

EBOOK CODE: REAU1136



Ages
10-12

Literacy Assignments

for the Primary Years

Spelling Language



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Teachers' Notes

Literacy Assignments for the Primary Years contains worksheets which are generally suitable for students in Years 5 and 6, but they can also be completed for the purposes of practice or revision by students in higher grades or given to younger students who are ahead of their peers.

There are five spelling assignments and five language assignments in this book. Each assignment has been designed to be photocopied and stapled together and used as an individual task which can be completed in class, for homework or be given as extra work for fast finishers. However, you can use the sheets as you wish as they are just as effective as single sheets for classroom activities. For extra writing practice, teachers can ask the students to copy the answered activities into their books instead of just filling in the answers. Dictionaries and atlases should be consulted when needed. The worksheets do get slightly harder as they progress from A to E.

The activities focus on developing language basics such as:

- using apostrophes
- plurals
- the present and past tense
- nouns
- verbs
- adjectives
- adverbs
- conjunctions
- punctuation
- spelling
- homophones
- homonyms
- commonly confusing words
- suffixes
- sentence writing
- opposites

Apostrophes

Apostrophes (') are used when letters are missing, e.g. 'it is' can be shortened to 'it's'; of the clock can be shortened to o'clock. Apostrophes are also used to show ownership – when something belongs to something or someone, e.g. *Chelsea's book, the horse's leg, the jar's lid*. Apostrophes are omitted from 'its' when something belongs to it, e.g. *Its wheels were dirty from driving through the mud*. When the noun that owns the thing is plural and ends in 's', the apostrophe goes after the 's', e.g. *the babies' cots*. When a single noun ends in an 's', the apostrophe goes after the 's', e.g. *James' book, the cactus' flowers*.

Capital Letters

Capital letters must be used at the beginning of sentences and for proper nouns which are the names of:

- days of the week and special days, e.g. Christmas, Australia Day, etc.
- months of the year
- people
- rivers, oceans, lakes, planets, bays, beaches
- places – streets, towns, suburbs, cities, countries, businesses, shops
- books, movies, poems, story titles, brand names
- titles – Prince, Princess, King, Queen, Mr, Mrs, Miss, Ms, Prime Minister, President
- acronyms (initials of names that can be used as nouns) e.g. DVD, CD, USA, ATM

Conjunctions

Conjunctions are words that join two sentences that are complete by themselves, e.g. I watched the children **while** they swam in the pool.

Teachers' Notes

Conversation

When authors write what people are saying to each other in books, it is called conversation. To show that it is a conversation or dialogue, they place speech marks (' ' or " ") around the words that are spoken: 'Hello,' said Shannon, 'How are you today?' There must also be some punctuation – a comma, full stop, exclamation mark or question mark between the words being said and the speaker. Each new speaker begins on a new line. Use capital letters for names and for the first word said each time.

Homonyms

Homonyms are words that have two meanings, such as, train. Example: The coach will **train** the team. The **train** came noisily around the corner.

Homophones

Homophones are words that sound the same but have different spellings and meanings, such as, here and hear. Example: Put it over **here**. I can **hear** you.

Nouns, Adjectives, Verbs and Adverbs

A noun is the name of something, *e.g. city, cat, pencil, love.*

A proper noun is the name of a person or place and always starts with a capital letter, *e.g. Australia, Matilda, River Murray, The Great Barrier Reef.*

A verb is a 'doing word', that is, something one can do, *e.g. cry, hope, choose, love.*

An adjective describes or tells us about a noun, *e.g. happy, red, large, exciting.*

Adverbs add to the meaning of a verb: sang (v) loudly (adv) finished (v) completely (adv) never (adv) relaxes (v) disappeared (v) outside (adv).

Adverbs tell you:

how—loudly, quickly, quietly, fast

how much—completely, nearly, almost

when—suddenly, tomorrow, soon, now

where—outside, inside, there

Australian Curriculum Links

Year 5

LANGUAGE

Text structure and organisation

ACELA1506

Expressing and developing ideas

ACELA1508

ACELA1513

ACELA1514

LITERACY

Creating texts

ACELY1706

Year 6

LANGUAGE

Expressing and developing ideas

ACELA1523

ACELA1525

ACELA1526

LITERACY

Creating texts

ACELY1716



1 Fill in the missing words.

Find the opposite	Find the opposite
short	tall/long
thin	
wet	
soft	
new	
up	
sad	
easy	

Today I will...	Yesterday I...
eat	ate
fall	
go	
see	
take	
say	
ride	
bite	

2 Add a letter to make a word.

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

b ay _ eat _ ow _ ew
 _ ee _ ain _ ard _ urn
 _ oop _ oy _ aw _ ird
 _ ay _ oud _ oat _ orn



3 Match the abbreviations with the words that they abbreviate.

approx.	<i>approximately</i>
ml	
km	
rpm	
kg	
ETA	
g	
long.	
aka	
NT	
l	
lat.	
SW	

Word List

kilograms
 Northern Territory
 estimated time of arrival
 longitude
 millilitres
 south west
 also known as
 revolutions per minute
 latitude
 grams
 litres
 kilometres



4 Add a blend to make a word.

tr pr bl ch sh fl sl sm thr squ spr wr

ch	op	in	ill	end
ack	ash	ee	ust	
ell	at	ick	am	
int	ay	ong	ip	



5 Remembering the rules, add endings to the words below.

Add ed

trip
drop
plan
hop
scrub

tripped

Add ing

give
ride
hope
save
tile

giving

Add er

swim
chat
big
run
shop

swimmer

Add est

thin
sad
fit
hot
wet

thinnest

6 Look at the examples, then add were or where to the sentences below.

were: They **were** going. What **were** you doing? You **were** supposed to do that.
where: **Where** is it? **Where** did you put it? I don't know **where** it is.

- i. _____ you all alone at home?
- ii. What _____ you doing there and _____ do you think you should have been?
- iii. _____ they going to meet you?
- iv. I wish you _____ able to show me _____ to put this.
- v. _____ are the people who live in that house?
- vi. They _____ not supposed to be _____ the men _____ working.
- vii. I don't know _____ they went after school.
- viii. _____ are your friends and _____ are they going?

**7** Fill in the missing words.

	Multiplied by ten	Ordinal number	Add 10
one	<i>ten</i>	<i>first</i>	<i>eleven</i>
two			
three			
four			
five			
six			
seven			
eight			
nine			
ten			

8 The words listed below can be pronounced in two ways and have two different meanings. Write a phrase or a sentence to show the two meanings.

sow	<i>a female pig</i>	<i>sow the seeds in the garden</i>
close		
present		
wind		
desert		
use		
bow		
tear		
wound		

9 Fill in the missing words.

Female	Male
tigress	<i>tiger</i>
	<i>bull</i>
	<i>stallion</i>
witch	
niece	
	<i>buck</i>
boar	
hen	

	Similar in meaning
horrible	<i>awful</i>
big	
small	
smart	
mean	
thoughtful	
strange	
interesting	



10 Match the countries to their capital cities. Use an atlas if you get stuck.

Country	Capital city
Pakistan	<i>Islamabad</i>
Australia	
England	
New Zealand	
Afghanistan	
Germany	
China	
Japan	
Iraq	
USA	

- Word List**
- Berlin
 - Kabul
 - Tokyo
 - Baghdad
 - Canberra
 - London
 - Washington DC
 - Wellington
 - Beijing

11 Add punctuation (apostrophes, exclamation marks, quotation marks, full stops, commas, question marks and capital letters) to the sentences below.

- i. the dogs tail wagged excitedly as grant put its food into the bowl
- ii. how many chops do you want her brother asked
- iii. I havent seen him all day stan complained
- iv. her mother shouted stop it at once and go to your room
- v. sarahs sister jeffs brother and mikes mum wont be leaving yet

12 Use words instead of 'said' but make sure they fit with the meanings of the sentences. Think of your own words, or choose from: whispered, moaned, yelled, pleaded, explained, asked, exclaimed, complained, gasped, cried, called, muttered, sighed, demanded, added, warned. Then write two speech sentences of your own on the back of this sheet.

- i. "I absolutely REFUSE to do it!" _____ Kim.
- ii. "I think there's a snake in my bed," _____ Jamie.
- iii. "Oh please don't make me do it," _____ the little boy.
- iv. "You wouldn't like it if you had to do it," Chris _____ in a low voice.
- v. The teacher _____, "Don't run onto the oval today."
- vi. "How many do you want?" the lady _____.
- vii. "It's not fair! No one ever thinks about ME!" _____ Jack.
- viii. "Ohhhhh," _____ Amy. "I'm SO hot!"



Capital letters must be used at the beginning of sentences and for proper nouns which are the names of: days of the week and special days, (e.g. Christmas), months of the year, people, places, shops, books, movies, poems, story titles, brand names, titles, (e.g. Mr), and acronyms (initials of names that can be used as nouns, e.g. DVD, CD, USA, ATM).

1 Rewrite the words using capital letters if needed.

mrs jones	<i>Mrs Jones</i>
usa	
jupiter	
month	
river murray	
uluru	
library	

august	
city	
tuesday	
canberra	
sam	
lawyer	
giant panda	

2 Look at the examples, then complete the sentences below with the correct words.

is / are: The words **is** and **was** are used for single things. He **is** going, the cat **was** asleep, I **was** happy.

was / were: The words **are** and **were** are used for plural things and 'you'. They **are** going, you **were** asleep.

- i. How many people (**is/are**) _____ going and where (**is/are**) _____ they going to sit?
- ii. She (**is/are**) _____ happy about the party you (**is/are**) _____ attending.
- iii. The herd of elephants (**was/were**) _____ stampeding down the hill so the people (**was/were**) _____ running away.
- iv. (**Was/were**) _____ you going to see if the bus (**is/are**) _____ coming?
- v. It (**is/are**) _____ a hot day, but my sisters (**is/are**) _____ running in the race anyway.

3 Add **lose** or **loose** to each sentence below and then write a sentence of your own for each word.

lose: To **lose** something. **Lose** your hat, **lose** your money.

loose: Not tight. My laces are **loose**, this seat belt is **loose**.

- i. If your belt is too _____, you might _____ your pants.
- ii. Try not to _____ your way home.
- iii. This helmet strap is too _____. I'm likely to _____ it on a jump.
- iv. _____
- v. _____



4 The words below are all homonyms and have two different meanings. Write a phrase or a sentence to show the two meanings.

lean	<i>Don't lean on me</i>	<i>The meat is lean</i>
pupil		
wave		
row		
cricket		
bank		
park		
bowl		
rose		
trip		

A simile is a phrase that likens something to another thing using the words 'as', 'like' or 'than': The baby was as slippery as an eel as I tried to lift her out of the bath.

5 Put these similes in sentences:
as gentle as a lamb as warm as toast as hard as a rock

Sometimes people write words in the wrong order when creating a sentence and the sentence becomes confusing or ambiguous, e.g. "We tried to find the cat driving the car round and round the neighbourhood." This sentence sounds like the cat was driving the car round and round the neighbourhood! It should read "We tried to find the cat by driving round and round the neighbourhood."

6 Reorder the sentences so that they are not ambiguous.

I saw the dog standing by the bank manager with a long tail.

The house was near the ocean with a large chimney.

The people at the zoo looked at the lions drinking lemonade.