'Stop moaning on a sunny day,' said the lady.
3.	The company employs many workers from the valleys .	3.	Pat brushes his teeth with a toothbrush .
4.	There were delays as the puppies were lifted to safety.	4.	The tree branches broke during the stormy weather.
		5.	The knives were scary .
		6.	The traffic outside was noisy .

WEEK 17		WEEK 18	
1.	Dad put the vegetable on the kitchen table .	1.	The colder the night, the brighter the stars!
2.	Mam put the cattle in the stable .	2.	The fitter you are, the stronger you'll be.
3.	I need a marble , a pebble and string for the game.	3.	I guess that the faster you run the better.
4.	I always grumble when in trouble or in a muddle .	4.	The crowd was feeling safer inside the office .

WEEK 19		WEEK 20	
1.	That is the worst pattern ever printed .	1.	I love the peace and quiet at night .
2.	The earlier you rise, the easier it will be to see the morning dew.	2.	The weight of the ewe was fifty kg.
3.	What vowel does the word ' less ' contain?	3.	Tina thought she was right about the yew tree.
4.	The more you practise, the luckier you will be.	4.	You were bored when you were in America .

WEEK 21		WEEK 22	
1.	I know how to tie a knot in a rope.	1.	When I tickle my baby sister, she will chuckle .
2.	I could go for a walk with you tomorrow.	2.	The gentle lady had a freckle on her nose.
3.	I knew that my answer was wrong .	3.	The stranger did a lot of damage in the garage .
4.	I'm as tall as half the length of that column .	4.	The agent in charge was in great danger .

WEEK 23		WEEK 24	
1.	'Of course she can solve that riddle ,' I said.	1.	A trickle of water fell from the palm tree.
2.	The playground was built a block from here.	2.	A major game was played in America .
3.	The judge lives in a lodge near the bridge .	3.	The yellow badge must belong to my dad.
4.	The bundle of leaves was in the middle of a hedge .	4.	I cut a piece of cable with a knife .
		5.	Did you ever listen to a wren sing?
		6.	The candle was lit in the office at night .

WEEK 25		WEEK 26	
1.	The scientist received a prize for his work.	1.	Mam had to queue to cash her cheque .
2.	The chief saw the glacier from far away.	2.	An island was sold in Asia last year.
3.	I believe that the thief stole a shield .	3.	The queen gave a present to her daughter .
4.	That old sleigh belonged to an ancient society .	4.	The naughty cat caught a fish in the stream .

WEEK 27		WEEK 28	
1.	My brother had to delay going to school.	1.	We ate a dozen large shrimp .
2.	The weather here is already getting cold.	2.	Sheep love to be out in the fresh air.
3.	My father always likes to have a debate .	3.	My pretty sister likes to wear jeans .
4.	Several people decide to keep an animal as a pet.	4.	A trout and a salmon swam across the lake in minutes .

WEEK 29		WEEK 30	
1.	She must remember to buy a special present for Dad.	1.	Too much sugar is dangerous to your health.
2.	I always wear enough clothing to keep me warm.	2.	The previous owner was in serious trouble.
3.	The trial was brought forward to March .	3.	The famous rock star is certain to play in our region .
4.	At the initial stage, I fought against injustice.	4.	The curious child wanted information on the enormous cave.

WEEK 31		WEEK 32	
1.	A great music session was shown on television .	1.	The guitarist was very serious about his music.
2.	The cyclist bought an expensive bike in the shop.	2.	One section of the main road is very dangerous .
3.	Suddenly , the tourist was hit by a truck .	3.	Luke thought the question was tough enough .
4.	The dentist was positive about her decision .	4.	A relative of the artist also painted the ocean .
		5.	The plural of the word trousers is trousers.
		6.	My mother thought she lost her goggles .

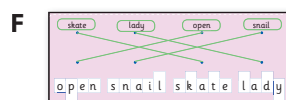
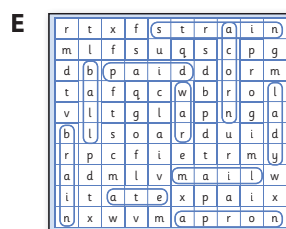
WEEK 33		WEEK 34	
1.	The student held onto the edge of the triangle .	1.	Seán was careful when climbing on the glacier .
2.	Carla can eat breakfast anywhere in the house.	2.	The knight was planning a holiday abroad.
3.	I was trying to humour my brother yesterday.	3.	It isn't fair to only pay half of their pay cheque .
4.	My neighbour made the massive decision to emigrate.	4.	My mother has the best heart in the country .
5.	'I haven't had my breakfast ,' he said.	5.	It is best to dodge the ball.
6.	The teacher wore comfortable clothes .	6.	She ate several tasty tomatoes .

Solutions – Spell Well 3

WEEK 1

- A** (a) acorn
(b) snail
(c) king
(d) plane
- B** (a) correct
(b) plane
(c) April
(d) alien
(e) acorn
- C** (a) paid
(b) April
(c) correct
(d) brave
(e) plane
(f) skate
(g) snail
(h) alien
(i) strain

- D** (a) paid
(b) mail
(c) male
(d) lady
(e) April
(f) plane
(g) brave
(h) snail



WEEK 2

- A** (a) bear
(b) fall
(c) delay
(d) away
(e) other
(f) birthday

- B** (a) train
(b) pear

- (c) years
(d) heir
(e) holiday

- C** (a) Sunday
(b) steak
(c) beige
(d) veil
(e) delay

- D** (a) bear
(b) train
(c) steak
(d) pear

- E** 1. fall
2. other
3. place
4. train
5. years

F 4 letters:

1. away
2. bear
3. heir
4. pear
5. rein
6. veil
7. vein
8. fall

5 letters:

1. delay
2. break
3. great
4. steak
5. beige
6. train
7. place
8. years
9. other

- G** (a) heir
(b) great
(c) away
(d) birthday
(e) vein

- H** A great bear went on a train.

WEEK 3

- A** (a) 2
(b) 2
(c) 1
(d) 2

- B** (a) sleigh
(b) great
(c) straight
(d) survey
(e) relay
(f) obey



- D** The neighbour must weigh the big grey sleigh today.

E (crossword)

Across

1. straight
3. relay
5. obey
6. grey
9. tear

Down

1. survey
2. neighbour
4. able
7. eight
8. great

- F** (a) A soldier must obey all orders.
(b) A shopper will weigh the bananas.
(c) Santa always travels on his sleigh.
(d) She will check that the windows are closed.
(e) I go to school at eight o'clock.

WEEK 4

- A** (a) unwell
(b) unlucky
(c) unfriendly
(d) unusual
(e) unseen

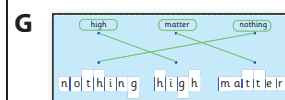
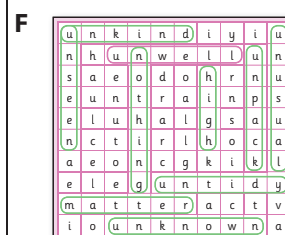
- (f) unpopular

- B** (a) unwell
(b) letter
(c) untidy

- C** (a) unable
(b) unpopular
(c) unusual
(d) unseen
(e) high

- D** (a) undo
(b) unfair
(c) letter
(d) matter
(e) unusual
(f) unpack
(g) high
(h) unseen
(i) nothing

- E** (a) letter
(b) unusual
(c) unfair
(d) learn
(e) unseen
(f) unwell
(g) nothing
(h) unable



WEEK 5

- A** (a) follow
(b) globe
(c) cloak
(d) home
(e) hotel
(f) while

- B** (a) We stayed in a nice hotel on our holidays.
 (b) I put my shoes under my bed.
 (c) A coach is another name for a bus.
 (d) I have a sore throat today.
 (e) I read a very funny story.

- C** (a) omit
 (b) English
 (c) cloak
 (d) globe
 (e) follow

- D** (a) bone
 (b) coach
 (c) under

- E** 1. bone
 2. globe
 3. home
 4. slope
 5. those

1. cloak
 2. follow
 3. local
 4. under
 5. while

- F 5 letters:**
 1. local
 2. hotel
 3. globe
 4. slope
 5. those
 6. boast
 7. cloak
 8. coach
 9. groan
 10. story
 11. under
 12. while

- 4 letters:**
 1. both
 2. oval
 3. omit
 4. bone
 5. home

- 6 letters:**
 1. throat
 2. follow

- G** (a) both
 (b) globe
 (c) boast
 (d) throat
 (e) English

WEEK 6

- A** (a) 2
 (b) 1
 (c) 2
 (d) 3

- B** (a) throw
 (b) yellow
 (c) paper
 (d) shoulder
 (e) another
 (f) many

- C** (a) group, poem, many
 (b) yellow, oboe, paper

- D** Joe read a poem in the white snow.

E (crossword)

- Across**
 2. throw
 5. oboe
 7. toe
 8. carry
 10. mould

- Down**
 1. court
 3. hoe
 4. four
 6. many
 9. yellow

- F** (a) A group of children sang the song.
 (b) Mam reads the paper every day.
 (c) The white snow was falling.
 (d) I hurt my toe playing football.
 (e) We will play another game tomorrow.

- (f) The poet wrote a lovely poem.

WEEK 7

- A** (a) I'll
 (b) she's
 (c) I'm
 (d) it's
 (e) he's
 (f) you're
 (g) we're
 (h) can't
 (i) don't
 (j) we'll

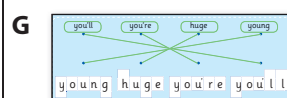
- B** (a) I will, wi
 (b) he is, i
 (c) I am, a
 (d) we are, a
 (e) do not, o
 (f) she will, wi
 (g) you will, wi

- C** (a) We'll go for a walk.
 (b) I'm nine years old.
 (c) I can't play the piano.
 (d) They'll visit us next week.

- D** (a) you'll
 (b) we're
 (c) can't
 (d) it's
 (e) don't

- E** (a) should
 (b) once
 (c) young
 (d) huge
 (e) above

- F** 1. above
 2. huge
 3. once
 4. should
 5. young



- H** (a) we're
 (b) you're
 (c) he's
 (d) you'll
 (e) I'll
 (f) it's
 (g) don't
 (h) can't

WEEK 8

- A** (a) April
 (b) bear
 (c) untidy
 (d) obey
 (e) poem

- B** (a) $2+12+14+14+3+2+16=63$
 (b) $13+9+1+2+3=28$
 (c) $2+12+1+2+6=23$
 (d) $2+6+3+2+8=21$
 (e) $10+3+1+11+15=40$
 (f) $6+7+5+6=24$
 (g) $11+12+16+6+7+11+5=68$
 (h) $4+12+9+9+12+18=64$
 (i) $5+14+12+17+13=61$

- C** (a) male
 (b) war
 (c) open
 (d) straight
 (e) high
 (f) correct
 (g) under
 (h) slow
 (i) unfair
 (j) unpopular

- D** (a) mail
 (b) veil
 (c) rein
 (d) vein
 (e) beige
 (f) paid
 (g) snail
 (h) train

- E** (a) delay
(b) grey
(c) prey
(d) Sunday
(e) survey
(f) obey
(g) holiday
(h) away

- F** (a) groan
(b) poem
(c) oboe
(d) cloak
(e) throat
(f) boast
(g) hoe
(h) coach

- G** (a) court
(b) snow
(c) yellow
(d) below
(e) throw
(f) four
(g) soul
(h) shoulder

H Joe was eight years old last Sunday. His neighbour gave him a toy train. Joe ran to his Mam, but he fell. He hurt his shoulder. 'I can't move my arm,' he said. 'It's so unfair. I'm so unhappy.' However, the doctor said that he didn't break the shoulder.

WEEK 9

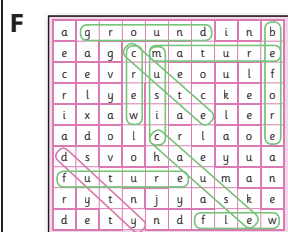
- A** (a) tulip
(b) stew
(c) uniform
(d) music

- B** (a) flew
(b) music
(c) stew
(d) tulip
(e) crew
(f) future
(g) uniform
(h) nephew
(i) duty

- C** (a) stew
(b) colour
(c) huge
(d) future
(e) found
(f) nephew

- D** (a) before
(b) huge
(c) cause
(d) amuse
(e) colour
(f) ground
(g) excuse
(h) nephew
(i) found
(j) mature
(k) music
(l) tulip

- E** (a) crew
(b) amuse
(c) music
(d) tulip
(e) huge
(f) threw
(g) colour
(h) future



- G** (a) amuse
(b) huge
(c) cute
(d) duty
(e) threw
(f) mature
(g) cause
(h) excuse

WEEK 10

- A** (a) proof
(b) issue
(c) state
(d) rescue
(e) igloo
(f) earth

- B** (a) An igloo is made with blocks of ice.
(b) The lifeguard will rescue the swimmer.
(c) There is a great view from my window.
(d) Dad dug the earth with his spade.
(e) The driver put fuel into the tank.

- C** (a) youth
(b) fuel
(c) proof
(d) close
(e) school

- D** (a) school
(b) blue
(c) youth
(d) rescue

- E** (i)
1. argue
2. blue
3. fuel
4. issue
5. rescue

- (ii)
1. close
2. earth
3. proof
4. study
5. unit

- F** 5 letters:
1. igloo
2. proof
3. argue
4. issue
5. youth
6. study
7. earth
8. state
9. close

4 letters:

1. food
2. loop
3. blue
4. fuel
5. view
6. unit

6 letters:

1. school
2. beauty
3. rescue

- G** (a) food
(b) loop
(c) state
(d) beauty
(e) youth

WEEK 11

- A** (a) ear + ring = earring
(b) foot + path = footpath

- B** (a) without
(b) weekend
(c) himself
(d) password
(e) inside
(f) footpath

- C** (a) nobody – no + body
(b) password – pass + word
(c) something – some + thing
(d) weekend – week + end
(e) footpath – foot + path

- D** (a) I sometimes daydream when I am in school.
(b) My teacher writes on the blackboard with chalk.
(c) We should always walk on the footpath.
(d) My sister bought a leather handbag in the shop.
(e) I said goodbye to my friend at the train station.
(f) I like to play football at the weekend.
(g) My bedroom has a nice bed in it.
(h) Mam lost her gold earring in the sand.
(i) My computer password is 5557873.

E (crossword)

Across

1. bedroom
2. handbag
3. weekend
4. goodbye

Down

1. blackboard
5. earring

WEEK 12

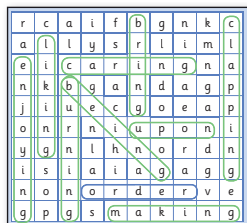
- A** (a) helping
(b) clapping
(c) winning
(d) burning
(e) shopping
(f) looking

- B** (a) coming
(b) saying
(c) planning
(d) making
(e) enjoying

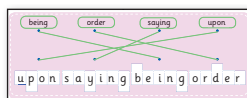
- C** (a) Tina was looking out the window.
(b) Dad is burning logs in the fire.
(c) Pat is making a lovely birthday cake.
(d) Teacher was helping us with our work.
(e) We were all meeting at the concert.
(f) The President is coming to our school.
(g) We are enjoying our summer holidays.

- D** (a) order
(b) liking
(c) winning
(d) being
(e) meeting
(f) upon
(g) bring
(h) hoping

E



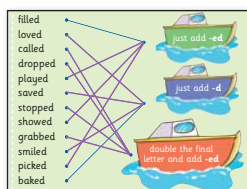
F



WEEK 13

root word	+ ed	+ d	double + ed
bake		baked	
ask	asked		
slip			slipped
work	worked		
grab			grabbed
smile		smiled	
cause		caused	
beg			begged
jump	Jumped		

B



- C** (a) love
(b) call
(c) play
(d) slip
(e) cause
(f) drop
(g) save
(h) bake
(i) grab
(j) fill
- D** (a) smiled / smiling
(b) saved / saving
(c) stopped / stopping
(d) asked / asking
(e) passed / passing
(f) baked / baking
(g) showed / showing
(h) pulled / pulling

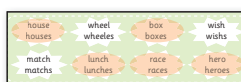
- E** (a) Yesterday I (pick) picked blackberries.
(b) I (smile) smiled as I won the game.
(c) I saw my sister (slip) slipping on ice.
(d) I am (bake) baking cakes for the cake sale.

- (e) I am (save) saving money for a new bike.
(f) My nan (stop) stopped running last year.
(g) My cousin (call) called to see me yesterday.

WEEK 14

- A** boys
heroes
glasses
wheels
houses
foxes
lunches
brushes
girls
questions
beaches
buses
boxes
wishes
matches
races

B



- C** (a) My friend reads lots of (book) books.
(b) There are four (bus) buses on the road.
(c) The (girl) girls went for a cycle.
(d) There are lots of (house) houses there.
(e) Our (lunch) lunches are missing.
(f) The (beach) beaches in Ireland are clean.

- D** (a) The boys went to the cinema.
(b) I washed the drinking glasses.
(c) The foxes went hunting in the forest.
(d) The children built castles on the beaches.
(e) The blue buses went down the road.
(f) The wheels on the bus went around.

E (i)

1. lunches
2. matches
3. questions
4. things
5. waves

(ii)

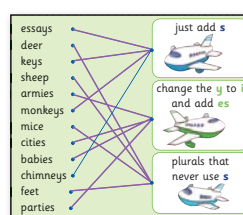
1. buses
2. foxes
3. glasses
4. heroes
5. races

- F** (a) boxes
(b) girls
(c) beaches
(d) questions
(e) heroes
(f) books
(g) wheels
(h) houses

WEEK 15

- A** (a) armies
(b) cities
(c) monkeys
(d) cent
(e) inches
(f) deer
(g) parties
(h) mice
(i) essays
(j) sheep

B



- C** (a) crop
(b) monkey
(c) mouse
(d) inch
(e) baby
(f) army
(g) foot
(h) month
(i) party
(j) city

- D** (a) There are twelve months in a year.
 (b) The woolly sheep were grazing on the hill.
 (c) Cork, Limerick and Galway are cities.
 (d) I have been to three birthday parties this year.
 (e) There are four fish in the tank.
 (f) I put the flowers in a vase.

- E** (a) The armies saved the sheep on the hill.
 (b) The ladies walked on the beaches.
 (c) The deer ate the crops in the cities.
 (d) The babies like to play with the keys.
 (e) The mice damaged the flowers.

WEEK 16

- A** (a) flew
 (b) stew
 (c) food
 (d) school
 (e) igloo
 (f) threw
 (g) proof
 (h) nephew

- B** (a) future
 (b) issue
 (c) uniform
 (d) rescue
 (e) blue
 (f) duty
 (g) argue
 (h) fuel

- C** bed + room – bedroom
 with + out – without
 good + bye – goodbye
 no + body – nobody
 weekend + end – weekend
 black + board – blackboard
 some + thing – something
 pass + word – password

every + one – everyone
 foot + path – footpath
 in + side – inside

- D** (a) I am (plan) planning to go for a walk later.
 (b) I (drop) dropped my book on the floor yesterday.
 (c) The florist (fill) filled the vase with water.
 (d) Dad (work) worked hard in the garden yesterday.
 (e) I love (shop) shopping every weekend.
 (f) The lady (slip) slipped on the banana skin.
 (g) He was praised because he (save) saved the swimmer.
 (h) I like (meet) meeting my friends at school.

- E** (a) wish
 (b) city
 (c) fish
 (d) friend
 (e) baby
 (f) monkey

- F** (a) nephew
 (b) goodbye
 (c) coming
 (d) close
 (e) without
 (f) inside
 (g) winning
 (h) before
 (i) huge
 (j) loved

- G** (a) igloo
 (b) footpath
 (c) nephew
 (d) earth
 (e) deer
 (f) wheels
 (g) handbag
 (h) questions

WEEK 17

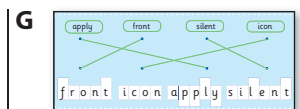
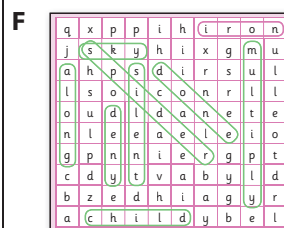
- A** (a) child
 (b) deny
 (c) apply
 (d) icon
 (e) silent
 (f) multiply

- B** (a) pilot
 (b) spider
 (c) green
 (d) multiply

- C** (a) idea
 (b) spider
 (c) silent
 (d) front
 (e) sky
 (f) green
 (g) reply

- D** (a) cry
 (b) apply
 (c) front
 (d) spider
 (e) deny
 (f) final
 (g) icon
 (h) idea
 (i) along
 (j) green
 (k) child
 (l) silent

- E** (a) pilot
 (b) iron
 (c) sky
 (d) silent
 (e) item
 (f) reply
 (g) child
 (h) green



WEEK 18

- A** (a) guide
 (b) cries
 (c) quiet
 (d) fries
 (e) spies
 (f) disguise

- B** (a) dance
 (b) write
 (c) quiet
 (d) invite

- C** (a) I like to dance when I hear music.
 (b) I ate French fries as a treat.
 (c) I hope that the sun will shine tomorrow.
 (d) I want to invite you to my party.
 (e) Always end a sentence with a full stop.
 (f) I must write a letter to my friend.

- D** (a) inquire
 (b) disguise
 (c) stripe
 (d) true
 (e) force
 (f) quiet

- E** (i)
 1. cries
 2. die
 3. fries
 4. spies
 5. tie

- (ii)
 1. dance
 2. force
 3. sentence
 4. since
 5. true

- F** 3 letters:
 1. tie
 2. die

4 letters:

1. wife
2. true

6 letters:

1. invite
2. stripe

8 letters:

1. disguise
2. sentence

- G** (a) die
(b) guide
(c) true
(d) disguise
(e) sentence

WEEK 19

- A** (a) bright
(b) window
(c) style
(d) rhyme
(e) problem
(f) design

- B** (a) fashionable dress
(b) to give up a position
(c) filled with light
(d) to promote in a flashy way
(e) make a plan for something
(f) the hours of darkness
(g) to travel by bicycle

- C** (a) night
(b) bright
(c) problem
(d) children
(e) correct
(f) delight

- D** The bright children got the maths problem correct.

E (crossword)**Across:**

1. cycle
3. delight
6. bright
7. resign
8. night

Down:

1. correct
2. sight
3. design
4. type
5. sign

- F** (a) I got an awful fright when I saw the mask.
(b) The children love going to the cinema.
(c) There was a lot of hype about the new film.
(d) The scene was a sight for sore eyes.
(e) I got all my spellings correct yesterday.

WEEK 20

- A** (a) There are seven days in a week.
(b) The two of us went to town yesterday.
(c) There is a sale on in that shop.
(d) The flowers have a lovely scent.
(e) There are 30 children in my class.
(f) We hoisted the sail on the boat.
(g) The old man was too weak to work.
(h) The ball broke the pane of glass.

- B** (a) There are two days in the weekend.
(b) I will go to school tomorrow.
(c) Too many cooks spoil the broth.
(d) It took me too long to do my homework.
(e) It is bad to eat too much sugar.

- C** (a) The children did their homework.
(b) Tom has a pain in his back.
(c) Tina sent an email to her friend.

- D** (a) I think they're going on holiday soon.
(b) There are twelve apples in a dozen.
(c) Look over there at the cute bear.
(d) It is their turn to go on the slide.
(e) Their friends have all gone home.
(f) They're not going home before it gets dark.

- E** (a) A cent is a unit of money.
(b) Mam sent the parcel in the post.
(c) There are 100 cent in a euro.
(d) There was a lovely scent from the daffodils.
(e) My friend sent a birthday invitation to me.
(f) I like the scent of that air freshener.

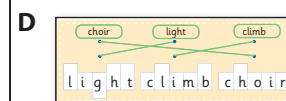
- F** (a) sail
(b) school
(c) through
(d) bell
(e) cent
(f) hundred
(g) strong

WEEK 21

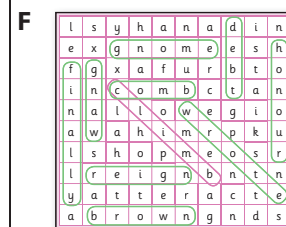
- A** (a) gnaw
(b) light
(c) choir
(d) debt
(e) ghost
(f) high
(g) hour
(h) climb
(i) honest
(j) wrote
(k) doubt
(l) answer

- B** (a) brown
(b) choir
(c) comb

- C** (a) choir
(b) answer
(c) reign
(d) debt
(e) gnaw
(f) finally



- E** (a) choir
(b) answer
(c) light
(d) gnaw
(e) finally
(f) wrote
(g) reign
(h) thumb



- G** (a) Queen Victoria had a reign of 63 years.
(b) The boys and girls sang in the choir.
(c) The robber had to climb over the wall.
(d) The pupil gave the correct answer to the question.
(e) The young child was sucking his thumb.
(f) Sarah wrote an email to her friend.

WEEK 22

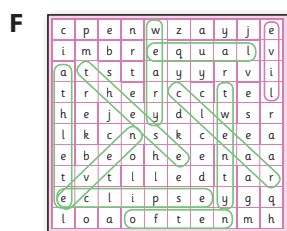
- A** (a) cruel
(b) change
(c) travel
(d) animal
(e) fossil
(f) pencil

- B** (a) My favourite animal is a giraffe.
(b) I did my homework using a pencil.

<p>(c) I stayed up until ten o'clock.</p> <p>(d) I read a novel about 'the famine'.</p> <p>(e) I dried myself with the soft towel.</p> <p>(f) We got great value in the supermarket.</p> <p>(g) The nurse works in the hospital.</p> <p>C (a) alone (b) different (c) travel (d) pupil (e) cruel (f) medal</p> <p>D (i) 1. change 2. different 3. itself 4. until 5. value</p> <p>(ii) 1. alone 2. change 3. different 4. fossil 5. travel</p> <p>E 5 letters: 1. medal 2. alone 3. cruel 4. novel 5. panel 6. towel 7. pupil 8. until 9. value</p> <p>6 letters: 1. animal 2. travel 3. fossil 4. pencil 5. itself 6. change</p> <p>7 letters: 1. capital 2. council</p>	<p>3. stencil</p> <p>F (a) different (b) novel (c) panel (d) alone (e) value</p> <p>WEEK 23</p> <p>A (a) doctor (b) annoy (c) solicitor (d) horizon (e) season (f) tailor</p> <p>B (a) abandon (b) voyage (c) catch (d) draw (e) tailor (f) enjoy</p> <p>C (a) women (b) enjoy (c) employ (d) catch (e) round (f) loyal</p> <p>D The sailor went on a voyage in the summer season.</p> <p>E (crossword) Across: 2. author 4. employ 5. loyal 8. sailor 9. women Down: 1. horse 2. annoy 3. voyage 6. lesson 7. prison</p> <p>F (a) We are going on a long voyage by ship. (b) I went to the doctor as I was unwell. (c) The tailor made a new suit for Dad.</p>	<p>(d) My favourite season is summer.</p> <p>(e) The sailors had to abandon ship during a storm.</p> <p>WEEK 24</p> <p>A (a) reply (b) guide (c) guise (d) cycle (e) inquire (f) deny (g) apply (h) multiply (i) disguise (j) quiet</p> <p>B (a) die (b) bright (c) fright (d) fries (e) spies (f) tie (g) cries (h) sight (i) delight (j) night</p> <p>C (a) I was too weak to get out of bed. (week, weak) (b) The ship will sail for America tonight. (sale, sail) (c) There has been lots of sunshine this week. (week, weak) (d) It is far too hot today. (to, too, two) (e) They're all on the train! (there, their, they're) (f) We saw two monkeys at the zoo. (to, too, two)</p> <p>D (a) author (b) animal (c) hospital (d) abandon (e) enjoy (f) different (g) debt (h) gnaw (i) answer (j) cruel</p>	<p>(k) honest (l) prison</p> <p>E (a) child (b) die (c) bright (d) correct (e) cry (f) true (g) night (h) quiet</p> <p>F (a) My dog likes to gnaw on a bone. (b) It is 20 minutes past the hour. (c) I dressed up as a ghost at Halloween. (d) The school choir sang beautifully. (e) I would like to climb Carrauntoohil. (f) I comb my hair every day.</p> <p>G (a) pupil (b) capital (c) horse (d) doctor (e) sailor (f) tailor</p> <p>WEEK 25</p> <p>A (a) angry (b) twenty (c) heavy (d) grass</p> <p>B (a) these (b) dreary (c) even (d) grass (e) delete (f) heavy (g) length (h) family</p> <p>C (a) I was weary after the long walk. (b) There are three children in my family. (c) I saw the eclipse of the moon and sun. (d) I had to delete a word in my essay.</p>
--	---	---	--

- D** (a) often
(b) equal
(c) grass
(d) length
(e) eclipse
(f) family

- E** (a) here
(b) weary
(c) equal
(d) twenty
(e) heavy
(f) angry
(g) clear
(h) delete



- G** (a) heavy
(b) evil
(c) family
(d) angry
(e) even
(f) here
(g) these
(h) theme
(i) grass
(j) length

WEEK 26

- A** (a) turkey
(b) agree
(c) dream
(d) bleed
(e) leave
(f) valley
(g) chimney
(h) speech
(i) please
(j) bee
(k) monkey
(l) coffee

- B** (a) dream
(b) monkey
(c) honey
(d) summer
(e) chimney

- C** (a) Sam prefers coffee to tea.
(b) It is very cold during the winter.
(c) Trees grow in the forest.
(d) People like to eat turkey at Christmas.
(e) You bleed if your skin is cut.

- D** (a) valley
(b) key
(c) bee
(d) jeans
(e) speech
(f) turkey

- E** (a) bleed
(b) teach
(c) jeans
(d) honey
(e) among
(f) forest
(g) chimney
(h) turkey
(i) key

- F** (a) teach
(b) leave
(c) speech
(d) valley
(e) forest
(f) among

- G** (a) please
(b) bleed
(c) speech
(d) valley
(e) coffee

WEEK 27

- A** (a) deceive
(b) believe
(c) unique
(d) ceiling
(e) relief
(f) clique
(g) spaghetti

- B** (a) suite
(b) relief / believe
(c) glass
(d) believe
(e) chief

- (f) unique

- C** (a) receive
(b) unique
(c) niece
(d) believe
(e) deceive
(f) ceiling

- D** My unique niece will receive a receipt for the fruit.

E (crossword)

Across:

2. fruit
5. ceiling
6. spaghetti
7. coast
8. field

Down:

1. receipt
3. unique
4. niece
5. chief
6. ski

- F** (a) The suite of furniture is very comfortable.
(b) I do not believe the statement of the thief.
(c) I love to ski on the hard snow.
(d) She drank a glass of milk at lunchtime.
(e) I like spaghetti Bolognese for dinner.
(f) A clique is a word meaning 'a small set of people'.
(g) I got a receipt when I paid my bill.
(h) Mam painted the ceiling using a ladder.

WEEK 28

- A** (a) radio
(b) fairy
(c) money
(d) choir

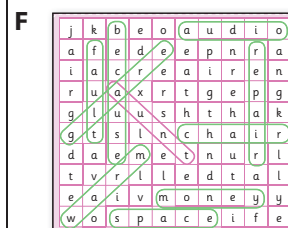
- B** (a) audio
(b) airport
(c) stare

- (d) warm
(e) haunt
(f) radio
(g) repair
(h) fault
(i) covered

- C** (a) chair
(b) repair
(c) scare
(d) warm
(e) airport
(f) share

- D** (a) I spent the money in the shop.
(b) Dad covered my new books with paper.
(c) My aunt took me to the zoo.
(d) We should be aware of the rules of the road.
(e) We boarded the plane at the airport.
(f) Mam will repair the broken window.

- E** (a) fault
(b) aware
(c) space
(d) despair
(e) fairy
(f) share
(g) scare
(h) radio



- G** (a) scare
(b) glare
(c) share
(d) stare
(e) chair
(f) repair
(g) despair
(h) airport
(i) radio
(j) space

WEEK 29

- A** (a) paddle
(b) couple
(c) cattle
(d) kettle

- B** (a) circle
(b) purple
(c) uncle
(d) simple
(e) miracle
(f) cycle
(g) example
(h) muscle
(i) people

- C** (a) The cute, little kitten is playful.
(b) The muscle in my leg is aching.
(c) I ate the apple but left the core.
(d) I used a paddle to move the canoe.
(e) I woke up early this morning.
(f) My uncle gave me a birthday present.

- D** (i)
1. dimple
2. early
3. leave
4. track
5. world

(ii)

1. apple
2. cattle
3. kettle
4. little
5. paddle

- E** (a) apple
(b) cycle
(c) purple
(d) early
(e) leave
(f) dimple
(g) example
(h) miracle

- F** (a) cattle
(b) couple

- (c) miracle
(d) kettle
(e) paddle
(f) muscle

- G** (a) cycle
(b) couple
(c) uncle
(d) circle
(e) purple

WEEK 30

- A** (a) helpful
(b) useful
(c) wishful
(d) plentiful
(e) beautiful
(f) awful
(g) merciful
(h) pitiful

- B** (a) helpful
(b) expect
(c) exceed
(d) plentiful
(e) wishful
(f) awful
(g) pitiful
(h) explain
(i) beautiful
(j) expel
(k) merciful
(l) exit

C

root word	+ful	change g to t and add ful	+ex
help	helpful		
mercy		merciful	
care	careful		
duty		dutiful	
ceed			exceed
plenty		plentiful	
plain			explain
exit			exit

- D** (a) careful
(b) plentiful
(c) helpful
(d) exit
(e) beautiful

- E** 'I will explain an important example to you in a minute,' said the teacher.

WEEK 31

- A** (a) easy
(b) friend
(c) heavy
(d) real
(e) like
(f) happy
(g) steady
(h) ready
(i) week
(j) kind

- B** Superman
easily
kindly
superstar
friendly
happily
slowly
supermarket
superhero
steadily
likely
weekly
likely

- C** (a) Superman
(b) helpful
(c) supermarket
(d) superstar

- D** (a) It is (like) likely to be dry tomorrow.
(b) I will (happy) happily go to the cinema with you.
(c) You (real) really are a very good cyclist.
(d) It rained (heavy) heavily all day yesterday.
(e) The acrobat walked (steady) steadily on the tightrope.
(f) The Garda ran (quick) quickly after the thief.
(g) The (friend) friendly girl helped the poor man.
(h) The children walked (careful) carefully across the road.
(i) The car went (slow) slowly over the bridge.

- E** (a) She carefully crossed the road.
(b) They usually go to town by bus.
(c) The market is open weekly.
(d) Superman quickly flew into the sky.
(e) The star athlete easily won the race.

WEEK 32

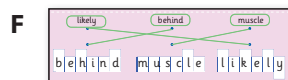
- A** (a) teach
(b) chimney
(c) honey
(d) bleed
(e) coffee
(f) dream
(g) speech
(h) monkey

- B** (a) chief
(b) niece
(c) receipt
(d) relief
(e) believe
(f) field
(g) deceive
(h) receive

- C** (a) people
(b) money
(c) despair
(d) audio
(e) simple
(f) warm
(g) fairy
(h) couple
(i) world
(j) paddle

- D** (a) evening
(b) delete
(c) clear
(d) leave
(e) heavy
(f) niece
(g) ceiling
(h) valley
(i) evil
(j) even
(k) often
(l) receive

- E** (a) radio
(b) exit
(c) chimney
(d) pitiful
(e) travel
(f) deceive
(g) dimple
(h) eclipse
(i) supermarket
(j) plentiful



- G** (a) athlete
(b) field
(c) chimney
(d) turkey

WEEK 33

A (crossword)

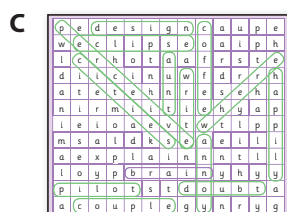
Across:

2. neighbour
5. girls
6. dance
7. throat
9. snail
11. hundred
12. enjoy
13. loved
14. spider
16. argue

Down:

1. delight
3. birthday
4. weekend
6. duty
8. novel
9. shoulder
10. sheep
15. debt

- B** (a) letter
(b) uniform
(c) wheels
(d) sheep



WEEK 34

- A** (a) delay
(b) unkind
(c) below
(d) mature
(e) rescue
(f) footpath
(g) meeting
(h) asked
(i) slipped
(j) races
(k) crops
(l) final
(m) wife
(n) resign
(o) scent
(p) honest
(q) hospital
(r) abandon
(s) delete
(t) weary
(u) valley
(v) coast
(w) aware
(x) plentiful

- B** (a) school
(b) nothing
(c) correct
(d) ground
(e) holiday
(f) throat
(g) straight
(h) should
(i) rescue
(j) shoulder
(k) weekend
(l) uniform

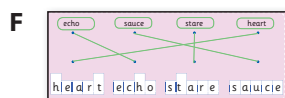
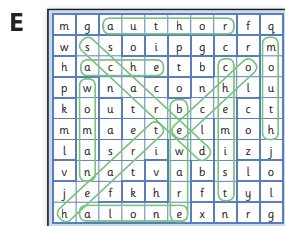
- C** (a) question
(b) worked
(c) friends
(d) earring
(e) animal
(f) flowers
(g) shopping
(h) carefully
(i) horizon
(j) children
(k) silent
(l) believe

- D** (a) alien
(b) train
(c) unpopular
(d) bone
(e) igloo
(f) password
(g) foxes
(h) flowers
(i) choir
(j) fossil
(k) sailor
(l) athlete
(m) paddle
(n) superman

Solutions – Spell Well 4

WEEK 1

- A** (a) woman
(b) scared
(c) heart
(d) autumn
- B** (a) autumn
(b) author
(c) character
(d) mouth
(e) sauce
(f) pause
(g) echo
- C** (a) pause
(b) ache
(c) heart
(d) careful
(e) August
(f) beware
(g) scared
(h) chemist
(i) woman
- D** (a) sauce
(b) parents
(c) woman
(d) stomach
(e) uncle
(f) stare
(g) autumn
(h) character



WEEK 2

- A** (a) doughnut
(b) thorough
(c) party
(d) thorough
(e) country
(f) pharmacy

- B** (a) elephant
(b) dough
(c) party
(d) dolphin
- C** (a) alphabet
(b) pharmacy
(c) country
(d) dough
(e) elephant
- D** (a) photograph
(b) dolphin
(c) nephew
(d) equal
(e) clean
- E** (a)
1. although
2. doughnut
3. graphs
4. thorough
5. though
- (b)
1. pharmacy
2. phase
3. photograph
4. phrase
5. physical

F 5 letters:

- equal
- party
- clean
- phase
- dough

8 letters:

- pharmacy
- physical
- alphabet
- elephant
- although
- doughnut
- thorough

10 letters:

- photograph

- G** (a) phase
(b) phrase
(c) graphs
(d) thorough

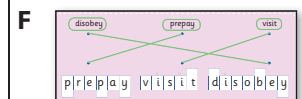
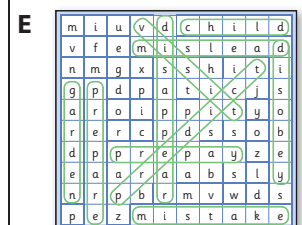
WEEK 3

- A** (a) 3
(b) 3
(c) 3
(d) 4
- B** (a) choose
(b) colour
(c) adore
(d) explore
(e) interest
- C** (a) coast
(b) aboard
(c) colour
(d) mourn
(e) ignore
(f) person
- D** The goalie and coach did ignore the fourth official.
- E (crossword)**
Across:
1. store
5. adore
8. humour
9. coast
Down:
2. explore
3. coach
4. person
6. choose
7. throat

- F** (a) All were safe aboard the ship.
(b) The goalie saved the final penalty.
(c) The colour of the sky was magical last night.
(d) Teacher was in good humour today.
(e) The man rowed his boat ashore.
(f) I had to choose between meat or fish for dinner.
(g) We played football before school started.

WEEK 4

- A** (a) dislike
(b) disagree
(c) misbehave
(d) disappear
(e) mistake
(f) disobey
- B** (a) prepare
(b) previous
(c) visit
(d) understand
(e) please
(f) predict
- C** (a) present
(b) previous
(c) understand
(d) mislead
- D** (a) disagree
(b) mistake
(c) dislike
(d) misspell
(e) understand
(f) prepay
(g) disobey
(h) previous
(i) please



- G** (a) prepare
(b) please
(c) garden
(d) disagree
(e) disappear

WEEK 5

- A** (a) yourself
(b) dependable
(c) enjoyable
(d) comfortable
(e) reason
(f) farmer

- B** (a) My bed is very comfortable.
(b) The ship was barely visible from the coast.
(c) The football manager selected his team carefully.
(d) We had no power last night as the electricity was turned off.

- C** (a) breakable.
(b) enjoyable.
(c) dependable.
(d) visible.
(e) sensible.

- D** (a) I am a baker.
(b) I am a driver.
(c) I am a doctor.

- E** (a)
1. baker
2. corner
3. driver
4. farmer
5. visible

(b)
1. breakable
2. comfortable
3. dependable
4. doctor
5. horrible

- F 6 letters:**
1. corner
2. doctor
3. power
4. reason
5. driver

- 8 letters:**
1. horrible
2. possible
3. sensible

4. terrible
5. yourself

- G** (a) baker
(b) reason
(c) manager
(d) corner
(e) farmer

- H** The sensible manager made an understandable change to his team.

WEEK 6

- A** (a) nonfiction
(b) redo
(c) exit
(d) export
(e) return
(f) extend

- B** (a) enjoy
(b) return
(c) explode
(d) recall
(e) exclaim
(f) nonfiction

- C** (a) except
(b) redo
(c) nonfat
(d) poem
(e) return
(f) nonsense
(g) export
(h) recycle

- D** The exciting author wrote books and nonsense poems

E (crossword)**Across**

3. recall
4. explode
6. nonstop
8. replay
9. exit

Down

1. exclaim
2. nonsense
3. redo
5. report
7. poem

- F** (a) I enjoy swimming in the sea during the summer.
(b) It is important to recycle newspaper.
(c) 'I expect nothing less from you,' said the teacher.
(d) I had to extend my stay for another night.
(e) My friend chatted nonstop about his holiday.

WEEK 7

- A** (a) I've
(b) haven't
(c) doesn't
(d) didn't
(e) isn't
(f) wouldn't
(g) there's
(h) aren't
(i) it's
(j) won't

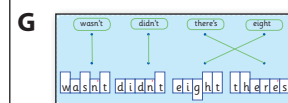
- B** (a) I have, ha
(b) we have, ha
(c) would not, o
(d) have not, o
(e) does not, o
(f) are not, o
(g) was not, o

- C** (a) They've nothing to lose.
(b) You've got to be joking!
(c) It is a pity that it is going to rain.
(d) He will not go for a cycle today.

- D** (a) wouldn't
(b) won't
(c) aren't
(d) isn't
(e) didn't

- E** 1. between
2. eight
3. hunting
4. second
5. subject

- F** (a) subject
(b) hunting
(c) eight
(d) between
(e) second



- H** (a) couldn't
(b) aren't
(c) I've
(d) wouldn't
(e) it's
(f) won't
(g) isn't
(h) haven't

WEEK 8

- A** (a) August
(b) thorough
(c) recycle
(d) ignore
(e) terrible

- B** (a) $3+6+4+5+14=32$
(b) $3+15+6+14=38$
(c) $2+6+13+8+6+7+3=45$
(d) $11+8+3+1+13+3=39$
(e) $11+3+12+13+10+9=58$
(f) $6+4+9+10+12+3=44$
(g) $13+14+10+12+3=52$
(h) $11+1+12+3+9+14+13=63$
(i) $13+14+1+12+3=43$
(j) $3+15+11+8+10+12+3=62$

- C** alone
uncle
nephew
clean
mourn
before
prevent
visible
export
nonsense

- D** (a) August
(b) coast
(c) aboard

- (d) sauce
- (e) coach
- (f) pause
- (g) goalie
- (h) author

- E**
- (a) stare
 - (b) careful
 - (c) ashore
 - (d) before
 - (e) adore
 - (f) ignore
 - (g) beware
 - (h) explore

- F**
- (a) disobey
 - (b) mistake
 - (c) disappear
 - (d) misspell
 - (e) mislead
 - (f) disappoint
 - (g) dislike
 - (h) misbehave

- G**
- (a) dependable
 - (b) horrible
 - (c) possible
 - (d) understandable
 - (e) comfortable
 - (f) enjoyable
 - (g) visible
 - (h) terrible

- H** Jack was an author. He wrote nonfiction books. Last autumn, he wrote about dolphins and elephants. He had gone abroad the previous year to learn more about these animals. He had to be very careful in the jungle. Sometimes he felt scared when he was all alone.

WEEK 9

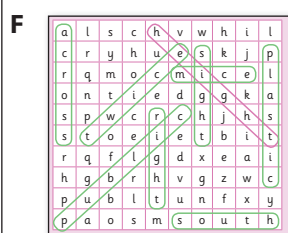
- A**
- (a) public
 - (b) advice
 - (c) basic
 - (d) choice
 - (e) twice
 - (f) traffic
 - (g) price
 - (h) plastic
 - (i) music

- B**
- (a) height
 - (b) fight
 - (c) traffic
 - (d) south

- C**
- (a) bright
 - (b) fight
 - (c) public
 - (d) advice
 - (e) south
 - (f) price

- D**
- (a) advice
 - (b) height
 - (c) south
 - (d) bright
 - (e) music
 - (f) twice
 - (g) price
 - (h) traffic
 - (i) across
 - (j) plastic
 - (k) public
 - (l) choice

- E**
- (a) twice
 - (b) fight
 - (c) public
 - (d) Indian
 - (e) height
 - (f) music
 - (g) choose
 - (h) plastic



- G**
- (a) fight
 - (b) sight
 - (c) plastic
 - (d) traffic
 - (e) across
 - (f) height
 - (g) choice
 - (h) right
 - (i) twice
 - (j) price

WEEK 10

- A**
- (a) gloomy
 - (b) scary
 - (c) rainy
 - (d) tasty
 - (e) cloudy
 - (f) record

- B**
- (a) The scary witch cast a wicked spell.
 - (b) The car crashed on the icy road.
 - (c) Pam holds the record for the long jump.
 - (d) Hippos love to splash in muddy puddles.
 - (e) I ate a very tasty meal yesterday.

- C**
- (a) finished
 - (b) noisy
 - (c) icy
 - (d) gloomy
 - (e) tricky

- D**
- (a) sunny
 - (b) runny
 - (c) tasty
 - (d) touch
 - (e) ready
 - (f) muddy

- E**
- (a)
 1. foggy
 2. furry
 3. muddy
 4. runny
 5. sunny
 - (b)
 1. finished
 2. ready
 3. record
 4. touch
 5. trouble

- F**
- 5 letters:**
1. rainy
 2. sunny
 3. foggy
 4. muddy
 5. furry
 6. runny
 7. scary

- 8. noisy
- 9. tasty
- 10. ready
- 11. touch

- 6 letters:**
1. stormy
 2. cloudy
 3. gloomy
 4. tricky
 5. record

- 8 letters:**
1. finished

- G**
- (a) scary
 - (b) noisy
 - (c) lazy
 - (d) runny
 - (e) sunny

WEEK 11

- A**
- (a) hand + writing
handwriting
 - (b) tooth + brush
toothbrush

- B**
- breakfast
 - worldwide
 - someday
 - goalkeeper
 - playground
 - toothbrush

- C**
- (a) football = foot + ball
 - (b) handwriting = hand + writing
 - (c) became = be + came
 - (d) worldwide = world + wide

- D**
- (a) anywhere
 - (b) someday
 - (c) keyboard
 - (d) below

- E**
- (a) Eoin ate cereal for his breakfast
 - (b) The underground carpark was full.
 - (c) This fact may seem incredible. However, it is true.

- (d) I play an electric keyboard.
(e) I will do anything I can to help you.

F (crossword)

Across:

1. toothbrush
4. anywhere
5. playground
7. outside

Down:

2. handwriting
3. became
6. below

WEEK 12

A (a) spending

- (b) writing
(c) shutting
(d) jogging
(e) building
(f) staring

B (a) trying

- (b) driving
(c) beginning
(d) deciding
(e) leading

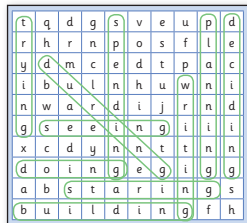
C (a) Luke is trying his best at school.

- (b) We are taking a picnic with us.
(c) We are writing a letter to the President
(d) He stood still, staring in disbelief
(e) Jogging is good exercise.
(f) Mam is driving us to the game.
(g) Pam is building a wall with bricks.

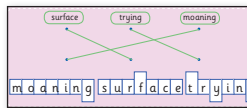
D (a) beginning

- (b) exciting
(c) leading
(d) driving
(e) meaning
(f) taking
(g) surface
(h) jogging

E



F

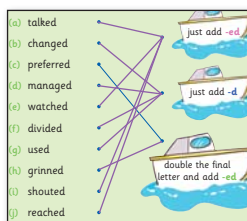


WEEK 13

A

root word	+ ed	+ d	double + ed
(a) smile		smiled	
(b) hug			hugged
(c) walk	walked		
(d) happen	happened		
(e) excite		excited	
(f) dim			dimmed
(g) amaze		amazed	
(h) decide		decided	
(i) stop			strapped

B



C (a) manage

- (b) happen
(c) hug
(d) stop
(e) change
(f) decide
(g) grin
(h) use
(i) shout
(j) dim

D (a) As he was (walk)

- walking he (smile) smiled.
(b) The fans were very (excite) excited to see their hero.
(c) My mother (stop) stopped and (hug) hugged me.
(d) We (decide) decided to go for a walk in the park.
(e) The cheeky boy was (grin) grinning from ear to ear.
(f) The man (dim) dimmed the lights of the car.

- (g) Maria (prefer) preferred the coat to the dress.

- (h) She was (amaze) amazed that the parrot (talk) talked

E (a) smiled

- (b) amazed
(c) dimmed
(d) divided
(e) decided
(f) hugged
(g) changed
(h) stopped

WEEK 14

A (a) brushes

- (b) children
(c) echoes
(d) watches
(e) thousands
(f) mountains
(g) foxes
(h) teeth
(i) branches
(j) dishes
(k) potatoes
(l) members
(m) passes
(n) women
(o) tomatoes
(p) farmers

B branch / branches

- potato / potatoes
sandwich / sandwiches
pass / passes

C (a) Lots of people

- attended the concert.
(b) Tomatoes are definitely a fruit.
(c) I eat sandwiches for my lunch every day.

D (a) Dad washed the dishes last night.

- (b) We got free passes to the races.
(c) The women enjoyed the opera.
(d) We eat potatoes for dinner most days.

- (e) The club members praised the children.

E (a)

1. passes
2. people
3. potatoes
4. watches
5. women

(b)

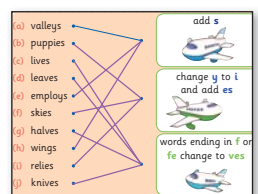
1. farmers
2. foxes
3. members
4. mountains
5. teeth

F (a) people

- (b) geese
(c) Europe
(d) watches
(e) mountains
(f) brushes
(g) foxes
(h) sandwiches

WEEK 15

A



B (a) donkeys

- (b) studies
(c) stays
(d) supplies
(e) shelves
(f) delays
(g) leaves
(h) bones

C (a) valley

- (b) half
(c) shoe
(d) employ
(e) knife
(f) wing
(g) life
(h) study
(i) leaf
(j) puppy

- D** (a) Our bones need calcium to be healthy.
 (b) The book shelves in our library are untidy.
 (c) The traffic delays are a nightmare in the city.
 (d) There are two halves in any one thing.
 (e) The new born puppies were very cute.
 (f) Playing with sharp knives is very dangerous.

- E** (a) The donkeys walked through the valleys.
 (b) The man employs good workers only.
 (c) The factory supplies shoes to the stores.
 (d) The leaves stay on evergreen trees.
 (e) Studies were carried out on the bones.
 (f) The puppies do not have wings.

WEEK 16

- A** (a) music
 (b) studies
 (c) muddy
 (d) finished
 (e) football
 (f) surface

- B** (a) football
 (b) handwriting
 (c) keyboard
 (d) underground
 (e) goalkeeper
 (f) notebook
 (g) however

- C** (a) The wind changed direction. (change)
 (b) It all happened very quickly. (happen)
 (c) The match was very exciting. (excite)
 (d) My friend was smiling when I gave him a present. (smile)
 (e) In the beginning, we were scared. (begin)
 (f) I used to go to swimming lessons. (use)

- (g) Cian walked to school yesterday. (walk)

- D** (a) puppy
 (b) tomato
 (c) tooth
 (d) brush
 (e) shoe
 (f) leaf
 (g) knife
 (h) donkey
 (i) farmer
 (j) fox

- E** (a) south
 (b) right
 (c) cloudy
 (d) noisy
 (e) outside
 (f) below
 (g) shutting
 (h) women

- F** (a) I am plastic.
 (b) We are geese.
 (c) I am a goalkeeper.
 (d) I am Europe.

WEEK 17

- A** (a) My favourite vegetable is a carrot.
 (b) Double four is eight.
 (c) A violin is another name for a fiddle.
 (d) We have a stable for our horse.
 (e) I drink a bottle of water each day.

- B** (a) fable, fable, fable
 (b) cuddle, cuddle, cuddle
 (c) grumble, grumble, grumble
 (d) include, include, include
 (e) common, common, common

- C** (a) The cattle got into trouble.
 (b) She put the fiddle string on the table.

- D** Answers will vary.

- E** (a) trouble
 (b) hobble
 (c) include
 (d) common
 (e) bottle

- F** (a) cable
 (b) muddle
 (c) grumble
 (d) fable
 (e) marble

- G** (a) fiddle
 (b) stable
 (c) cuddle
 (d) hobble
 (e) table
 (f) bottle
 (g) cable
 (h) marble
 (i) grumble

- H** (a) grumble
 (b) climbed
 (c) vegetable
 (d) string

WEEK 18

- A** (a) cold
 (b) bright
 (c) fit
 (d) large
 (e) thin
 (f) wide
 (g) hot
 (h) big

- B** (a) Clara ran faster than Amy in the race.
 (b) Amelia was feeling ill all day.
 (c) The loud boy was quieter than usual.
 (d) My mam works in a large office.
 (e) The sun was hotter yesterday than today.
 (f) A large crowd gathered at the accident.
 (g) The ice was thinner at the edge of the lake.

- C** (a) quieter
 (b) wetter
 (c) guess
 (d) office
 (e) larger
 (f) crowd
 (g) safer
 (h) thinner
 (i) belong
 (j) feeling
 (k) bigger
 (l) colder

- D** (a) The fitter the man the faster he runs.
 (b) The colder the day the brighter the sky.
 (c) The larger the crowd the better.
 (d) She was feeling safer in the bigger office.

- E** (a) belong
 braver
 brighter
 colder
 crowd

- (b) faster
 feeling
 fitter
 wetter
 wider

- F** (a) hotter
 (b) office
 (c) wetter
 (d) crowd
 (e) wider
 (f) thinner

WEEK 19

- A** (a) faster
 (b) bigger
 (c) fitter
 (d) wetter
 (e) wider
 (f) heavier
 (g) happier
 (h) luckier
 (i) earlier
 (j) stronger

- B** (a) hot
(b) easy
(c) thin
(d) bright
(e) heavy
(f) cold
(g) happy
(h) lucky

- C** (a) Ava is better than Sam at swimming.
(b) Clara is best of all at swimming.
(c) Tom had more apples than Suzi.
(d) Amelia had the most apples of all the children.
(e) Cian's toothache got worse and worse.
(f) 'The more I practise at football the better I get,' said Shane.
(g) Tina kicked the ball further than Seán.

- D** (a) worse
(b) less
(c) most
(d) yellow
(e) better
(f) best
(g) more
(h) vowel
(i) least
(j) printed

- E** (a) less
(b) better
(c) most
(d) heavier
(e) further
(f) easier
(g) earlier
(h) happier

- F** (a) The best pattern that she printed was yellow.
(b) The furthest she ever climbed was 1000 metres.
(c) The more she cried the worse she felt.
(d) The word 'education' contains all five vowels.

WEEK 20

- A** (a) A piece of the jigsaw is missing.
(b) You and I will be friends forever.
(c) The dove is a symbol of peace.
(d) The yew tree has red berries.
(e) My mother taught me how to cycle.
(f) Ellie threw the ball to me.
(g) We should always try to do the right thing.
(h) I had to wait outside the office.
(i) A ewe is a female sheep.
(j) Tom was bored at the concert.

- B** (a) ewe
(b) peace
(c) major
(d) wait
(e) night
(f) right

- C** (a) America
(b) weight
(c) right
(d) piece
(e) write
(f) peace

- D** (i)
(a) The young ewe grazed on the mountain.
(b) 'Would you like to go for a walk?' she asked.
(c) The gardener planted a small yew tree.
(ii)
(a) Tina taught me to cycle last year.
(b) I thought that I left my bag on the bus.
(c) French is taught in some schools.
(iii)
(a) The referee threw the ball into the air.
(b) The ball went straight through the window.

- (c) Mam threw her arms around her son.
(d) The man made his way through the deep forest.

- (iv)
(a) Tim likes to write stories about football.
(b) She turned right at the first corner to get to school.
(c) 'Please write your name here,' he asked.

- (v)
(a) 'Are you bored with that book?' asked the teacher.
(b) Leo jumped from the diving board into the pool.
(c) The sailors were on board the ship.
(d) The girl was bored at the cinema.

WEEK 21

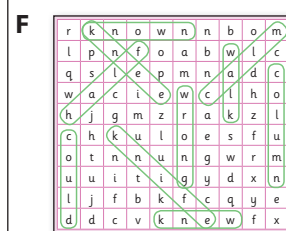
- A** (a) knot
(b) wren
(c) knee
(d) column

- B** (a) wreck
(b) whole
(c) knight
(d) knife
(e) calm
(f) wrong
(g) could
(h) know
(i) knee
(j) answer
(k) half
(l) knot
(m) listen
(n) wren
(o) palm
(p) column

- C** (a) wreck
(b) calm
(c) column
(d) knot

- D** (a) He cut the knot with a knife.
(b) She knew that her answer was wrong.

- E** (a) know
(b) whole
(c) knight
(d) listen
(e) palm
(f) length
(g) knew
(h) answer



- G** (a) I gave the correct answer to the question.
(b) Mam likes to listen to the radio every morning.
(c) Half a loaf is better than no bread!
(d) I measured the length and width of the triangle.
(e) The Titanic is a wreck at the bottom of the ocean.
(f) Dad likes a walk in the park after work.
(g) He held the ball in the palm of his hand.

WEEK 22

- A** (a) chuckle
(b) danger
(c) damage
(d) tickle

- B** (a) The town needs to tackle the litter problem.
(b) The storm did a lot of damage to the trees.
(c) Sam had a chuckle at Nell's joke.
(d) Rain began to trickle through the roof.

(e) The nurse placed a gentle hand on his face.

- C** (a) freckle
(b) stranger
(c) digest
(d) total
(e) page

D The stranger began to chuckle in the large garage.

- E** 1. silent
2. tackle
3. tickle
4. total
5. trickle

1. change
2. charge
3. chuckle
4. damage
5. danger

F (a) The storm did damage to the garage.
(b) The stranger was in huge danger.
(c) The gentle agent tried to digest the news.

- G** (a) total
(b) agent
(c) gentle
(d) large
(e) danger
(f) tackle

WEEK 23

- A** (a) middle
(b) block
(c) level
(d) dodge
(e) triangle
(f) course

- B** (a) dodge
(b) hedge
(c) riddle
(d) triangle
(e) bridge
(f) candle

C (a) The candle was lighting in the lodge.
(b) The block of flats was built last year.
(c) The hedge is growing in the garden.

D There was a gadget on the edge of the bridge.

E (crossword)

Across:

1. budget
3. riddle
6. badge
7. lodge

Down:

2. triangle
4. level
5. huddle
6. bridge

F (a) 'Of course you can visit me,' said Jane.
(b) 'Keep the noise level down, please,' she said.
(c) The man lives in a lodge near the castle.
(d) He put the bundle of twigs on the ground.

G (a) I am a candle.
(b) I am a gadget.

WEEK 24

A (A) The young man could not sleep. It was the middle of the storm. He heard a stranger lurking outside. He decided to go to the lodge. He would be safer there. He crept out of the window. He crawled over fallen trees. The storm had done a lot of damage. His head was in a muddle. There was a tight knot in his stomach. He stayed in the lodge all night. He thought long and hard about the constant attacks on his house.

The only answer to his troubles was to leave for America as soon as possible. He would be much happier there. He hoped to find peace there too.

B (a) Hot, hotter, hottest
(b) Happy, happier, happiest
(c) Thin, thinner, thinnest
(d) Quiet, quieter, quietest
(e) Fit, fitter, fittest
(f) Nice, nicer, nicest
(g) Good, better, best
(h) Bad, worse, worst
(i) Much, more, most
(j) Little, less, least
(k) Lucky, luckier, luckiest
(l) Heavy, heavier, heaviest

C (a) could, walk
(b) knee, knife
(c) knight, knot
(d) wren, column
(e) listen, answer

D (a) pebble
(b) fable
(c) crowd
(d) guess
(e) contain
(f) pattern
(g) bored
(h) wrong
(i) length
(j) germs
(k) hedge
(l) dodge

E (a) I must (write, right) write a letter to my pen pal.
(b) Please (wait, weight) wait for me after school.
(c) That's a beautiful (piece, peace) piece of music.
(d) The children were (board, bored) bored at the film.
(e) It was a dark, dreary (knight, night) night.

(f) The adventurers drove (threw, through) through the night.

WEEK 25

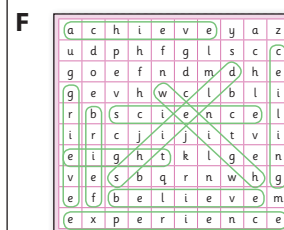
A (a) sleigh
(b) grieve
(c) eight
(d) brief
(e) neigh
(f) shield
(g) thief
(h) chief
(i) science
(j) ancient
(k) glacier

B (a) My neighbour received a sleigh.
(b) The thief heard a horse neigh.
(c) The chief has an ancient shield.

C (a) chief
(b) thief
(c) ancient
(d) experience
(e) brief

D The scientist received an ancient sleigh.

E (a) neighbour
(b) weigh
(c) scientist
(d) achieve



G (a) grieve
(b) shield
(c) weigh
(d) science
(e) glacier
(f) experience
(g) neighbour
(h) eight
(i) sleigh

WEEK 26

- A** (a) queen, queen queen
 (b) cheque, cheque, cheque
 (c) measure, measure, measure
 (d) leisure, leisure, leisure
 (e) taught, taught, taught
 (f) daughter, daughter, daughter

- B** (a) My sister is the daughter of my parents.
 (b) I will present my project to my class.
 (c) Ireland is an island.
 (d) Asia is the world's largest continent.
 (e) I see the queue for the bus.
 (f) Sam caught a salmon in the river.

- C** (a) queen
 (b) leisure
 (c) closure
 (d) taught
 (e) vision
 (f) stream
 (g) cheque

- D** (a) queen
 (b) closure
 (c) naughty
 (d) unique
 (e) caught
 (f) daughter
 (g) query
 (h) vision

- E** (a) The queen had a unique vision.
 (b) He could see the island from the ocean.
 (c) His naughty daughter caught a fish.
 (d) The queen paid for the present by cheque.

- F** (a)
 1. leisure
 2. queen
 3. query
 4. queue

5. slaughter

- (b)
 1. cheque
 2. closure
 3. measure
 4. vision
 5. written

WEEK 27

- A**
 (a) always
 (b) several
 (c) decide
 (d) detail
 (e) deny
 (f) almost
 (g) already
 (h) numeral
 (i) alter

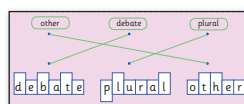
- B** (a) father
 (b) animal
 (c) decimal
 (d) numeral

- C** (a) brother
 (b) alter
 (c) weather
 (d) several
 (e) plural
 (f) animal

- D** (a) always
 (b) brother
 (c) detail
 (d) father
 (e) already
 (f) several

- E (crossword)**
Across:
 2. mother
 4. brother
 6. delay
 8. numeral

- Down:**
 1. father
 3. deny
 5. plural
 7. animal

F**WEEK 28**

- A** (a) goggles
 (b) scissors
 (c) trousers
 (d) salmon
 (e) aircraft
 (f) deer
 (g) shrimp

- B** (a) How many minutes are in an hour?
 (b) Santa's sleigh is led by eight reindeer.
 (c) 12 eggs in a dozen.
 (d) Two small aircraft landed at the airport.
 (e) I see the woolly sheep grazing every day.
 (f) I need scissors to cut this rope.
 (g) Shrimp are small shellfish.
 (h) Mars is one of the major planets.

- C** Answers will vary.

- D** (a) swine
 (b) trout
 (c) sister
 (d) pretty
 (e) trousers
 (f) clothes
 (g) sheep
 (h) jeans

- E** (a)
 1. deer
 2. dozen
 3. fish
 4. fresh
 5. minutes

- (b)
 1. salmon
 2. scissors
 3. sheep
 4. shrimp
 5. swine

- F** (a) I am a sister.
 (b) We are deer.
 (c) I am an aircraft.
 (d) We are the planets.

- G** Her sister cut her best jeans using a scissors.

WEEK 29

- A** (a) enough
 (b) bought
 (c) social
 (d) initial
 (e) trough
 (f) sought
 (g) special
 (h) afraid

- B** (a) St Patrick's Day is celebrated in March.
 (b) The trial took place in the court house.
 (c) Zero is another word for nought.
 (d) I couldn't remember the boy's name.
 (e) She kicked the ball against the wall.
 (f) The pigs ate from a trough in the field.

- C** (a) Cora is partial to celebrating special days.
 (b) The social worker fought against injustice.

- D** (a) remember
 (b) tough
 (c) special
 (d) initial
 (e) against
 (f) bought
 (g) afraid
 (h) enough

- E** (a) My throat felt rough after the cough.
 (b) I remember seeing daffodils in March.
 (c) The initial stage of the trial began yesterday.
 (d) Nan can still remember her early years.

- (e) Kelly bought special curtain material.

F (a)

1. afraid
2. against
3. remember
4. social
5. trough

(b)

1. bought
2. enough
3. partial
4. special
5. wear

WEEK 30

A (a) enormous

- (b) serious
- (c) nervous
- (d) furious
- (e) previous
- (f) famous
- (g) curious
- (h) jealous
- (i) various

B (a) The girl was jealous of her friend.

- (b) We took action to reduce the amount of sugar.
- (c) The famous region is dangerous.

C (a) nervous

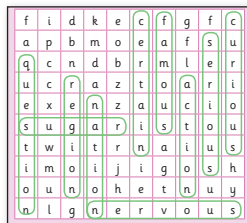
- (b) famous
- (c) region
- (d) furious

D They took action based on the complete information.

E (a) famous

- (b) enormous
- (c) certain
- (d) furious
- (e) dangerous
- (f) action
- (g) question
- (h) jealous

F



- G (a)** complete
(b) previous
(c) dangerous
(d) jealous
(e) sugar
(f) action

WEEK 31

- A (a)** active
(b) session
(c) conclusion
(d) decision
(e) artist
(f) television
(g) dentist
(h) cyclist
(i) relative
(j) expensive
(k) massive
(l) tourist

- B (a)** guitarist
(b) cyclist
(c) television
(d) truck

- C (a)** expensive
(b) dentist
(c) sharp
(d) suddenly
(e) massive
(f) positive

- D (a)** massive
(b) positive
(c) guitarist
(d) artist
(e) cyclist
(f) expensive

- E (a)** dentist
(b) chance
(c) decision
(d) positive
(e) relative

- (f) session
(g) ahead
(h) tourist

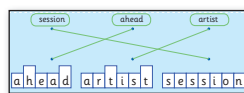
F (a)

1. active
2. artist
3. session
4. sharp
5. suddenly

(b)

1. chance
2. conclusion
3. cyclist
4. dentist
5. tourist

G



- H (a)** The artist sold an expensive painting.
(b) Suddenly, the tourist saw a sharp bend ahead.

WEEK 32

A The queen flew to the remote island on a small aircraft. The island was surrounded by the ocean. The queen was wearing nice clothes. The kind chief lived on the island with his tribe. The queen received a present from the chief. It had belonged to her dead father. A thief had stolen it many years earlier. The queen was very happy as this present was very special to her parents.

- B (a)** grieve
(b) thief
(c) vision
(d) ocean
(e) almost
(f) plural
(g) clothes
(h) swine
(i) remember
(j) initial

- (k) jealous
(l) expensive

C Answers will vary.

- D (a)** received
(b) ancient
(c) query
(d) unique
(e) mother
(f) always
(g) sister
(h) fresh
(i) remember
(j) bought
(k) previous
(l) expensive
(m) conclusion
(n) positive

- E (a)** The fisherman caught trout and shrimp.
(b) Her curious daughter was very naughty.
(c) The cyclist was furious the previous day.
(d) My mother will not allow me eat sugar.

- F (a)** I am a reindeer.
(b) I am a salmon.

WEEK 33

- A** (a) shield
(b) cheque
(c) goggles
(d) dentist

B (crossword)

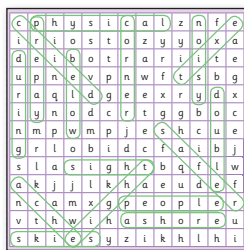
Across:

2. teeth
4. grinned
5. hedge
6. ache
7. bones
10. mistake
11. ewe

Down:

1. silent
3. elephant
4. goalie
7. baker
8. stable
9. mice

C



- D** Beware of eating sandwiches!

WEEK 34

- A** (a) stomach
(b) country
(c) humour
(d) predict
(e) dependable
(f) explode
(g) fight
(h) finished
(i) stormy
(j) chattering
(k) shouted
(l) mountain
(m) shoes
(n) cuddle
(o) crowd
(p) contain
(q) board

- (r) listen
(s) chuckle
(t) huddle
(u) thief
(v) leisure
(w) debate
(x) clothes
(y) conclusion

- B** (a) I am a television.
(b) I am a cough.
(c) I am a scissors.
(d) I am a reindeer.
(e) I am Asia.
(f) I am a trout.
(g) I am an island.
(h) I am an ocean.
(i) We are potatoes.
(j) I am a doughnut.
(k) I am a toothbrush.
(l) I am the alphabet.

- C** (a) mouth
(b) clean
(c) adore
(d) prepare
(e) reason
(f) poem
(g) eight
(h) choice
(i) scary
(j) anything
(k) deciding
(l) echoes
(m) supplies
(n) include
(o) thinner
(p) happier
(q) thought
(r) could
(s) silent
(t) studies
(u) taught
(v) numeral
(w) shrimp
(x) initial
(y) enormous
(z) certain

alien	acorn	April
lady	apron	agent

ate	male	brave
plane	skate	bake

mail	paid	brain
snail	strain	train

away	birthday	delay
holiday	Sunday	relay

bear	swear	wear
tear	pear	

beige	feign	rein
veil	vein	reign

grey	they	obey
prey	survey	convey

eight	neigh	neighbour
sleigh	weigh	weight

Write the correct words under each heading.

The long /ā/ sound as in <u>a</u> lien	The long /ā/ sound as in <u>a</u> te
The long /ā/ sound as in m <u>a</u> il	The long /ā/ sound as in aw <u>a</u> y

Write the correct words under each heading.

The long /ā/ sound as in <u>bea</u> r	The long /ā/ sound as in <u>be</u> ige
The long /ā/ sound as in <u>gre</u> y	The long /ā/ sound as in <u>ei</u> ght

Write the correct words under each heading.

/a/	/a_e/	/ai/	/ay/	/ea/	/ei/	/ey/	/eigh/

both	local	hotel
oval	omit	story

bone	home	globe
slope	those	smoke

boast	cloak	coach
groan	throat	road

toe	hoe	Joe
oboe	poem	foe

four	soul	court
mould	shoulder	fourth

slow	snow	throw
below	yellow	follow

Write the correct words under each heading.

The long /ō/ sound as in /o/	The long /ō/ sound as in /_o_e/	The long /ō/ sound as in /oa/
The long /ō/ sound as in /oe/	The long /ō/ sound as in /ou/	The long /ō/ sound as in /ow/

<p>Start Card I have the words I do not. Who has I'll?</p>	<p>I have the words I will. Who has I'm?</p>
<p>I have the words I am. Who has it's?</p>	<p>I have the words it is. Who has he'll?</p>
<p>I have the words he will. Who has he's?</p>	<p>I have the words he is. Who has can't?</p>
<p>I have the words can not. Who has you'll?</p>	<p>I have the words you will. Who has she's?</p>

<p>I have the words she is. Who has they'll?</p>	<p>I have the words they will. Who has we'll?</p>
<p>I have the words we will. Who has she'll?</p>	<p>I have the words she will. Who has we're?</p>
<p>I have the words we are. Who has I didn't?</p>	<p>I have the words I did not. Who has you're?</p>
<p>I have the words you are. Who has they're?</p>	<p>I have the words they are. Who has I don't?</p>

duty	tulip	future
music	uniform	human

cute	huge	amuse
excuse	mature	cube

crew	flew	stew
threw	nephew	new

food	loop	igloo
proof	school	stool

blue	fuel	argue
rescue	issue	tissue

Write the correct words under each heading.

The long /ū/ sound as in duty	The long /ū/ sound as in cute	The long /ū/ sound as in crew	The long /ū/ sound as in food	The long /ū/ sound as in blue

<p>Start Card</p> <p>I have the word anyone.</p> <p>Who has the words black + board?</p>	<p>I have the word blackboard.</p> <p>Who has the words bed + room?</p>
<p>I have the word bedroom.</p> <p>Who has the words day + dream?</p>	<p>I have the word daydream.</p> <p>Who has the words ear + ring?</p>
<p>I have the word earring.</p> <p>Who has the words every + one?</p>	<p>I have the word everyone.</p> <p>Who has the words foot + path?</p>
<p>I have the word footpath.</p> <p>Who has the words good + bye?</p>	<p>I have the word goodbye.</p> <p>Who has the words hand + bag?</p>

<p>I have the word handbag. Who has the words in + side?</p>	<p>I have the word inside. Who has the words week + end?</p>
<p>I have the word weekend. Who has the words any + thing?</p>	<p>I have the word anything. Who has the words him + self?</p>
<p>I have the word himself. Who has the words with + out?</p>	<p>I have the word without. Who has the words some + thing?</p>
<p>I have the word something. Who has the words no + body?</p>	<p>I have the word nobody. Who has the words any + one?</p>

enjoy	help	look
say	care	come
like	make	clap
run	shop	win
burn	plan	hope
show	work	bake
save	smile	cause
slip	drop	grab
pass	pull	fill
call	stop	beg
pick	play	love
ask	jump	hop

Write the correct words under each heading.

Simply add -ed .	Drop the final e and add -ed .	Delete the final consonant and add -ed .

Write the correct words under each heading.

[illegible]

boy	girl	book
house	race	beach
lunch	match	wish
brush	hero	bus
glass	box	fox
friend	wave	wheel
thing	question	birthday
chimney	essay	key
monkey	army	baby
city	lady	party
deer	fish	feet
mice	sheep	cent
crop	flower	month

Write the correct words under each heading.

[illegible]

iron	item	idea
idol	icon	child
final	pilot	silent
spider	ivy	crisis

shine	invite	stripe
wife	write	time

quiet	guide	guise
disguise	inquire	guidelines

cry	deny	apply
reply	multiply	sky
cycle	hype	type
rhyme	style	bye

tie	die	cries
fries	spies	lie

night	sight	bright
fright	delight	might

Write the correct words under each heading.

The long /i/ as in child	The long /i/ as in write	The long /i/ as in disguise

two

too

sail

sale

cent

scent

pain

pane

you

ewe

board

bored

wait

weight

right

write

through

threw

night

knight

there

their

which

witch

see

sea

peace

piece

bare

bear

buy

bye

stare

stair

eye

I

plane

plain

weight

wait

climb	comb	debt
doubt	thumb	crumb
dumb	lamb	bomb

gnaw	high	light
reign	gnome	sign
design	campaign	foreign

choir	hour	honour
honest	ghost	rhyme
rhythm	vehicle	exhaust

Write the correct words under each heading.

[illegible]

evil	equal	even
evening	eclipse	legal
female	she	we

athlete	delete	here
these	theme	gene
concrete	severe	complete

angry	dreary	weary
family	twenty	heavy
baby	candy	city

clear	jeans	dream
leave	please	teach
fear	feast	beak

agree	bee	bleed
coffee	speech	beech
beep	breed	cheek

monkey	turkey	honey
valley	chimney	key
hockey	money	kidney

ski	suite	unique
clique	spaghetti	

field	believe	chief
niece	relief	achieve
belief	priest	piece

ceiling	deceive	perceive
receive	receipt	conceive
deceit	conceit	

Write the correct words under each heading.

[illegible]

p	a	r	e	n	t	s
---	---	---	---	---	---	---

b	e	l	i	e	v	e
---	---	---	---	---	---	---

s	p	a	g	h	e	t	t	i
---	---	---	---	---	---	---	---	---

c	h	i	m	n	e	y
---	---	---	---	---	---	---

t	w	e	n	t	y
---	---	---	---	---	---

c	o	n	c	r	e	t	e
---	---	---	---	---	---	---	---

___ase	___rase
___ysical	___otograph
___armacy	al___abet
dol___in	ele___ant
gra___s	ne___ew
un___riendly	___our
un___air	___uture
uni___orm	___oe
beauti___ul	___uel
proo___	___ood

Write the correct words under each heading.

[illegible]

Section A

dis-

mis-

Section B

agree

appear

appoint

like

obey

behave

lead

read

spell

take

Write the correct words under each heading.

dis-	mis-

<p>Start Card I have the words do not. Who has I'll?</p>	<p>I have the words I will. Who has I'm?</p>
<p>I have the words I am. Who has it's?</p>	<p>I have the words it is. Who has he'll?</p>
<p>I have the words he will. Who has he's?</p>	<p>I have the words he is. Who has can't?</p>
<p>I have the words can not. Who has you'll?</p>	<p>I have the words you will. Who has she's?</p>
<p>I have the words she is. Who has they'll?</p>	<p>I have the words they will. Who has we're?</p>

<p>I have the words we are. Who has she'll?</p>	<p>I have the words she will. Who has we'll?</p>
<p>I have the words we will. Who has shouldn't?</p>	<p>I have the words should not. Who has you're?</p>
<p>I have the words you are. Who has they're?</p>	<p>I have the words they are. Who has I've?</p>
<p>I have the words I have. Who has couldn't?</p>	<p>I have the words could not. Who has there's?</p>
<p>I have the words there is. Who has you've?</p>	<p>I have the words you have. Who has doesn't?</p>

<p>I have the words does not. Who has aren't?</p>	<p>I have the words are not. Who has we've?</p>
<p>I have the words we have. Who has won't?</p>	<p>I have the words will not. Who has wasn't?</p>
<p>I have the words was not. Who has they've?</p>	<p>I have the words they have. Who has didn't?</p>
<p>I have the words did not. Who has isn't?</p>	<p>I have the words is not. Who has wouldn't?</p>
<p>I have the words would not. Who has haven't?</p>	<p>I have the words have not. Who has don't?</p>

rain	storm	cloud
gloom	trick	sun
fog	mud	fur
run	ice	scare
noise	taste	filth

rain	storm	cloud
gloom	trick	sun
fog	mud	fur
run	ice	scare
noise	taste	filth

Write the correct words under each heading.

[illegible]

hand

writing

black

board

bed

room

tooth

brush

world

wide

foot

path

be

came

day

dream

hand

bag

play

ground

week

end

any

thing

him

self

with

out

some

thing

under

ground

out

side

pass

word

some

day

key

board

see	do	spend
try	lead	take
write	drive	decide
start	watch	walk
talk	amaze	shout
smile	manage	excite
use	change	hug
plan	shut	chat
job	begin	stop
prefer	dim	grin

Write the correct words under each heading.

[illegible]

Write the correct words under each heading.

Simply add -ed .	Drop the final e and add -ed .	Double the final consonant and add -ed .	Words with a short vowel before the final letter – double the final letter and add -ed .

watch	branch	sandwich
dish	echo	potato
tomato	pass	child
woman	sheep	tooth
goose	employ	valley
donkey	delay	stay
sky	puppy	supply
rely	study	brush
fox	life	leaf
half	shelf	knife
wing	worker	mountain
shoe	bone	thousand
farmer	member	

Write the correct words under each heading.

Simply add s .	Words that end in ch or sh , add es .	Words that end in o, s, x or z , add es .	Plurals that never take s or es .
	Most words that end in f or fe , change the f or fe to ves .	Words that end in a vowel + y , add s .	Words that end in a consonant + y , change y to i and add es .

cold	bright	fast
quiet	strong	brave
large	nice	safe
wide	big	fit
hot	wet	thin
easy	early	happy
heavy	lucky	small

cold	bright	fast
quiet	strong	brave
large	nice	safe
wide	big	fit
hot	wet	thin
easy	early	happy
heavy	lucky	small

Write the correct words under each heading.

Simply add er .	Drop the final e and add er .	Double the final consonant if it is preceded by a vowel and add er .	Words that end in y , change the y to i and add er .

knife	knee	knight
knot	know	knapsack
knit	knob	knuckle
knack	knock	knowledge

calm	could	should
calf	walk	salmon
chalk	talk	would
folk	half	

wren	whole	wrestle
write	wrong	answer
wreck	wriggle	wrinkle
wrist	sword	wretch

Write the correct words under each heading.

Silent k	Silent l	Silent w

p	a	r	t	i	e	s
---	---	---	---	---	---	---

b	r	i	g	h	t
---	---	---	---	---	---

m	o	u	n	t	a	i	n
---	---	---	---	---	---	---	---

t	h	o	u	s	a	n	d
---	---	---	---	---	---	---	---

s	a	n	d	w	i	c	h
---	---	---	---	---	---	---	---

k	n	o	w	l	e	d	g	e
---	---	---	---	---	---	---	---	---