

1

## Task 1

Complete the grid to change these nouns into **adjectives**.

nouns	adjectives
ambition	
infection	
malice	

2

## Task 2

Rearrange these words to find words which all end in the suffix **-able**.

a) a e j b l n e o y = \_\_\_\_\_

b) a g b e e v t l e = \_\_\_\_\_

c) d a b e l a o r = \_\_\_\_\_

## Week One

## Task 3

Underline the word which is spelt correctly for each pair.

spetial / special

artifitial / artificial

essential / essencial

presidential / presidencial

## Task 4

Complete these spelling calculations.

a) refer + ing = \_\_\_\_\_

b) prefer + ence = \_\_\_\_\_

c) transfer + ed = \_\_\_\_\_

d) refer + ence = \_\_\_\_\_

## Task 5

Complete each word with either **ance** or **ence**.

a) excell \_\_\_\_\_

b) assist \_\_\_\_\_

c) relev \_\_\_\_\_

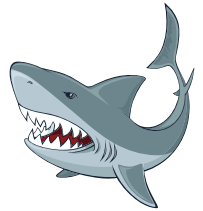
d) obedi \_\_\_\_\_

## Task 6

Explain the difference between these two examples.

a) man-eating shark

b) man eating shark




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## Task 1

Complete the grid to change these nouns into **adjectives**.

nouns	adjectives
ambition	<b>ambitious</b>
infection	<b>infectious</b>
malice	<b>malicious</b>

2

## Task 2

Rearrange these words to find words which all end in the suffix -able.

a) a e j b l n e o y = **enjoyable**

b) a g b e e v t l e = **vegetable**

c) d a b e l a o r = **adorable**

## Week One

## Task 3

Underline the word which is spelt correctly for each pair.

spetial / special

artifitial / artificial

essential / essencial

presidential / presidencial

5

## Task 5

Complete each word with either **ance** or **ence**.

a) excellence

b) assistance

c) relevance

d) obedience

4

## Task 4

Complete these spelling calculations.

a) refer + ing = **referring**

b) prefer + ence = **preference**

c) transfer + ed = **transferred**

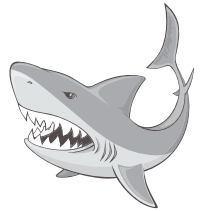
d) refer + ence = **reference**

## Task 6

Explain the difference between these two examples.

a) man-eating shark

b) man eating shark



**Man-eating shark** describes a shark that eats men.

**Man eating shark** describes a man eating a shark.

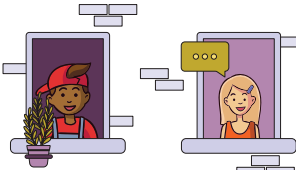
6

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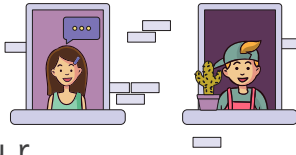
Task 1

Look at the words and complete them by inserted 'ie' or 'ei'.

a) r e c \_ \_ \_ v e



b) a c h \_ \_ \_ v e



c) n \_ \_ \_ g h b o u r

d) l \_ \_ \_ s u r e

2

Task 2

Circle the **correct word** so that the sentences make sense.

a) I asked my swimming coach for some ( advise / advice ) so that I could improve my times.

b) The police had to ( devise / device ) a plan to try and catch the elusive jewellery thief!

# Week Two

Task 3

Circle all the words which make the same sound when using the 'ough' letter string.

- rough
- through
- tough
- enough
- fought

5

Task 5

Circle the **silent letters** in each of these words.

c a s t l e

c r u m b

g h o s t

k n i t t i n g

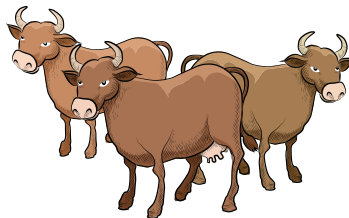


Task 4

Identify the correct spelling for each picture.



isle or aisle



herd or heard

4

Task 6

Describe the **difference** between these two words: **dessert** and **desert**.

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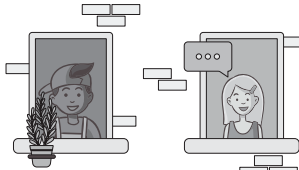
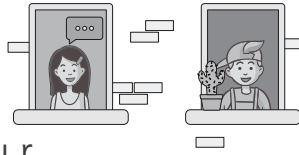
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6

1

## Task 1

Look at the words and complete them by inserted 'ie' or 'ei'.

a) rec e i veb) ach i e vec) n e i ghbourd) l e i sure

2

## Task 2

Circle the **correct word** so that the sentences make sense.

a) I asked my swimming coach for some ( advise / advice ) so that I could improve my times.

b) The police had to ( devise / device ) a plan to try and catch the elusive jewellery thief!

## Week Two

## Task 3

Circle all the words which make the same sound when using the 'ough' letter string.

rough

through

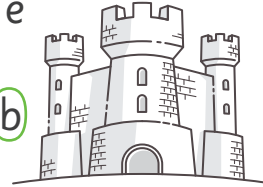
toughenough

fought

5

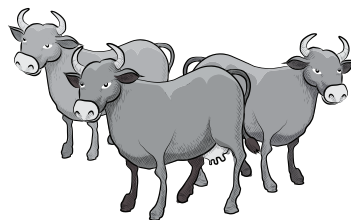
## Task 5

Circle the **silent letters** in each of these words.

c a s t l ec r u m bg h o s tk n i t t i n g

## Task 4

Identify the correct spelling for each picture.

isle or aisleherd or heard

## Task 6

Describe the **difference** between these two words: **dessert** and **desert**.

A dessert is a pudding or something sweet you eat after a meal.

A desert is a large expanse of sand e.g. the Sahara Desert.

6

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## Task 1

Complete the spellings from the year 5/6 spelling list.

g o v e r \_ \_ m e n t

p a r l i \_ \_ m e n t

n u \_ \_ s a n c e

n e \_ \_ e s \_ \_ a r y

2

## Task 2

Identify where the **hyphens** are needed in these sentences.

It is a well known fact that children should only drink sugar free squash to stop their teeth from decaying.



## Week Three 5

## Task 3

Identify the **prefix** which can be added to all of these words.

\_ \_ \_ \_ \_ lingual

\_ \_ \_ \_ \_ cycle

\_ \_ \_ \_ \_ sect

\_ \_ \_ \_ \_ annual

Prefix =

## Task 4

Rewrite the root words (shown in brackets) as **adjectives** so that the sentences make sense.

a) The zoo keeper was very \_ \_ \_ \_ \_ (caution) when he approached the lion.

b) My little brother was \_ \_ \_ \_ \_ (suspicion) when I said he could have the last slice of cake.

## Task 5

Complete the sentence with the correct word from the list provided.

equal

equality

equals

equalise



Unless my team can \_ \_ \_ \_ \_ we won't be going through to the cup final.

## Task 6

Identify whether these words are spelt '**tial**' or '**cial**' by ticking the correct box.

	tial	cial
inicial or initial		
fnancial or financial		
offtial or official		
partial or parcial		

6

1

## Task 1

Complete the spellings from the year 5/6 spelling list.

g o v e r n m e n t

p a r l i a m e n t

n u i s a n c e

n e c e s s a r y

2

## Task 2

Identify where the **hyphens** are needed in these sentences.

It is a well - known fact that children should only drink sugar - free squash to stop their teeth from decaying.



## Week Three

5

## Task 3

Identify the **prefix** which can be added to all of these words.

\_\_\_\_\_bilingual

\_\_\_\_\_bicycle

\_\_\_\_\_bisect

\_\_\_\_\_biannual

Prefix = **bi**

## Task 5

Complete the sentence with the correct word from the list provided.

equal

equality

equals

equalise



Unless my team can \_\_\_\_\_equalise\_\_\_\_\_ we won't be going through to the cup final.

## Task 4

Rewrite the root words (shown in brackets) as **adjectives** so that the sentences make sense.

a) The zoo keeper was very \_\_\_\_\_cautious\_\_\_\_\_ (caution) when he approached the lion.

b) My little brother was \_\_\_\_\_suspicious\_\_\_\_\_ (suspicion) when I said he could have the last slice of cake.

## Task 6

Identify whether these words are spelt '**tial**' or '**cial**' by ticking the correct box.

	tial	cial
inicial or initial	<input checked="" type="checkbox"/>	<input type="checkbox"/>
fnancial or financial	<input type="checkbox"/>	<input checked="" type="checkbox"/>
offtial or official	<input type="checkbox"/>	<input checked="" type="checkbox"/>
partial or parcial	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6

1

## Task 1

Complete the grid by adding the suffixes **ancy** or **ency**.

adjectives	nouns
hesitant	
decent	
frequent	
expected	

2

## Task 2

Describe the **difference** between these two words: **recover** and **re-cover**.

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## Week Four

## Task 3

Identify the root word for each example.

	root word
adorably	
considerably	
forcibly	
noticeable	

## Task 4

Tick to show whether the words are spelt correctly or incorrectly.

	✓	✗
deceive		
concieve		
theif		
ceiling		

5

## Task 5

Identify if the words need a double r when the different suffixes are added.

	single r	double r
refer + ed		
prefer + ence		
transfer + ing		
suffer + ing		

4

## Task 6

Sort the words into the correct columns.  
bought, dough, though, ought,  
through, fought.

short 'o' sound	long 'o' sound	'oo' sound

6

1

## Task 1

Complete the grid by adding the suffixes **ancy** or **ency**.

adjectives	nouns
hesitant	hesitancy
decent	decency
frequent	frequency
expected	expectancy

2

## Task 2

Describe the **difference** between these two words: **recover** and **re-cover**.

recover = to return to a normal state of mind or health. E.g. I hope I recover

quickly from this nasty cold.

re-cover = to cover something again.

E.g. I need to re-cover this book as the

front of it has become damaged.

## Week Four

## Task 3

Identify the root word for each example.

	root word
adorably	adore
considerably	consider
forcibly	force
noticeable	notice

## Task 4

Tick to show whether the words are spelt correctly or incorrectly.

	✓	✗
deceive	✓	
concieve		✗
theif		✗
ceiling	✓	

## Task 5

Identify if the words need a double r when the different suffixes are added.

	single r	double r
refer + ed		✓
prefer + ence	✓	
transfer + ing		✓
suffer + ing	✓	

## Task 6

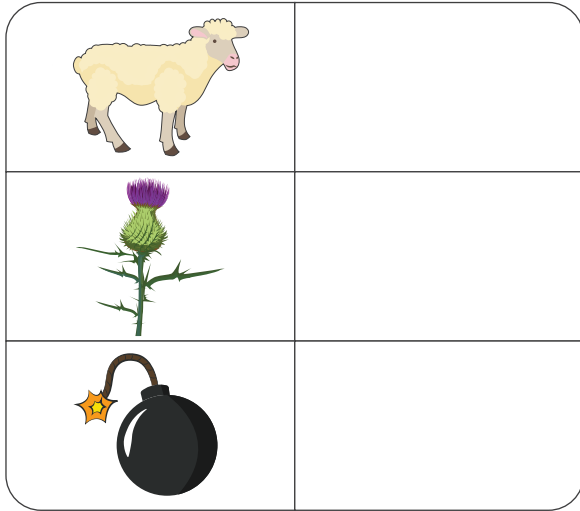
Sort the words into the correct columns.  
bought, dough, though, ought, through, fought.

short 'o' sound	long 'o' sound	'oo' sound
bought fought ought	dough though	through

1

## Task 1

Identify the words being represented by the pictures. Clue: all the words have a silent letter!



2

## Task 2

Tick to show whether the words have been spelt correctly or incorrectly.

	✓	✗
existence		
queue		
resterant		
secretary		

## Week Five

5

## Task 3

Write a sentence for each word to show their different meanings.

a) practice

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b) practise

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## Task 5

Match the words to their definitions.

profit

someone who foretells the future

prophet

cautions

wary

money made selling things

weary

tired

## Task 4

Draw a line to match each prefix to the correct word to make a different word. Use each prefix only once.

inter

appear

dis

clockwise

semi

act

anti

circle

## Task 6

Tick two suffixes that can be added to the word below to make new words.

**excite**

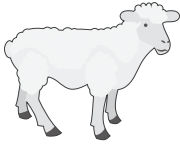


ment	
ful	
less	
able	
ness	

6

1

## Task 1

Identify the words being represented by the pictures. Clue: all the words have a silent letter!

	lamb
	thistle
	bomb

2

## Task 2

Tick to show whether the words have been spelt correctly or incorrectly.

	✓	✗
existence		✗
queue	✓	
resterant		✗
secretary	✓	

## Week Five

## Task 3

Write a sentence for each word to show their different meanings.

a) practice

I attend netball practice every Thursday night.

b) practise

I need to practise for my up-coming ballet exam.

5

## Task 5

Match the words to their definitions.

profit	someone who foretells the future
prophet	cautions
wary	money made selling things
weary	tired

4

## Task 4

Draw a line to match each prefix to the correct word to make a different word. Use each prefix only once.

inter	appear
dis	clockwise
semi	act
anti	circle

## Task 6

Tick two suffixes that can be added to the word below to make new words.

**excite**

ment	✓
ful	
less	
able	✓
ness	

6

1

## Task 1

Complete the grid to change these nouns into **adjectives** by adding 'tious' or 'cious'.

nouns	adjectives
fiction	
nutrition	
suspicion	

2

## Task 2

Rearrange these words to find words which all end in the suffix -ible.

a) o p s i l s b e = \_\_\_\_\_

b) e t r i b r l e = \_\_\_\_\_

c) i v i e b s l = \_\_\_\_\_

## Week Six

## Task 3

Underline the word which is spelt correctly for each pair.

offitial / official

confidential / confinencial

artifitial / artificial

sacrifitial / sacrificial

## Task 4

Complete these spelling calculations.

a) refer + ed = \_\_\_\_\_

b) transfer + al = \_\_\_\_\_

c) prefer + ence = \_\_\_\_\_

d) refer + ee = \_\_\_\_\_

## Task 5

Complete each word with either **ant** or **ent**.

a) emerg\_\_\_\_\_

b) observ\_\_\_\_\_

c) toler\_\_\_\_\_

d) independ\_\_\_\_\_

## Task 6

Explain the difference between these two examples.

a) small-business man

b) small business man




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6

1

## Task 1

Complete the grid to change these nouns into **adjectives** by adding 'tious' or 'cious'.

nouns	adjectives
fiction	<u>fictitious</u>
nutrition	<u>nutritious</u>
suspicion	<u>suspicious</u>

2

## Task 2

Rearrange these words to find words which all end in the suffix -ible.

a) o p s i l s b e = possible

b) e t r i b r l e = terrible

c) i v i e b s l = visible

## Week Six

## Task 3

Underline the word which is spelt correctly for each pair.

offtial / official

confidential / confincial

artiftial / artificial

sacrifitial / sacrificial

## Task 4

Complete these spelling calculations.

a) refer + ed = referred

b) transfer + al = transferral

c) prefer + ence = preference

d) refer + ee = referee

## Task 5

Complete each word with either **ant** or **ent**.

a) emergent

b) observant

c) tolerant

d) independent

## Task 6

Explain the difference between these two examples.

a) small-business man

b) small business man



A small-business man is a man who runs a business that isn't very large.

A small business man is a short man who runs a business.

1

Task 1

Look at the words and complete them by inserting 'ie' or 'ei'.

- a) c \_ \_ \_ l i n g
- b) b \_ \_ \_ g e
- c) g r \_ \_ \_ f
- d) p r \_ \_ \_ s t



2

Task 2

Circle the **correct word** so that the sentences make sense.

- a) When I turned 17, I applied for my provisional driving ( license / licence ).
- b) The restaurant is ( licensed / licenced) to sell alcohol.

# Week Seven

5

Task 3

Circle all the words which make the same sound when using the 'ough' letter string.

- bought
- through
- though
- thought
- fought

3

Task 5

Circle the **silent letters** in each of these words.

- r e i g n
- t h u m b
- a u t u m n
- l i s t e n

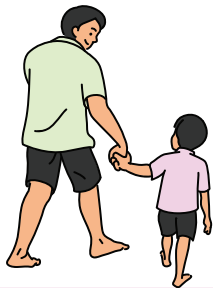


Task 4

Identify the correct spelling for each picture.



serial or cereal



father or farther

Task 6

Describe the **difference** between these two words: **stationary** and **stationery**.

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6

1

Task 1

Look at the words and complete them by inserting 'ie' or 'ei'.

- a) c \_ e \_ i \_ l i n g
- b) b \_ e \_ i \_ g e
- c) g r \_ i \_ e \_ f
- d) p r \_ i \_ e \_ s t



2

Task 2

Circle the **correct word** so that the sentences make sense.

- a) When I turned 17, I applied for my provisional driving ( license / licence ).
- b) The restaurant is ( licensed / licenced ) to sell alcohol.

# Week Seven

5

Task 3

Circle all the words which make the same sound when using the 'ough' letter string.

- bought
- through
- though
- thought
- fought

3

Task 5

Circle the **silent letters** in each of these words.

- r e i g n
- t h u m b
- a u t u m n
- l i s t e n



Task 4

Identify the correct spelling for each picture.



serial or cereal



father or farther

4

Task 6

Describe the **difference** between these two words: **stationary** and **stationery**.

Stationary = still and not moving

Stationery = objects such as pens,

pencils, envelopes and rubbers

6

1

## Task 1

Complete the spellings from the year 5/6 spelling list.

p \_\_\_ r s \_\_\_ a d e

r \_\_\_ \_\_\_ t h m

s i n \_\_\_ e r \_\_\_ l y

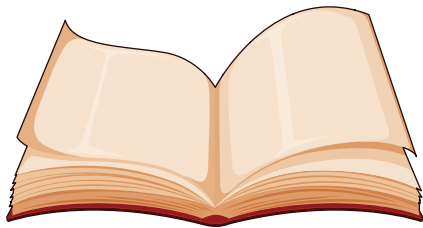
e x \_\_\_ g g \_\_\_ r a t e

2

## Task 2

Identify where the **hyphens** are needed in these sentences.

My father in law recently co authored a children's book about a family of rabbits.



# Week Eight

5

## Task 3

Identify the **prefix** which can be added to all of these words.

\_\_\_\_\_ phone

\_\_\_\_\_ wave

\_\_\_\_\_ scope

\_\_\_\_\_ organism

Prefix =

3

## Task 5

Complete the sentence with the correct word from the list provided.

addition

adds

additional

adding



We needed to take \_\_\_\_\_ food with us on the trek in case we ran out.

## Task 4

Rewrite the root words (shown in brackets) as **adjectives** so that the sentences make sense.

a) The family were looking for a more \_\_\_\_\_ (space) house for their growing family.

b) The athlete was told he needed to eat more \_\_\_\_\_ (nutrition) meals in the lead up to the big competition.

4

## Task 6

Identify whether these words are spelt '**tial**' or '**cial**' by ticking the correct box.

	tial	cial
impartial or imparcial		
glatial or glacial		
crutial or crucial		
substantial or substancial		

6

1

## Task 1

Complete the spellings from the year 5/6 spelling list.

p \_ e \_ r s \_ u \_ a d e

r \_ h \_ y \_ t h m

s i n \_ c \_ e r \_ e \_ l y

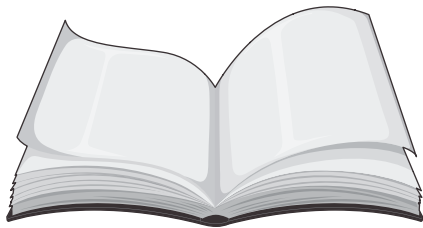
e x \_ a \_ g g \_ e \_ r a t e

2

## Task 2

Identify where the **hyphens** are needed in these sentences.

My father - in - law recently  
co - authoured a children's  
book about a family of  
rabbits.



# Week Eight

## Task 3

Identify the **prefix** which can be added to all of these words.

\_\_\_ microphone

\_\_\_ microwave

\_\_\_ microscope

\_\_\_ microorganism

Prefix = **micro**

## Task 5

Complete the sentence with the correct word from the list provided.

addition

adds

additional

adding



We needed to take additional food with us on the trek in case we ran out.

## Task 4

Rewrite the root words (shown in brackets) as **adjectives** so that the sentences make sense.

a) The family were looking for a more spacious (space) house for their growing family.

b) The athlete was told he needed to eat more nutritious (nutrition) meals in the lead up to the big competition.

## Task 6

Identify whether these words are spelt '**tial**' or '**cial**' by ticking the correct box.

	tial	cial
impartial or imparcial	<input checked="" type="checkbox"/>	<input type="checkbox"/>
glatial or glacial	<input type="checkbox"/>	<input checked="" type="checkbox"/>
crutial or crucial	<input type="checkbox"/>	<input checked="" type="checkbox"/>
substantial or substancial	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6

1

## Task 1

Complete the words by adding the suffixes **ance** or **ence**.

arrog \_\_\_\_\_

import \_\_\_\_\_

evid \_\_\_\_\_

obedi \_\_\_\_\_

2

## Task 2

Describe the **difference** between these two words: **resent** and **re-sent**.

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## Week Nine

## Task 3

Complete the sentences by adding 'ibly' or 'ably' to the root word shown in brackets.

The other team were \_\_\_\_\_  
(comfort) ahead by half-time.

\_\_\_\_\_ (predict),  
our team lost the match.



The team looked on \_\_\_\_\_  
(misery) as their rivals collected the winners' trophy.

## Task 4

Tick to show whether the words are spelt correctly or incorrectly.

	✓	✗
sieze		
hygeine		
perceive		
sliagh		

5

## Task 5

Identify if the words need a double r when the different suffixes are added.

	single r	double r
refer + ence		
prefer + ing		
transfer + al		
suffer + ed		

4

## Task 6

Sort the words into the correct columns.  
thought, rough, plough, enough, ough,  
tough, bough

short 'o' sound	'ow' sound	'uff' sound

6

1

## Task 1

Complete the words by adding the suffixes **ance** or **ence**.

a r r o g ance

i m p o r t ance

e v i d ence

o b e d i ence

2

## Task 2

Describe the **difference** between these two words: **resent** and **re-sent**.

Resent = to feel bitterness towards

someone

Re-sent = to send something again

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Week Nine

## Task 3

Complete the sentences by adding 'ibly' or 'ably' to the root word shown in brackets.

The other team were comfortably  
(comfort) ahead by half-time.

Predictably (predict),  
our team lost the match.



The team looked on miserably  
(misery) as their rivals collected the winners' trophy.

## Task 4

Tick to show whether the words are spelt correctly or incorrectly.

	✓	✗
sieze		✗
hygeine		✗
perceive	✓	
sliagh		✗

## Task 5

Identify if the words need a double r when the different suffixes are added.

	single r	double r
refer + ence	✓	
prefer + ing		✓
transfer + al		✓
suffer + ed	✓	

## Task 6

Sort the words into the correct columns.  
thought, rough, plough, enough, ough, tough, bough

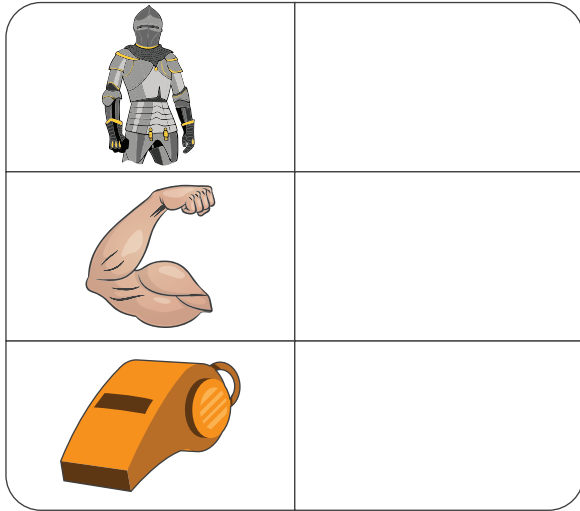
short 'o' sound	'ow' sound	'uff' sound
thought	plough	rough
ough	bough	tough
		enough

6

1

## Task 1

Identify the words being represented by the pictures. Clue: all the words have a silent letter!



2

## Task 2

Tick to show whether the words have been spelt correctly or incorrectly.

	✓	✗
comitee		
marvelous		
lightning		
symbol		

## Week Ten

## Task 3

Write a sentence for each word to show their different meanings.

a) weather

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b) whether

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5

## Task 5

Match the words to their definitions.

ascent

to make something complete

assent

the act of going up

compliment

to agree

complement

to give a nice remark

## Task 4

What does the prefix 'inter-' mean in the words interact, interactive, intercept, international, interlude? Tick one.

between	
many	
some	
against	

## Task 6

Tick two suffixes that can be added to the word below to make new words.

wonder



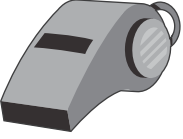
ment	
ful	
less	
able	
ness	

6

1

## Task 1

Identify the words being represented by the pictures. Clue: all the words have a silent letter!

	knight
	muscle
	whistle

2

## Task 2

Tick to show whether the words have been spelt correctly or incorrectly.

	✓	✗
comitee		✗
marvelous		✗
lightning	✓	
symbol	✓	

## Week Ten

## Task 3

Write a sentence for each word to show their different meanings.

a) weather

The weather forecast for this weekend looks fantastic.

b) whether

I don't know whether to have a jacket potato or chips for my dinner.

5

## Task 5

Match the words to their definitions.

ascent	to make something complete
assent	the act of going up
compliment	to agree
complement	to give a nice remark

## Task 4

What does the prefix 'inter-' mean in the words interact, interactive, intercept, international, interlude? Tick one.

between	✓
many	
some	
against	

## Task 6

Tick two suffixes that can be added to the word below to make new words.

wonder

ment	✓
ful	✓
less	
able	
ness	

6