

# SPELLING

## *Rules & Activities Booklet Y5/6*



## Set 1: Endings which sound like /ʃəs/ spelt –cious

### What is the spelling rule?

If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *grace* – *gracious*, *space* – *spacious*

**Exception:** *anxious*.

### Activity 1

Look → Say → Cover → Write → Check



1. vicious

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2. precious

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3. conscious

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4. delicious

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5. malicious

---

6. suspicious

---

7. gracious

---

8. unconscious

---

9. spacious

---

10. ferocious

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## Activity 2

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	h	s	l	k	v	i	c	i	o	u	s	b	n
n	u	e	p	i	o	u	r	t	n	a	e	t	g	l
s	b	n	a	t	y	v	s	d	a	h	s	l	r	i
d	y	n	c	a	r	n	f	u	e	g	u	m	a	e
e	p	y	i	o	r	t	e	f	s	t	o	m	c	b
l	o	e	o	t	n	s	r	a	e	h	i	c	i	t
i	h	r	u	q	a	s	o	d	r	e	c	v	o	y
c	r	o	s	n	f	p	c	a	t	d	i	a	u	r
i	t	v	e	m	e	v	i	i	s	r	p	a	s	l
o	h	a	r	d	z	s	o	e	o	a	s	f	a	m
u	n	z	p	e	r	a	u	t	m	u	u	h	i	n
s	e	g	b	u	a	j	s	r	e	a	s	c	e	k
a	s	t	g	u	j	e	s	d	t	g	c	b	n	i
p	r	e	c	i	o	u	s	u	r	w	a	j	l	d
r	g	l	k	m	b	s	u	o	i	c	i	l	a	m

Missing word: \_\_\_\_\_

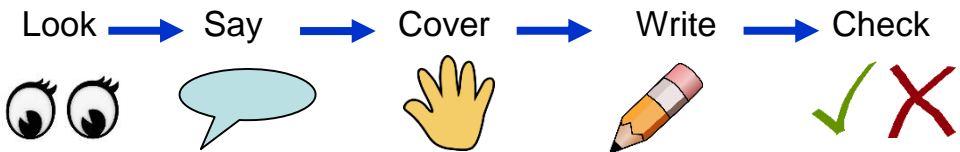
## Set 2 : Words ending in -tious

### What is the spelling rule?

If the start of the word can also have a **/shun/** ending then you should add -tious.

**Exception:** *suspicion* = *suspicious*, but you know this from last Set 😊

### Activity 1



1. ambitious

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2. cautious

---

3. fictitious

---

4. infectious

---

5. nutritious

---

6. superstitious

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7. ostentatious

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8. pretentious

---

9. surreptitious

---

10. facetious

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## Activity 2

Using a dictionary, put the words in alphabetical order, and write their meaning next to them.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Set 3: Endings which sound like /ʃəl/ = -cial

**-cial** is common after a vowel letter and **-tial** after a consonant letter, but there are some exceptions.

**Exceptions:** initial, financial, commercial, provincial

### Activity 1

Look → Say → Cover → Write → Check



1. official

---

2. special

---

3. artificial

---

4. beneficial

---

5. commercial

---

6. crucial

---

7. facial

---

8. glacial

---

9. social

---

10. judicial

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## Activity 2

### PYRAMIDS

Build up your words to make a pyramid, adding a letter each time. Try to do this for all 10 words!

**Example:**

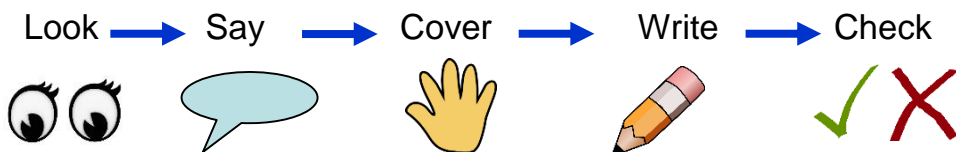
s  
s o  
s o c  
s o c i a  
s o c i a l

## Set 4: Endings which sound like /ʃəl/ = *-tial*

**-cial** is common after a vowel letter and **-tial** after a consonant letter, but there are some exceptions.

**Exceptions:** initial, financial, commercial, provincial

### Activity 1



1. partial

---

2. confidential

---

3. essential

---

4. initial

---

5. potential

---

6. residential

---

7. influential

---

8. spatial

---

9. confidential

---

10. martial

---



## Activity 2

### Syllables (Syll - a - ble)

Break the words into sounds. Learn to spell each sound before putting it back together again.

**Example:** confidential. con - fi - den - tial = confidential

partial	_____
essential	_____
initial	_____
potential	_____
residential	_____
influential	_____
spatial	_____
confidential	_____
martial	_____

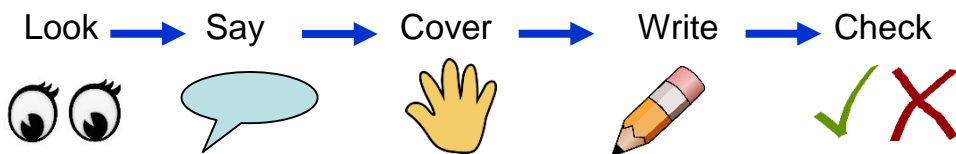
## Set 5 : Words ending in **-ant**

### What is the spelling rule?

Use **-ant** and **-ance/-ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **-ation** endings are often a clue.

**-ant** words are adjectives or nouns

### Activity 1



1. observant
2. expectant
3. hesitant
4. tolerant
5. assistant
6. important
7. significant
8. participant
9. infant
10. instant

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---

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## Activity 2

### Colourful Vowels

Write out the words whilst colouring all the vowels  
(a,e,i,o,u)

Example:    **i**nf**a**nt

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## Set 6: Words ending in **-ance**

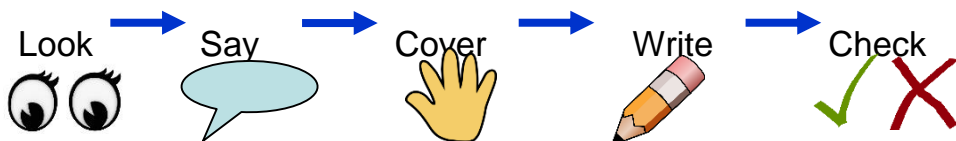
### What is the spelling rule?

Use **-ant** and **-ance/-ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **-ation** endings are often a clue.

Adjectives ending in **-ant** can be used to make nouns ending in **-ance**.

**For example:** elegant = elegance, tolerant = tolerance

### Activity 1



1. observance

\_\_\_\_\_

2. expectance

\_\_\_\_\_

3. hesitance

\_\_\_\_\_

4. tolerance

\_\_\_\_\_

5. assistance

\_\_\_\_\_

6. importance

\_\_\_\_\_

7. significance

\_\_\_\_\_

8. resistance

\_\_\_\_\_

9. instance

\_\_\_\_\_

10. substance

\_\_\_\_\_

## Activity 2

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	o	l	e	r	a	n	c	e	a	u	s	b	e
n	u	e	p	i	o	u	r	t	n	a	e	t	h	x
s	b	n	a	r	e	s	i	s	t	a	n	c	e	p
d	s	n	o	a	r	n	f	u	e	g	r	m	s	e
e	i	y	e	b	r	t	e	f	s	t	o	m	i	c
y	g	e	c	t	s	s	r	a	e	h	i	c	t	t
i	n	r	n	q	a	e	o	d	r	e	c	v	a	a
x	i	o	a	n	f	p	r	a	t	d	i	a	n	n
l	f	v	t	m	e	v	i	v	s	r	k	a	c	c
o	i	a	s	d	z	s	o	e	a	a	s	f	e	e
r	c	z	b	e	i	n	s	t	a	n	c	e	i	n
s	a	g	u	u	a	j	s	r	e	a	c	c	e	k
a	n	t	s	u	j	e	s	d	t	g	c	e	n	i
p	c	e	c	i	o	u	s	u	r	w	a	j	l	d
r	e	c	n	a	t	s	i	s	s	a	i	t	a	m

Missing word: \_\_\_\_\_

## Set 7: Words ending in **-ancy**

### What is the spelling rule?

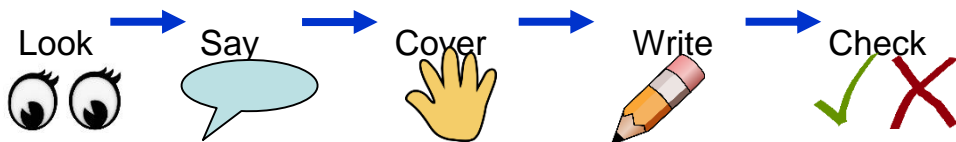
Words ending in **-ancy** are nouns and they behave much like **-ance** and **-ence** (which we see in the next few Sets)

### For example:

Nouns made from verbs ending in **-ate** have the spelling **-ancy**, e.g. *hesitancy* (from *hesitate*) *vacancy* (from *vacate*)

Where there are exceptions to these – there is a **-ant/-ancy** form of the words as a clue!

### Activity 1



1. hesitancy \_\_\_\_\_
2. expectancy \_\_\_\_\_
3. consultancy \_\_\_\_\_
4. vacancy \_\_\_\_\_
5. Pregnancy \_\_\_\_\_
6. importance \_\_\_\_\_
7. accountancy \_\_\_\_\_
8. infancy \_\_\_\_\_
9. occupancy \_\_\_\_\_
10. truancy \_\_\_\_\_

## Activity 2

Using a dictionary, for each of the words, find their **verb** form (**-ate**) or if there isn't one, their **-ant** form.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Set 8: Words ending in **-ent**

### What is the spelling rule?

Use **-ent** and **-ence/-ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position.

Words ending in **-ent** are nouns or adjectives.

### Activity 1

Look → Say → Cover → Write → Check



1. innocent

---

2. frequent

---

3. decent

---

4. confident

---

5. obedient

---

6. independent

---

7. government

---

8. development

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9. different

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10. department

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## Activity 2

Using a dictionary, put the words in alphabetical order, and write their meaning next to them.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Set 9: Words ending in **-ence**

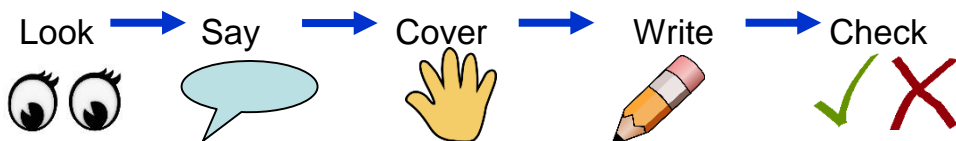
### What is the spelling rule?

Use **-ent** and **-ence/-ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound), the right position, **d**) and **qu**, or if there is a related word with a clear /ɛ/ sound in

Adjectives ending in **ent** can change to make nouns ending in **ence**.

For example: evident = evidence, obedient = obedience.

### Activity 1



1. innocence \_\_\_\_\_
2. confidence \_\_\_\_\_
3. obedience \_\_\_\_\_
4. independence \_\_\_\_\_
5. evidence \_\_\_\_\_
6. violence \_\_\_\_\_
7. difference \_\_\_\_\_
8. experience \_\_\_\_\_
9. science \_\_\_\_\_
10. influence \_\_\_\_\_

## Activity 2

Using a dictionary, find out which 3 words **do not have** an **-ent** adjective form.

For the 7 that do, write them down.

### 3 with no -ent form

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 7 with an -ent form

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

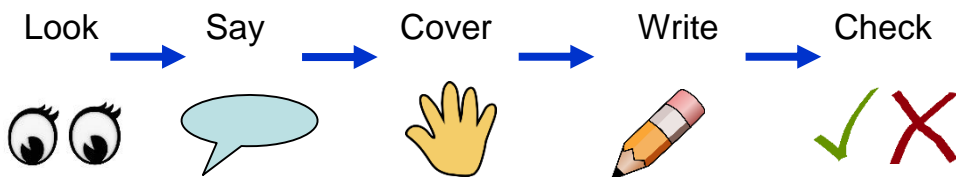
## Set 10: Words ending in **-ency**

### What is the spelling rule?

Words ending in **-ency** are nouns and they behave much like **-ance** and **-ence**.

- Use the vowel clue from the adjective (**-ent**) to help spell the noun - and vice versa. For example: urent = urgency
- Nouns with a soft *c* or *g* before the ending are spelled **-ency**, For example: *emergency* or *complacency*.

### Activity 1



1. frequency

\_\_\_\_\_

2. decency

\_\_\_\_\_

3. emergency

\_\_\_\_\_

4. currency

\_\_\_\_\_

5. urgency

\_\_\_\_\_

6. agency

\_\_\_\_\_

7. efficiency

\_\_\_\_\_

8. tendency

\_\_\_\_\_

9. dependency

\_\_\_\_\_

10. potency

\_\_\_\_\_

## Activity 2

### Syllables (Syll - a - ble)

Break the words into sounds. Learn to spell each sound before putting it back together again.

**Example:** frequency. fre - quen - cy = frequency

frequency

---

decency

---

emergency

---

currency

---

urgency

---

agency

---

efficiency

---

tendency

---

dependency

---

potency

---

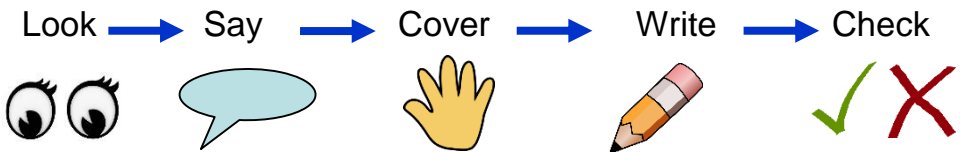
## Set 11: Words ending in **-able**

### What is the spelling rule?

These endings are found in adjectives that usually mean 'able to be ...'. For example: **available** = able to be used.

**-able** words are adjectives.

### Activity 1



1. adorable
2. applicable
3. considerable
4. tolerable
5. noticeable
6. dependable
7. comfortable
8. reasonable
9. enjoyable
10. understandable

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---

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## Activity 2

### Sentences

Write a suitable sentence using each of the words. Use a dictionary for the meanings if you need to.

**Example:** Adorable = My friend's new baby is adorable.

adorable \_\_\_\_\_

applicable \_\_\_\_\_

considerable \_\_\_\_\_

tolerable \_\_\_\_\_

noticeable \_\_\_\_\_

dependable \_\_\_\_\_

comfortable \_\_\_\_\_

reasonable \_\_\_\_\_

enjoyable \_\_\_\_\_

understandable \_\_\_\_\_

## Set 12: Words ending in **-ably**

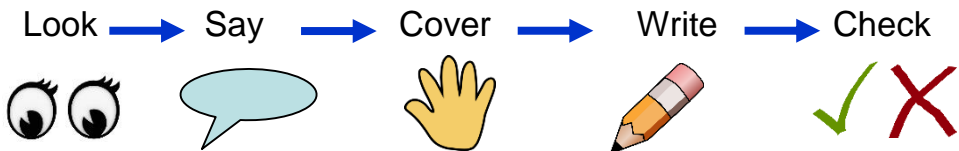
### What is the spelling rule?

These endings are found in adverbs corresponding to adjectives found in **-able**. For example: understandable = understandably.

We lose the **e** and add the **y**.

**-ably** words are adverbs.

### Activity 1



1. adorably \_\_\_\_\_
2. presumably \_\_\_\_\_
3. considerably \_\_\_\_\_
4. probably \_\_\_\_\_
5. noticeably \_\_\_\_\_
6. preferably \_\_\_\_\_
7. comfortably \_\_\_\_\_
8. reasonably \_\_\_\_\_
9. inevitably \_\_\_\_\_
10. understandably \_\_\_\_\_



## Activity 2

### Colourful Vowels

Write out the words whilst colouring all the vowels  
(a,e,i,o,u)

Example:

adorably

---

---

---

---

---

---

---

---

---

---

## Set 13: Words ending in **-ible**

### What is the spelling rule?

These words are a variation of **-able**.

They follow the same rules but use **-ible** instead of **-able**.

These are less common than **-able** words.

### Activity 1

Look → Say → Cover → Write → Check



1. forcible

---

2. legible

---

3. possible

---

4. horrible

---

5. terrible

---

6. visible

---

7. incredible

---

8. sensible

---

9. accessible

---

10. responsible

---

## Activity 2

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	o	l	e	f	a	n	c	e	a	u	t	b	e
n	u	e	p	i	o	u	r	t	l	a	e	e	h	x
s	b	n	a	r	r	s	i	s	b	a	n	r	e	p
d	s	n	o	a	c	n	f	u	i	g	r	r	s	e
e	e	y	e	b	i	t	e	f	s	t	o	i	i	c
y	n	e	c	t	b	s	r	a	s	h	i	b	t	e
e	s	r	n	q	l	e	o	d	e	e	c	l	a	l
l	i	o	a	n	e	p	r	a	c	d	i	e	n	b
b	b	v	t	m	e	v	o	v	c	r	k	a	c	i
i	l	a	s	d	z	s	o	s	a	a	s	f	e	d
r	e	z	b	e	i	n	s	t	s	n	c	e	i	e
r	a	g	u	u	a	j	s	r	e	i	c	c	e	r
o	n	t	s	u	j	e	s	d	t	g	b	e	n	c
h	c	e	c	v	i	s	i	b	l	e	a	l	l	n
r	e	s	p	o	n	s	i	b	l	e	i	t	e	i

Missing word: \_\_\_\_\_

## Set 14: Words ending in **-ibly**

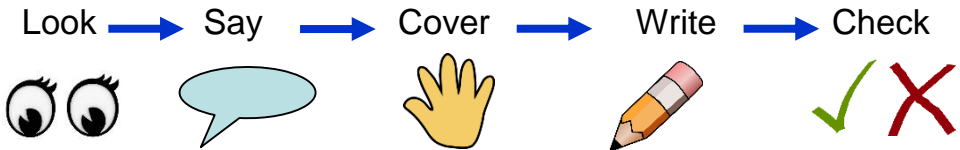
### What is the spelling rule?

These words are a variation of **-ably**.

They follow the same rules but use **-ibly** instead of **-ably**.

These are less common than **-ably** words.

### Activity 1



1. forcibly

\_\_\_\_\_

2. legibly

\_\_\_\_\_

3. audibly

\_\_\_\_\_

4. horrible

\_\_\_\_\_

5. terrible

\_\_\_\_\_

6. visibly

\_\_\_\_\_

7. incredibly

\_\_\_\_\_

8. sensibly

\_\_\_\_\_

9. accessibly

\_\_\_\_\_

10. responsibly

\_\_\_\_\_

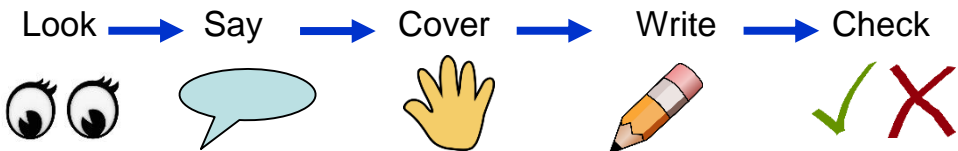
## Set 15: Adding suffixes beginning with vowel letters to words ending in **-fer**

### What is the spelling rule?

The **r** is doubled if the **-fer** is still stressed when the ending is added. For example prefer = preferring.

The **r** is not doubled if the **-fer** is no longer stressed. For example prefer = preference

### Activity 1



1. referred \_\_\_\_\_
2. reference \_\_\_\_\_
3. preferred \_\_\_\_\_
4. preference \_\_\_\_\_
5. transferring \_\_\_\_\_
6. transferred \_\_\_\_\_
7. transference \_\_\_\_\_
8. referring \_\_\_\_\_
9. preferring \_\_\_\_\_
10. offered \_\_\_\_\_

## Activity 2

### Syllables (Syll - a - ble)

Break the words into sounds. Learn to spell each sound  
before putting it back together again.  
Saying the words aloud will help you to practice the rule!

**Example:** referred. re - ferred = referred

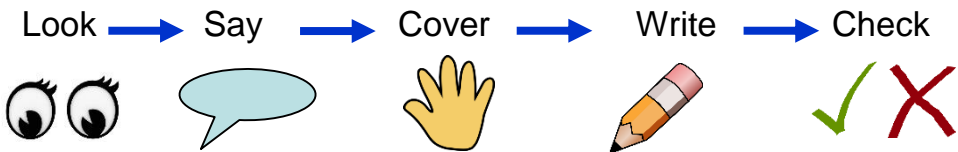
1. referred \_\_\_\_\_
2. reference \_\_\_\_\_
3. preferred \_\_\_\_\_
4. preference \_\_\_\_\_
5. transferring \_\_\_\_\_
6. transferred \_\_\_\_\_
7. transference \_\_\_\_\_
8. referring \_\_\_\_\_
9. preferring \_\_\_\_\_
10. offered \_\_\_\_\_

## Set 16: Use of the hyphen

### What is the spelling rule?

Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

### Activity 1



1. co-ordinate

\_\_\_\_\_

2. co-operate

\_\_\_\_\_

3. co-own

\_\_\_\_\_

4. re-enter

\_\_\_\_\_

5. re-elect

\_\_\_\_\_

6. re-educate

\_\_\_\_\_

7. cross-reference

\_\_\_\_\_

8. cross-section

\_\_\_\_\_

9. non-refundable

\_\_\_\_\_

10. non-toxic

\_\_\_\_\_

## Activity 2

Using a dictionary - look up the words to find their meanings. You should notice that when used with the same prefix, they have something in common. These prefixes have different meanings. Write down what they mean, using what you have noticed!

co = \_\_\_\_\_

re = \_\_\_\_\_

cross = \_\_\_\_\_

non = \_\_\_\_\_



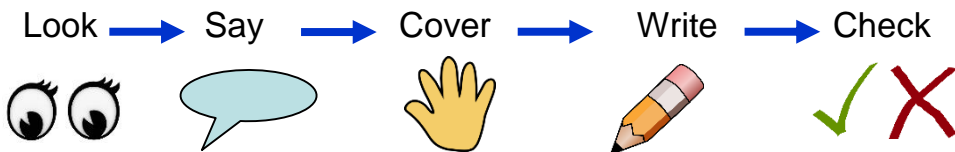
## Set 17: Words with the /i:/ sound spelt **ei** after c

### What is the spelling rule?

The 'i before e except after c' rule applies to words where the sound spelt by **ei** is /i:/.

**Exceptions:** *protein, caffeine, seize*

### Activity 1



1. conceit

---

2. ceiling

---

3. deceive

---

4. perceive

---

5. receipt

---

6. deceit

---

7. conceive

---

8. receive

---

9. perceive

---

10. protein

---

## Activity 2

### PYRAMIDS

Build up your words to make a pyramid, adding a letter each time. Try to do this for all 10 words!

**Example:**

d  
e c  
d e c  
d e c e i  
d e c e i t

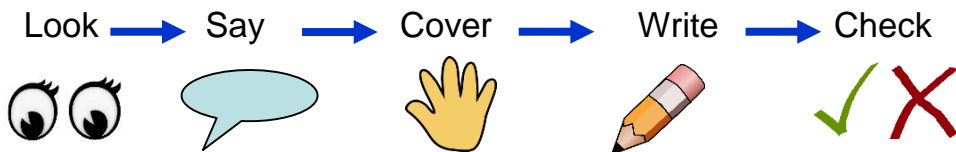
## Set 18: Words containing the letter-string ough

### What is the spelling rule?

**ough** is one of the trickiest spellings in English – it can be used to spell a number of different sounds.

**It is really important to practise the different sounds!**

### Activity 1



1. bought

---

2. thought

---

3. nought

---

4. plough

---

5. cough

---

6. enough

---

7. tough

---

8. rough

---

9. thorough

---

10. although

---

## Activity 2

### BUBBLE LETTERS

Write each of the words in bubble letters and colour them in.

If you want to **really** challenge yourself - colour them the same colour if they have the same sound!

## Set 19: Words with 'silent' letters

### What is the spelling rule?

Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in ***knight***, there was a **/k/** sound before the **/n/**

Silent letter can appear at the beginning, middle, or end of a word.

### Activity 1

Look → Say → Cover → Write → Check



1. doubt

---

2. lamb

---

3. limb

---

4. tomb

---

5. island

---

6. whistle

---

7. foreign

---

8. sign

---

9. column

---

10. listen

---

## Activity 2

### Colourful Silent Letters

Write out the words whilst colouring all the silent letters!

Example:

lim**b**

---

---

---

---

---

---

---

---

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---

## Set 20: Homophones with **-ce/-cy** and **-se/-sy**

### What is the spelling rule?

Homophones are words that sound the same or very similar, but are spelt differently and have different meanings.

*Nouns end with: -ce/-cy*

*Verbs end with: -se/-sy*

### Activity 1

Look → Say → Cover → Write → Check



1. advice

---

2. advise

---

3. prophecy

---

4. prophesy

---

5. device

---

6. devise

---

7. practice

---

8. practise

---

9. license

---

10. licence

---

## Activity 2

### Sentences

Write a suitable sentence using each of the words to show you understand the differences. Use a dictionary for the meanings if you need to.

advice \_\_\_\_\_

advise \_\_\_\_\_

prophecy \_\_\_\_\_

prophesy \_\_\_\_\_

device \_\_\_\_\_

devise \_\_\_\_\_

practice \_\_\_\_\_

practise \_\_\_\_\_

licence \_\_\_\_\_

license \_\_\_\_\_



## Set 21: Homophones

### What is the spelling rule?

Homophones are words that sound the same or very similar, but are spelt differently and have different meanings.

### Activity 1

Look → Say → Cover → Write → Check



1. aisle

---

2. isle

---

3. aloud

---

4. allowed

---

5. affect

---

6. effect

---

7. alter

---

8. altar

---

9. ascent

---

10. assent

---

## Activity 2

### FILL THE GAP

With homophones it is really important to use the **context** of the sentence (what it is about), to help us choose the correct spelling of the word.

Use the **context** in the sentences below to choose the correct words from the spelling list.

1. The bride walked down the \_\_\_\_\_ and looked beautiful.
2. I'm not \_\_\_\_\_ to go to the park.
3. I want to go to the \_\_\_\_\_ of Man, you get there by boat.
4. The weather may \_\_\_\_\_ our plans.
5. The vicar always stands in front of the \_\_\_\_\_.
6. We went mountain climbing. The \_\_\_\_\_ was difficult.
7. She nodded her \_\_\_\_\_ then continued.
8. The weather may have an \_\_\_\_\_ on our plans.
9. Please don't talk \_\_\_\_\_ in the library.
10. I've done my homework wrong, I need to \_\_\_\_\_ it.

## Set 22: More Homophones

### What is the spelling rule?

Homophones are words that sound the same or very similar, but are spelt differently and have different meanings.

### Activity 1

Look → Say → Cover → Write → Check



1. cereal

---

2. serial

---

3. farther

---

4. father

---

5. guessed

---

6. guest

---

7. heard

---

8. herd

---

9. lead

---

10. led

---

## Activity 2

### CREATE YOUR OWN

Create your own sentences using each of the words to show you understand their different meanings. Use the dictionary if you need to.

1. 

---

---
2. 

---

---
3. 

---

---
4. 

---

---
5. 

---

---
6. 

---

---
7. 

---

---
8. 

---

---
9. 

---

---
10. 

---

---

## Set 23: Even more Homophones

### What is the spelling rule?

Homophones are words that sound the same or very similar, but are spelt differently and have different meanings.

### Activity 1

Look → Say → Cover → Write → Check



1. morning

---

2. mourning

---

3. past

---

4. passed

---

5. precede

---

6. proceed

---

7. descent

---

8. descent

---

9. bridal

---

10. bridle

---

## **Activity 2**

### **Across and Down**

Write each pair of homophones across and down, sharing the beginning letter.

**Example:** bridal

r

i

d

l

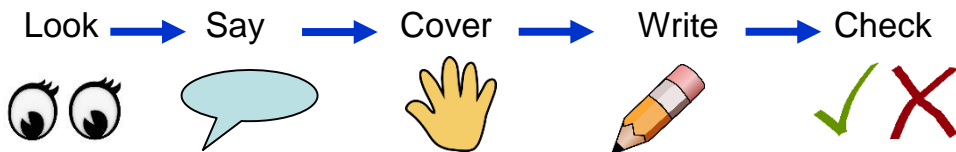
e

## Set 24: Even more Homophones

### What is the spelling rule?

Homophones are words that sound the same or very similar, but are spelt differently and have different meanings.

### Activity 1



1. morning

\_\_\_\_\_

2. mourning

\_\_\_\_\_

3. past

\_\_\_\_\_

4. passed

\_\_\_\_\_

5. precede

\_\_\_\_\_

6. proceed

\_\_\_\_\_

7. dissent

\_\_\_\_\_

8. descent

\_\_\_\_\_

9. bridal

\_\_\_\_\_

10. bridle

\_\_\_\_\_

## Activity 2

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	o	l	e	m	o	u	r	n	i	n	g	b	e
n	d	e	p	i	o	u	r	t	l	a	e	e	h	x
s	b	e	a	r	r	s	i	s	b	a	n	r	e	p
d	s	n	s	a	c	n	f	u	i	g	r	r	s	a
e	p	r	e	c	e	d	e	f	s	t	o	i	i	s
y	n	e	c	t	e	s	r	a	s	h	i	b	t	s
e	s	r	n	q	l	n	o	d	e	e	c	l	a	e
l	i	o	a	n	e	g	t	a	d	d	i	d	n	d
b	b	v	t	m	n	v	o	v	i	r	k	e	c	i
i	l	a	s	i	z	s	o	s	s	a	s	e	e	d
r	e	z	n	e	i	n	s	t	s	n	c	c	i	e
r	a	r	u	u	a	j	s	r	e	i	c	o	e	r
o	o	e	l	d	i	r	b	d	n	g	b	r	n	c
m	c	e	c	v	u	m	i	b	t	s	a	p	l	n
r	e	s	p	o	n	s	i	b	l	e	i	t	e	i

Missing word: \_\_\_\_\_



Set 25: The 'r' sound spelt **wr-**  
at the beginning of words.

**What is the spelling rule?**

This is one you should know but it never hurts to practise – many words that sound as if they begin with **r-** actually begin with **wr-** but the **w** is silent!

**Activity 1**

Look → Say → Cover → Write → Check



1. write

\_\_\_\_\_

2. wreath

\_\_\_\_\_

3. wrong

\_\_\_\_\_

4. wrapping

\_\_\_\_\_

5. wreck

\_\_\_\_\_

6. wriggle

\_\_\_\_\_

7. wrinkled

\_\_\_\_\_

8. wrist

\_\_\_\_\_

9. wryly

\_\_\_\_\_

10. wring

\_\_\_\_\_

## Activity 2

Using a dictionary, put the words in alphabetical order, and write their meaning next to them.

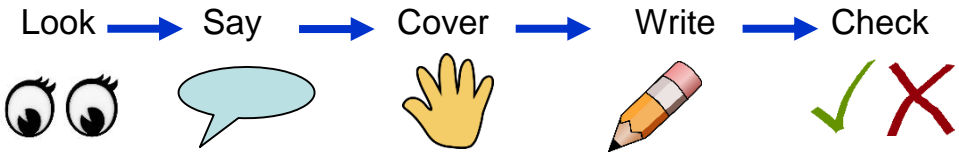
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Set 26: The /ē/ sound spelt with **-ie**.

### What is the spelling rule?

With the exception of a few words, the general rule is “I before e except after c”

### Activity 1



1. field

\_\_\_\_\_

2. shield

\_\_\_\_\_

3. yield

\_\_\_\_\_

4. brief

\_\_\_\_\_

5. chief

\_\_\_\_\_

6. grief

\_\_\_\_\_

7. niece

\_\_\_\_\_

8. mischief

\_\_\_\_\_

9. believe

\_\_\_\_\_

10. hygiene

\_\_\_\_\_

## Activity 2

### Colourful Vowels

Write out the words whilst colouring all the vowels  
(a,e,i,o,u)!

For an extra challenge - see if you can find any more  
words that have the long /ē/ sound and are spelt with *-ie*  
in them

Example:    **siege**

---

---

---

---

---

---

---

---

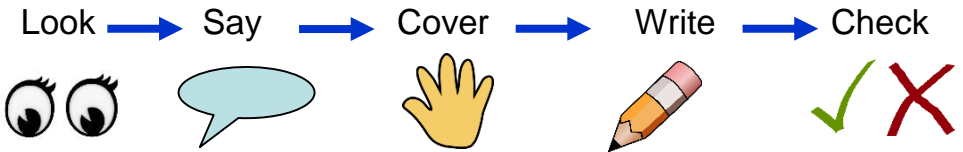
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---

## Set 27: New spelling

# A

### Activity 1



1. accommodate

\_\_\_\_\_

2. accompany

\_\_\_\_\_

3. according

\_\_\_\_\_

4. achieve

\_\_\_\_\_

5. aggressive

\_\_\_\_\_

6. amateur

\_\_\_\_\_

7. ancient

\_\_\_\_\_

8. apparent

\_\_\_\_\_

9. appreciate

\_\_\_\_\_

10. attached

\_\_\_\_\_

## Activity 2

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	h	s	l	k	v	a	c	h	i	e	v	e	n
n	c	e	d	e	h	c	a	t	t	a	e	t	g	l
s	b	c	a	t	y	v	a	d	a	p	s	l	r	i
d	y	n	o	a	r	n	c	u	e	p	u	m	a	e
e	p	y	i	m	r	t	c	f	s	r	o	m	c	v
a	o	e	o	t	m	s	o	a	e	e	i	c	i	i
m	h	r	u	q	a	o	r	d	r	c	c	v	o	s
a	r	o	s	n	f	p	d	a	t	i	i	a	u	s
t	t	v	e	m	e	v	i	a	s	a	p	a	s	e
e	h	a	r	d	z	s	n	e	t	t	s	f	a	r
u	n	z	p	e	r	a	g	t	m	e	u	h	i	g
r	e	g	b	u	a	j	s	r	e	a	s	c	e	g
a	s	t	g	u	j	e	s	d	t	g	c	b	n	a
p	r	a	c	c	o	m	p	a	n	y	a	j	l	d
a	p	p	a	r	e	n	t	o	i	c	i	l	a	m

Missing word: \_\_\_\_\_

## Set 28: New spellings

# A - C

### Activity 1

Look → Say → Cover → Write → Check



1. available

\_\_\_\_\_

2. average

\_\_\_\_\_

3. awkward

\_\_\_\_\_

4. achieve

\_\_\_\_\_

5. bargain

\_\_\_\_\_

6. bruise

\_\_\_\_\_

7. category

\_\_\_\_\_

8. cemetery

\_\_\_\_\_

9. committee

\_\_\_\_\_

10. communicate

\_\_\_\_\_

## **Activity 2**

### **Across and Down**

Write pairs of words across and down, sharing the beginning letter.

**Example:** bargain

r

u

i

s

e



## Set 29: New spellings

# C

### Activity 1

Look → Say → Cover → Write → Check



1. community
2. competition
3. conscience
4. conscious
5. controversy
6. convenience
7. correspond
8. criticise
9. curiosity
10. communicate

---

---

---

---

---

---

---

---

---

---

## Activity 2

### Syllables (Syll - a - ble)

Break the words into sounds. Learn to spell each sound  
before putting it back together again.  
Saying the words aloud will help you to practice the rule!

**Example:** community co -mun -it -y = community

1. community \_\_\_\_\_
2. competition \_\_\_\_\_
3. conscience \_\_\_\_\_
4. conscious \_\_\_\_\_
5. controversy \_\_\_\_\_
6. convenience \_\_\_\_\_
7. correspond \_\_\_\_\_
8. criticise \_\_\_\_\_
9. curiosity \_\_\_\_\_
10. communicate \_\_\_\_\_

## Set 30: New spellings

# D-E

### Activity 1

Look → Say → Cover → Write → Check



1. definite

---

2. desperate

---

3. determined

---

4. develop

---

5. dictionary

---

6. disastrous

---

7. embarrass

---

8. equip

---

9. equipped

---

10. equipment

---

## Activity 2

### Colourful Vowels

Write out the words whilst colouring all the vowels  
(a,e,i,o,u)!

Example:

definite

---

---

---

---

---

---

---

---

---

---

## Set 31: New spellings

# E-F

### Activity 1

Look → Say → Cover → Write → Check



1. environment

\_\_\_\_\_

2. especially

\_\_\_\_\_

3. exaggerate

\_\_\_\_\_

4. excellent

\_\_\_\_\_

5. existence

\_\_\_\_\_

6. explanation

\_\_\_\_\_

7. familiar

\_\_\_\_\_

8. foreign

\_\_\_\_\_

9. forty

\_\_\_\_\_

10. frequently

\_\_\_\_\_

## Activity 2

### PYRAMIDS

Build up your words to make a pyramid, adding a letter each time. Try to do this for all 10 words!

**Example:**

f  
fo  
for  
forty  
f o r t y

## Set 32: New spellings

# G-I

### Activity 1

Look → Say → Cover → Write → Check



1. government

---

2. guarantee

---

3. harass

---

4. hindrance

---

5. identity

---

6. immediately

---

7. individual

---

8. interfere

---

9. interrupt

---

10. illegal

---

## **Activity 2**

### WORDS WITHIN WORDS

Find words that you can spell within these words!

#### **Example:**

government = men, over



## Set 33: New spellings

# L-N

### Activity 1

Look → Say → Cover → Write → Check



1. language

---

2. leisure

---

3. lightning

---

4. marvellous

---

5. mischievous

---

6. muscle

---

7. muscular

---

8. necessary

---

9. neighbour

---

10. nuisance

---

## **Activity 2**

### BUBBLE LETTERS

Write each of the words in bubble letters and colour them in.

## Set 34: New spellings

# O-P

### Activity 1

Look → Say → Cover → Write → Check



1. occupy

\_\_\_\_\_

2. occur

\_\_\_\_\_

3. opportunity

\_\_\_\_\_

4. parliament

\_\_\_\_\_

5. persuade

\_\_\_\_\_

6. physical

\_\_\_\_\_

7. prejudice

\_\_\_\_\_

8. privilege

\_\_\_\_\_

9. profession

\_\_\_\_\_

10. programme

\_\_\_\_\_

## Activity 2

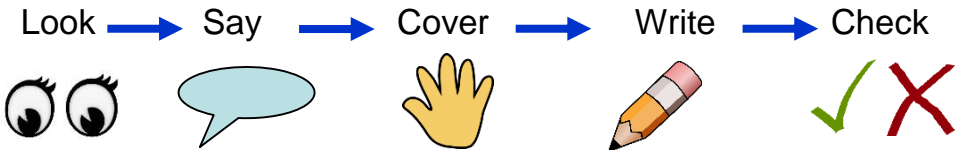
Using a dictionary, write the words and their meanings next to them.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Set 35: New spellings

# P-S

### Activity 1



1. pronunciation

---

2. queue

---

3. recognise

---

4. recommend

---

5. relevant

---

6. restaurant

---

7. rhyme

---

8. rhythm

---

9. sacrifice

---

10. secretary

---

## Activity 2

### Syllables (Syll - a - ble)

Break the words into sounds. Learn to spell each sound before putting it back together again.

**Example:** relevant. re - le - vant = relevant

1. pronunciation

\_\_\_\_\_

2. queue

\_\_\_\_\_

3. recognise

\_\_\_\_\_

4. recommend

\_\_\_\_\_

5. relevant

\_\_\_\_\_

6. restaurant

\_\_\_\_\_

7. rhyme

\_\_\_\_\_

8. rhythm

\_\_\_\_\_

9. sacrifice

\_\_\_\_\_

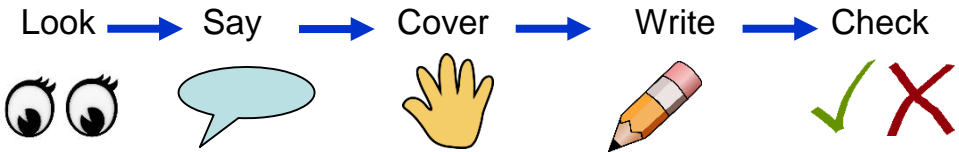
10. secretary

\_\_\_\_\_

## Set 36: New spellings

# S

### Activity 1



1. shoulder

---

2. signature

---

3. sincere

---

4. sincerely

---

5. soldier

---

6. stomach

---

7. sufficient

---

8. suggest

---

9. symbol

---

10. system

---

## Activity 2

### BACKWARDS WORDS

Write each of your words forwards and backwards.

Example:

Sincere erecniS



## Set 37: New spellings

# T-Y

### Activity 1

Look → Say → Cover → Write → Check



1. temperature

---

2. thorough

---

3. twelfth

---

4. variety

---

5. vegetable

---

6. vehicle

---

7. yacht

---

## Activity 2

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	h	s	l	k	v	a	c	h	i	e	v	e	y
n	c	w	d	e	h	c	a	t	t	a	e	t	g	a
s	b	c	e	t	y	v	a	d	h	p	s	l	r	c
d	y	n	o	l	r	n	c	u	o	p	u	m	a	h
e	p	y	i	m	f	t	c	f	r	r	o	m	c	t
a	o	e	o	t	m	t	o	a	o	e	i	c	i	i
m	h	r	u	q	a	o	h	d	u	c	c	v	o	s
a	r	o	s	n	f	p	d	a	g	i	i	e	u	s
t	e	m	p	e	r	a	t	u	r	e	p	l	s	e
e	h	a	r	d	z	s	n	e	h	t	s	c	a	r
u	n	z	p	e	r	a	g	t	m	e	u	i	i	g
r	e	g	b	u	a	j	s	r	e	a	s	h	e	g
a	s	t	g	u	j	e	s	d	t	g	c	e	n	a
p	r	a	c	c	o	m	p	a	n	y	a	v	l	d
a	p	v	e	g	e	t	a	b	l	e	i	l	a	m

Missing word: \_\_\_\_\_

# WORDSEARCH ANSWERS

### Set 1

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

			s			v	i	c	i	o	u	s		
	u		p										g	
		n	a								s		r	
d			c				f				u		a	
e			i	o			e				o		c	
l			o		n		r				i		i	
i			u			s	o				c		o	
c			s				c				i		u	
i							i	i			p		s	
o							o		o		s			
u							u			u	u			
s							s				s			
p	r	e	c	i	o	u	s							
						s	u	o	i	c	i	l	a	m

Missing word: \_\_\_\_\_

## Set 6

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	o	l	e	r	a	n	c	e	a	u	s	b	e
n	u	e	p	i	o	u	r	t	n	a	e	t	h	x
s	b	n	a	r	e	s	i	s	t	a	n	c	e	p
d	s	n	o	a	r	n	f	u	e	g	r	m	s	e
e	i	y	e	b	r	t	e	f	s	t	o	m	i	c
y	g	e	c	t	s	s	r	a	e	h	i	c	t	t
i	n	r	n	q	a	e	o	d	r	e	c	v	a	a
x	i	o	a	n	f	p	r	a	t	d	i	a	n	n
l	f	v	t	m	e	v	i	v	s	r	k	a	c	c
o	i	a	s	d	z	s	o	e	a	a	s	f	e	e
r	c	z	b	e	i	n	s	t	a	n	c	e	i	n
s	a	g	u	u	a	j	s	r	e	a	c	c	e	k
a	n	t	s	u	j	e	s	d	t	g	c	e	n	i
p	c	e	c	i	o	u	s	u	r	w	a	j	l	d
r	e	c	n	a	t	s	i	s	s	a	i	t	a	m

Missing word:

importance

### Set 13

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	o	l	e	f	a	n	c	e	a	u	t	b	e
n	u	e	p	i	o	u	r	t	l	a	e	e	h	x
s	b	n	a	r	r	s	i	s	b	a	n	r	e	p
d	s	n	o	a	c	n	f	u	i	g	r	r	s	e
e	e	y	e	b	i	t	e	f	s	t	o	i	i	c
y	n	e	c	t	b	s	r	a	s	h	i	b	t	e
e	s	r	n	q	l	e	o	d	e	e	c	l	a	l
l	i	o	a	n	e	p	r	a	c	d	i	e	n	b
b	b	v	t	m	e	v	o	v	c	r	k	a	c	i
i	l	a	s	d	z	s	o	s	a	a	s	f	e	d
r	e	z	b	e	i	n	s	t	s	n	c	e	i	e
r	a	g	u	u	a	j	s	r	e	i	c	c	e	r
o	n	t	s	u	j	e	s	d	t	g	b	e	n	c
h	c	e	c	v	i	s	i	b	l	e	a	l	l	n
r	e	s	p	o	n	s	i	b	l	e	i	t	e	i

Missing word: legible

## Set 24

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	o	l	e	m	o	u	r	n	i	n	g	b	e
n	d	e	p	i	o	u	r	t	l	a	e	e	h	x
s	b	e	a	r	r	s	i	s	b	a	n	r	e	p
d	s	n	s	a	c	n	f	u	i	g	r	r	s	a
e	p	r	e	c	e	d	e	f	s	t	o	i	i	s
y	n	e	c	t	e	s	r	a	s	h	i	b	t	s
e	s	r	n	q	l	n	o	d	e	e	c	l	a	e
l	i	o	a	n	e	g	t	a	d	d	i	d	n	d
b	b	v	t	m	n	v	o	v	i	r	k	e	c	i
i	l	a	s	i	z	s	o	s	s	a	s	e	e	d
r	e	z	n	e	i	n	s	t	s	n	c	c	i	e
r	a	r	u	u	a	j	s	r	e	i	c	o	e	r
o	o	e	l	d	i	r	b	d	n	g	b	r	n	c
m	c	e	c	v	u	m	i	b	t	s	a	p	l	n
r	e	s	p	o	n	s	i	b	l	e	i	t	e	i

Missing word: \_\_\_\_bridal\_\_\_\_

## Set 27

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	h	s	l	k	v	a	c	h	i	e	v	e	n
n	c	e	d	e	h	c	a	t	t	a	e	t	g	l
s	b	c	a	t	y	v	a	d	a	p	s	l	r	i
d	y	n	o	a	r	n	c	u	e	p	u	m	a	e
e	p	y	i	m	r	t	c	f	s	r	o	m	c	v
a	o	e	o	t	m	s	o	a	e	e	i	c	i	i
m	h	r	u	q	a	o	r	d	r	c	c	v	o	s
a	r	o	s	n	f	p	d	a	t	i	i	a	u	s
t	t	v	e	m	e	v	i	a	s	a	p	a	s	e
e	h	a	r	d	z	s	n	e	t	t	s	f	a	r
u	n	z	p	e	r	a	g	t	m	e	u	h	i	g
r	e	g	b	u	a	j	s	r	e	a	s	c	e	g
a	s	t	g	u	j	e	s	d	t	g	c	b	n	a
p	r	a	c	c	o	m	p	a	n	y	a	j	l	d
a	p	p	a	r	e	n	t	o	i	c	i	l	a	m

Missing word: \_\_\_\_\_ancient\_\_\_\_\_



### Set 37

Find the spellings words in the wordsearch.  
One is missing - write which one at the bottom of the page!

a	t	h	s	l	k	v	a	c	h	i	e	v	e	y
n	c	w	d	e	h	c	a	t	t	a	e	t	g	a
s	b	c	e	t	y	v	a	d	h	p	s	l	r	c
d	y	n	o	l	r	n	c	u	o	p	u	m	a	h
e	p	y	i	m	f	t	c	f	r	r	o	m	c	t
a	o	e	o	t	m	t	o	a	o	e	i	c	i	i
m	h	r	u	q	a	o	h	d	u	c	c	v	o	s
a	r	o	s	n	f	p	d	a	g	i	i	e	u	s
t	e	m	p	e	r	a	t	u	r	e	p	l	s	e
e	h	a	r	d	z	s	n	e	h	t	s	c	a	r
u	n	z	p	e	r	a	g	t	m	e	u	i	i	g
r	e	g	b	u	a	j	s	r	e	a	s	h	e	g
a	s	t	g	u	j	e	s	d	t	g	c	e	n	a
p	r	a	c	c	o	m	p	a	n	y	a	v	l	d
a	p	v	e	g	e	t	a	b	l	e	i	l	a	m

Missing word: \_\_\_\_\_ variety \_\_\_\_\_