



Ages 10 - 12 years

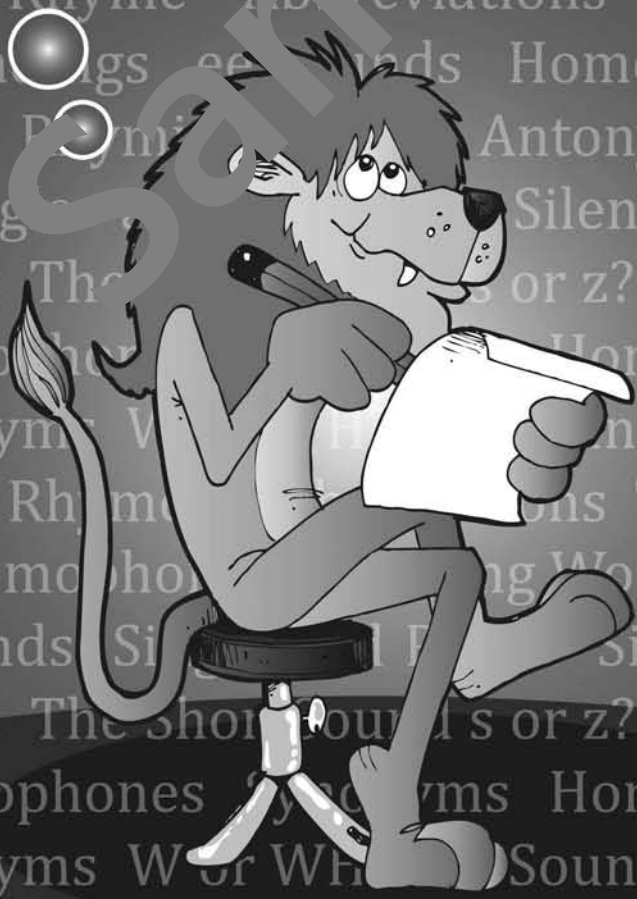


# Spelling & Language Practice

By Jude Scott

Single and Plural  
 Synonyms  
 Homophones  
 EE Sounds  
 AY Sounds  
 Adding Endings  
 Antonyms  
 Abbreviations  
 W or WH?  
 Silent Letters  
 S or Z?  
 Rhyming Words  
 Compound Words  
 Synonyms

# 2



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# Teachers' Notes

**Spelling and Language Practice Book 2** is the second book in a two book series. The exercises in this book are generally suited for children in Years 5 and 6, but of course they can be given to advanced younger students and as revision for older classes. Many basic spelling and language skills are addressed within the pages. Apostrophes, silent letters, abbreviations, homophones, plurals, tenses, opposites and confusing words are all included. The use of dictionaries should be encouraged as they can be a great help.

Recommended ways to use the book:

- *As a class activity – give each student their own worksheet, preferably a different one from their neighbour to encourage independent thinking.*
- *As a homework exercise.*
- *Staple six sheets together to be used as an 'extra work when finished' activity. I would encourage rewards such as stickers or points towards some privilege, which can be given when children have completed their booklet.*
- *Sitting one-on-one with a tutor or helper.*

Each activity sheet comes with extra things to do. Perhaps students could complete these extras in their spelling or language books. Some of these extras involve a sense of the ridiculous, which is always a bit of fun while encouraging creative thought and a love of learning.

Other language books written by Julie Scott and available for purchase through Ready-Ed Publications are: Pathways To Literacy Excellence Level A, Pathways To Literacy Excellence Level B and Pathways To Literacy Excellence Level C.

## National Curriculum Links

### Year 5

#### LANGUAGE

- 5. Idiomatic expressions (E5LNG5)
- 7. Noun phrase and structure (E5LNG7)
- 15. Spelling (E5LNG15)
- 16. Punctuation (E5LNG16)

#### LITERACY

- 4. Vocabulary (E5LCY4)
- 14. Handwriting/word processing (E5LCY14)

### Year 6

#### LANGUAGE

- 5. Vocabulary expansion (E6LNG5)
- 10. Adverbials (E6LNG10)
- 15. Punctuation (E6LNG15)
- 16. Vocabulary expansion (E6LNG16)

#### LITERACY

- 16. Handwriting/word processing (E6LCY16)
- 17. Vocabulary (E6LCY17)

# Compound Words

A compound word is one made up of two smaller words.

Example: **foot** + **ball** = **football**.

★ Find endings to the words in bold to make compound words.

<del>wealth</del>	board	stairs	stand	thing	one	quake
craft	house	day	side	lace	ache	glasses
comb	man	ever	barrow	fast	light	stone

<b>commonwealth</b> ✓
<b>how</b> _____
<b>every</b> _____
<b>hail</b> _____
<b>break</b> _____
<b>to</b> _____
<b>over</b> _____

<b>honey</b> _____
<b>sun</b> _____
<b>neck</b> _____
<b>head</b> _____
<b>light</b> _____
<b>be</b> _____
<b>sn</b> _____

<b>wheel</b> _____
<b>up</b> _____
<b>some</b> _____
<b>witch</b> _____
<b>with</b> _____
<b>day</b> _____
<b>earth</b> _____

★ Write the names of ten things that we can eat or drink that begin with the first letter of some of the compound words.



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

**Extra!** ★ Using as few sentences as possible, put as many of the compound words as you can into a story.

# Words That Look Like They Rhyme

☆ Match each word in bold to a word that looks like it rhymes with it, but doesn't. Underline the parts of the words which make them look like they rhyme.

**Word List**



jar and war

- |         |          |       |       |       |
|---------|----------|-------|-------|-------|
| war✓    | warm     | blood | plead | sweat |
| quarter | tortoise | bury  | known | watch |
| shoe    | shoes    | build | paid  | gnome |
| yearly  | peas     | aunt  | comb  | lose  |

**Part A**

- jar
- ideas
- turquoise
- child
- said
- mood
- cheat
- haunt
- dead
- early

war

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**Part B**

- do
- hand
- toes
- quarter
- some
- jury
- bomb
- drown
- hatch
- toe

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☆ Add four examples of your own.

★ \_\_\_\_\_ ★ \_\_\_\_\_

★ \_\_\_\_\_ ★ \_\_\_\_\_

★ \_\_\_\_\_ ★ \_\_\_\_\_

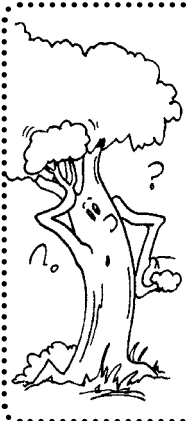
★ \_\_\_\_\_ ★ \_\_\_\_\_

**Extra!**

☆ Write a word that actually does rhyme with one of the matching words.

# Letter Combinations

☆ Look at the letter(s) in bold in each word. They spell either: **ough**, **ough** or **gh**. Put the words into the correct sound columns.



<b>tough</b>	<b>sigh</b>	<b>ghost</b>	<b>cough</b>	<b>daughter</b>	<b>bough</b>
<b>doughnut</b>	<b>bought</b>	<b>dough</b>	<b>plough</b>	<b>Afghanistan</b>	<b>caught</b>
<b>rough</b>	<b>ought</b>	<b>slaughter</b>	<b>spaghetti</b>	<b>through</b>	<b>taught</b>
<b>thought</b>	<b>drought</b>	<b>brought</b>	<b>although</b>	<b>high</b>	<b>height</b>
<b>laugh</b>	<b>tonight</b>	<b>naughty</b>	<b>enough</b>	<b>gherkin</b>	<b>draught</b>
<b>fought</b>	<b>straight</b>	<b>trough</b>	<b>yoghurt</b>	<b>ghastly</b>	

<b>ough - off</b>	<b>ough - uff</b>	<b>ough - o</b>	<b>ough - or</b>
<i>cough</i>	<i>tough</i>	<i>ough</i>	<i>bought</i>

<b>ough - o-e</b>	<b>ough - e</b>	<b>gh - g</b>	<b>gh - silent</b>
<i>doughnut</i>	<i>ough</i>	<i>ghost</i>	<i>sigh</i>

<b>ough - arf</b>	<b>ough - oo</b>



**Extra!**

☆ Create 12 book titles using the above words.  
Example: The Memoirs of a Ghastly Ghost.

# Jumbled Words

★ Unjumble the words in bold. Write your answers in the spaces provided.

U n j u m b l e

Part A

<b>veali</b>	<i>alive</i>
<b>swayal</b>	
<b>steakfarb</b>	
<b>loocur</b>	
<b>tempy</b>	
<b>ilyarbr</b>	
<b>geerny</b>	
<b>datesin</b>	

U n j u m b l e

Part B

<b>gautch</b>	
<b>croutmpe</b>	
<b>sladie</b>	
<b>trecen</b>	
<b>gadame</b>	
<b>deedc</b>	
<b>vanfour</b>	
<b>mutan</b>	

U n j u m b l e

Part C

<b>doobl</b>	
<b>gexnitic</b>	
<b>founcry</b>	
<b>fanaticts</b>	
<b>broutle</b>	
<b>nichame</b>	
<b>leeevib</b>	
<b>snappihes</b>	

U n j u m b l e


Part D

<b>creepst</b>	
<b>gasave</b>	
<b>thigrats</b>	
<b>inbesssu</b>	
<b>onceit</b>	
<b>noisatt</b>	
<b>pilup</b>	
<b>enon</b>	

**Extra!**

★ Write a story and jumble up a lot of the words and then give it to a friend to solve. E.g. Once upon a time there was a lyfierdn thogs. (friendly, ghost)

☆ Look at the tricky words in bold. Choose their matching rhyming words. Write your answers in the spaces provided. A dictionary may be helpful.



	<b>quay</b>	<b>he</b>	<b>rung</b>	<b>stew</b>	<b>charm</b>
	<b>he</b>	okay	stem	wait	who
	chat	scuttle	soft	coach	
	whole	broom	drought	sweat	
	whim	mine	spite	while	

R h y m i n g W o r d s

**Part A**

<b>quay</b>	he
<b>tomb</b>	
<b>debt</b>	
<b>queue</b>	
<b>brooch</b>	
<b>height</b>	
<b>soul</b>	
<b>tongue</b>	
<b>doubt</b>	
<b>subtle</b>	

R h y m i n g W o r d s

**Part B**

<b>fresh</b>	
<b>gale</b>	
<b>soup</b>	
<b>bouquet</b>	
<b>balm</b>	
<b>hymn</b>	
<b>align</b>	
<b>plait</b>	
<b>phlegm</b>	
<b>waft</b>	

☆ Write your own rhyming words to these.

<b>wrath</b>		<b>fete</b>	
<b>bough</b>		<b>plaque</b>	
<b>rein</b>		<b>aisle</b>	
<b>ache</b>		<b>thyme</b>	

**Extra!** ☆ Compose a rhyming poem on any topic that you like.