

Name:

Class:

**3.1 Vowel suffix ‘ing’**

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| *(list 3:1)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *For most verbs: just add the suffix* ***‘ing’*** *for the present tense (play/playing).* | | |
| *playing* |  |  |  |
| *walking* |  |  |  |
| *talking* |  |  |  |
| *enjoying* |  |  |  |
| *jumping* |  |  |  |

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| Spelling tip: | *The letter* ***‘x’*** *is never doubled. Words ending with* ***‘x’****: just add* ***‘ing’*** *(mix/mixing).* | | |
| *taxing* |  |  |  |
| *flexing* |  |  |  |
| *mixing* |  |  |  |
| *fixing* |  |  |  |
| *boxing* |  |  |  |

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| Spelling tip: | *For verbs that end in* ***‘e’****: drop the* ***‘e’*** *to add* ***‘ing’*** *(hope/hoping).* | | |
| *hating* |  |  |  |
| *hoping* |  |  |  |
| *smiling* |  |  |  |
| *closing* |  |  |  |
| *loving* |  |  |  |

**3.2 Vowel suffix ‘ing’**

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| *(list 3:2)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *One syllable words with a short vowel followed by two or more consonants: just add ‘ing’.* | | |
| *banking* |  |  |  |
| *bending* |  |  |  |
| *blinking* |  |  |  |
| *ducking* |  |  |  |
| *dusting* |  |  |  |

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| Spelling tip: | *One syllable words with a short vowel followed by a final consonant: double the final letter.* | | |
| *batting* |  |  |  |
| *stepping* |  |  |  |
| *fibbing* |  |  |  |
| *running* |  |  |  |
| *putting* |  |  |  |

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| Spelling tip: | *One syllable words with long vowel sounds or two vowels followed by a final consonant: just add ‘ing’.* | | |
| *claiming* |  |  |  |
| *feeling* |  |  |  |
| *boiling* |  |  |  |
| *blowing* |  |  |  |
| *croaking* |  |  |  |

**3.3 Vowel suffix ‘ed’**

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| *(list 3:3)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *One syllable words with a short vowel followed by two or more consonants: just add ‘ed’.* | | |
| *washed* |  |  |  |
| *winked* |  |  |  |
| *blinked* |  |  |  |
| *jumped* |  |  |  |
| *thumped* |  |  |  |

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| Spelling tip: | *One syllable words with a short vowel followed by a final consonant: double the final letter (tip/tipped).* | | |
| *planned* |  |  |  |
| *stepped* |  |  |  |
| *skipped* |  |  |  |
| *hopped* |  |  |  |
| *shunned* |  |  |  |

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| Spelling tip: | *One syllable words with long vowel sounds or two vowels followed by a final consonant: just add ‘ed’.* | | |
| *claimed* |  |  |  |
| *feared* |  |  |  |
| *boiled* |  |  |  |
| *flowed* |  |  |  |
| *croaked* |  |  |  |

**3.4 Vowel suffix ‘er’**

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| *(list 3:4)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *One syllable words with a short vowel followed by two or more consonants: just add ‘er’ (send/sender).* | | |
| *washer* |  |  |  |
| *sender* |  |  |  |
| *thinker* |  |  |  |
| *blinker* |  |  |  |
| *jumper* |  |  |  |

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| Spelling tip: | *One syllable words with a short vowel followed by a final consonant: double the final letter (run/runner).* | | |
| *planner* |  |  |  |
| *stepper* |  |  |  |
| *slipper* |  |  |  |
| *shopper* |  |  |  |
| *rubber* |  |  |  |

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| Spelling tip: | *One syllable words with long vowel sounds or two vowels followed by a final consonant: just add ‘er’.* | | |
| *waiter* |  |  |  |
| *dreamer* |  |  |  |
| *boiler* |  |  |  |
| *bowler* |  |  |  |
| *cooker* |  |  |  |

**3.5 Suffix ‘tion’**

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| *(list 3:5)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *If the root verb ends in ‘t’ the suffix ‘ion’ forms a ‘tion’ ending (invent – invention).* | | |
| *action* |  |  |  |
| *edition* |  |  |  |
| *direction* |  |  |  |
| *option* |  |  |  |
| *eruption* |  |  |  |

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| Spelling tip: | *A long ‘a’ sound is always followed by* ***‘tion’****. For words ending ‘te’, drop the ‘e’ to add ‘ion’.* | | |
| *vacation* |  |  |  |
| *creation* |  |  |  |
| *vibration* |  |  |  |
| *location* |  |  |  |
| *education* |  |  |  |

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| Spelling tip: | ***‘****o****tion’:*** *the base word usually contains the vowel and is clearly pronounced (long ‘o’).* | | |
| *lotion* |  |  |  |
| *motion* |  |  |  |
| *emotion* |  |  |  |
| *promotion* |  |  |  |
| *devotion* |  |  |  |

**3.6 Suffix ‘tion’**

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| *(list 3:6)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | ***‘****i****tion’****: has a short ‘i’ sound followed by* ***‘tion’****.* | | |
| *addition* |  |  |  |
| *position* |  |  |  |
| *condition* |  |  |  |
| *petition* |  |  |  |
| *repetition* |  |  |  |

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| Spelling tip: | ***‘****c****tion’:*** *a consonant before* ***‘tion’*** *often follows a short vowel sound.* | | |
| *subtraction* |  |  |  |
| *fraction* |  |  |  |
| *direction* |  |  |  |
| *construction* |  |  |  |
| *satisfaction* |  |  |  |

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| Spelling tip: | ***‘****n****tion’:*** *a consonant before* ***‘tion’*** *often follows a short vowel sound.* | | |
| *mention* |  |  |  |
| *invention* |  |  |  |
| *intention* |  |  |  |
| *attention* |  |  |  |
| *pretention* |  |  |  |

**3.7 Consonant suffix ‘ly’**

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| *(list 3:7)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The suffix* ***‘ly’*** *can be simply added to most root words. It turns an adjective into an adverb.* | | |
| *sadly* |  |  |  |
| *neatly* |  |  |  |
| *blindly* |  |  |  |
| *loudly* |  |  |  |
| *glumly* |  |  |  |

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| Spelling tip: | ***‘ly’*** *can be simply added to root words that end with ‘e’ (but not to those ending ‘le’).* | | |
| *bravely* |  |  |  |
| *completely* |  |  |  |
| *nicely* |  |  |  |
| *politely* |  |  |  |
| *rudely* |  |  |  |

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| Spelling tip: | *The suffix* ***‘ly’*** *can be simply added to adjectives ending ‘l’, making adverbs with a double ‘l’ (ll).* | | |
| *carefully* |  |  |  |
| *helpfully* |  |  |  |
| *finally* |  |  |  |
| *normally* |  |  |  |
| *usually* |  |  |  |

**3.8 Consonant suffix ‘ly’**

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| *(list 3:8)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *If the root word ends with ‘le’, the ‘le’ is dropped before ‘ly’ is added (simple – simply).* | | |
| *ably* |  |  |  |
| *gently* |  |  |  |
| *simply* |  |  |  |
| *nobly* |  |  |  |
| *humbly* |  |  |  |

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| Spelling tip: | *In multi syllabic root words which end in ‘y’ after a consonant, the ‘y’ changes to ‘i’ before ‘ly’.* | | |
| *happily* |  |  |  |
| *merrily* |  |  |  |
| *mistily* |  |  |  |
| *noisily* |  |  |  |
| *luckily* |  |  |  |

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| Spelling tip: | *If the root word ends with ‘ic’, then ‘ally’ is added rather than just ‘ly’ (basic – basically).* | | |
| *magically* |  |  |  |
| *ethically* |  |  |  |
| *critically* |  |  |  |
| *logically* |  |  |  |
| *musically* |  |  |  |

**3.9 Prefix ‘un’, ‘dis’, ‘mis’**

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| *(list 3:9)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | ***‘un’*** *means ‘not’. When added (as a prefix) it will give the word the opposite meaning.* | | |
| *unhappy* |  |  |  |
| *unwell* |  |  |  |
| *unpick* |  |  |  |
| *unfold* |  |  |  |
| *unlucky* |  |  |  |

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| Spelling tip: | ***‘dis’*** *means ‘not’ or ‘the opposite of’. It will give the word the opposite meaning.* | | |
| *disagree* |  |  |  |
| *displease* |  |  |  |
| *dislike* |  |  |  |
| *discover* |  |  |  |
| *distrust* |  |  |  |

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| Spelling tip: | ***‘mis’*** *means ‘wrong’ or ‘the opposite of’. It will give the word the opposite meaning.* | | |
| *mistake* |  |  |  |
| *misread* |  |  |  |
| *misfire* |  |  |  |
| *miscount* |  |  |  |
| *mistrust* |  |  |  |

**3.10 Prefix ‘in’, ‘il’, ‘ir’**

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| *(list 3:10)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The prefix ‘in’ usually means ‘not’. It will give the root word the opposite meaning.* | | |
| *insane* |  |  |  |
| *inexact* |  |  |  |
| *indirect* |  |  |  |
| *informal* |  |  |  |
| *injustice* |  |  |  |

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| Spelling tip: | *When added to a root word starting with ‘l’, ‘in’ becomes ‘il’ giving a double ‘l’ (ll).* | | |
| *illegal* |  |  |  |
| *illegible* |  |  |  |
| *illiterate* |  |  |  |
| *illicit* |  |  |  |
| *illogical* |  |  |  |

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| Spelling tip: | *When added to a root word starting with ‘r’, ‘in’ becomes ‘ir’ giving a double ‘r’ (rr).* | | |
| *irrational* |  |  |  |
| *irrelevant* |  |  |  |
| *irreversible* |  |  |  |
| *irresponsive* |  |  |  |
| *irregular* |  |  |  |

**3.11 ‘y’ sounding ‘i’**

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| *(list 3:11)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The letter ‘y’ can make a short ‘i’ sound within words. They tend to be less common words.* | | |
| *gym* |  |  |  |
| *hymn* |  |  |  |
| *myth* |  |  |  |
| *crypt* |  |  |  |
| *lyric* |  |  |  |

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| Spelling tip: | *The letter ‘y’ can make a short ‘i’ sound. There are no rules and the words must just be learnt.* | | |
| *system* |  |  |  |
| *symbol* |  |  |  |
| *mystery* |  |  |  |
| *pyramid* |  |  |  |
| *typical* |  |  |  |

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| Spelling tip: | *The letter ‘y’ can make a long ‘i’ sound. There are no rules and the words must just be learnt.* | | |
| *style* |  |  |  |
| *type* |  |  |  |
| *pylon* |  |  |  |
| *tyrant* |  |  |  |
| *rhyme* |  |  |  |

**3.12 ‘ou’ sounding ‘u’, ‘ow’, ‘oo’**

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| *(list 3:12)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | ***‘ou’*** *can make a sound like short* ***‘u’*** *(could/cud). There are several of these words.* | | |
| *could* |  |  |  |
| *should* |  |  |  |
| *touch* |  |  |  |
| *young* |  |  |  |
| *double* |  |  |  |

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| Spelling tip: | ***‘ou’*** *can make a sound like* ***‘ow’*** *(e.g. flour-flower). There are many of these words.* | | |
| *shout* |  |  |  |
| *hour* |  |  |  |
| *noun* |  |  |  |
| *cloud* |  |  |  |
| *found* |  |  |  |

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| Spelling tip: | ***‘ou’*** *can sometimes make a sound like* ***‘oo’****. There are not many of these words.* | | |
| *you* |  |  |  |
| *soup* |  |  |  |
| *group* |  |  |  |
| *tour* |  |  |  |
| *youth* |  |  |  |

**3.13 ‘ei’, ‘eigh’, ‘ey’ sounding ‘a’**

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| *(list 3:13)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *In some words* ***‘ei’*** *together make a long ‘a’ sound (ay). There are not many of these words.* | | |
| *vein* |  |  |  |
| *veil* |  |  |  |
| *feign* |  |  |  |
| *reign* |  |  |  |
| *foreign* |  |  |  |

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| Spelling tip: | *In some words* ***‘eigh’*** *together make a long ‘a’ sound (ay).* | | |
| *weigh* |  |  |  |
| *weight* |  |  |  |
| *sleigh* |  |  |  |
| *freight* |  |  |  |
| *neighbour* |  |  |  |

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| Spelling tip: | ***In some words ‘ey’ together make a long ‘a’ sound (ay). There are not many of these words.*** | | |
| *grey* |  |  |  |
| *prey* |  |  |  |
| *they* |  |  |  |
| *obey* |  |  |  |
| *survey* |  |  |  |

**3.14 Letter string ‘ure’**

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| *(list 3:14)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The* ***‘sure’*** *sound at the end of a word is always spelt ‘sure’.* | | |
| *measure* |  |  |  |
| *treasure* |  |  |  |
| *pleasure* |  |  |  |
| *exposure* |  |  |  |
| *enclosure* |  |  |  |

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| Spelling tip: | *If a ‘t’ sound can be heard at the end of a word it is often spelt* ***‘ture’****.* | | |
| *nature* |  |  |  |
| *creature* |  |  |  |
| *picture* |  |  |  |
| *torture* |  |  |  |
| *furniture* |  |  |  |

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| Spelling tip: | *Words ending ‘ch’ or ‘tch’ can make the same sound when ‘er’ is added. So be careful.* | | |
| *catcher* |  |  |  |
| *stretcher* |  |  |  |
| *teacher* |  |  |  |
| *richer* |  |  |  |
| *butcher* |  |  |  |

**3.15 Irregular tense changes**

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| *(list 3:15)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *‘ow’ together can make a long ‘o’ sound (owe).* | | |
| *blow* |  |  |  |
| *grow* |  |  |  |
| *throw* |  |  |  |
| *flow* |  |  |  |
| *know* |  |  |  |

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| Spelling tip: | *Changing the medial vowel from ‘o’ to ‘e’ changes present tense to past tense in these words.* | | |
| *blew* |  |  |  |
| *grew* |  |  |  |
| *threw* |  |  |  |
| *flew* |  |  |  |
| *knew* |  |  |  |

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| --- | --- | --- | --- |
| Spelling tip: | *For most verbs just add the suffix ‘ing’ to form the present tense.* | | |
| *blowing* |  |  |  |
| *growing* |  |  |  |
| *throwing* |  |  |  |
| *flowing* |  |  |  |
| *knowing* |  |  |  |

**3.16 Irregular tense changes**

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| *(list 3:16)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Root verbs.* | | |
| *ring* |  |  |  |
| *sing* |  |  |  |
| *drink* |  |  |  |
| *stink* |  |  |  |
| *swim* |  |  |  |

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| --- | --- | --- | --- |
| Spelling tip: | *Changing the medial vowel from ‘i’ to ‘a’ changes present tense to past tense in these words.* | | |
| *rang* |  |  |  |
| *sang* |  |  |  |
| *drank* |  |  |  |
| *stank* |  |  |  |
| *swam* |  |  |  |

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| Spelling tip: | *For most verbs just add the suffix ‘ing’ to form the present tense. Note the ‘mm’ in swimming.* | | |
| *ringing* |  |  |  |
| *singing* |  |  |  |
| *drinking* |  |  |  |
| *stinking* |  |  |  |
| *swimming* |  |  |  |

**3.17 Homophones**

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| *(list 3:17)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: |  | | |
| *by* |  |  |  |
| *to* |  |  |  |
| *there* |  |  |  |
| *where* |  |  |  |
| *here* |  |  |  |

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| --- | --- | --- | --- |
| Spelling tip: |  | | |
| *bye* |  |  |  |
| *too* |  |  |  |
| *their* |  |  |  |
| *were* |  |  |  |
| *hear* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Spelling tip: |  | | |
| *buy* |  |  |  |
| *two* |  |  |  |
| *they’re* |  |  |  |
| *wear* |  |  |  |

**3.18 Homophones: ‘ai’, ‘a-e’**

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| *(list 3:18)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *When two vowels go out walking the first one does the talking, so ‘ai’ makes a long ‘a’ sound.* | | |
| *bail* |  |  |  |
| *pail* |  |  |  |
| *wail* |  |  |  |
| *main* |  |  |  |
| *vain* |  |  |  |

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| Spelling tip: | *Magic (or silent) ‘e’ makes the vowel ‘a’ say its name (long vowel sound).* | | |
| *bale* |  |  |  |
| *pale* |  |  |  |
| *whale* |  |  |  |
| *mane* |  |  |  |
| *vane* |  |  |  |

|  |  |  |  |
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| Spelling tip: | *‘ai’ and magic (or silent) ‘e’ make the vowel ‘a’ say its name (long vowel sound).* | | |
| *lain* |  |  |  |
| *lane* |  |  |  |
| *waist* |  |  |  |
| *waste* |  |  |  |

**3.19 Homophones: ‘ee’, ‘ea’**

|  |  |  |  |
| --- | --- | --- | --- |
| *(list 3:19)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *Double ‘ee’ gives a long ‘e’ sound.* | | |
| *beet* |  |  |  |
| *peel* |  |  |  |
| *reed* |  |  |  |
| *cheep* |  |  |  |
| *steel* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Spelling tip: | *When two vowels go out walking the first one does the talking, so ‘ea’ makes a long ‘e’ sound.* | | |
| *beat* |  |  |  |
| *peal* |  |  |  |
| *read* |  |  |  |
| *cheap* |  |  |  |
| *steal* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Spelling tip: | *‘ee’ and ‘ea’ both make a long ‘e’ sound and are in many homophones.* | | |
| *teem* |  |  |  |
| *team* |  |  |  |
| *beech* |  |  |  |
| *beach* |  |  |  |

**3.20 Homophones: ‘st’, ‘ssed’**

|  |  |  |  |
| --- | --- | --- | --- |
| *(list 3:20)* | **Practise 1**  *(copy into space)* | **Practise 2**  *(fold and hide)* | **Can spell word**  *(check and correct)* |
| Spelling tip: | *The sound ‘st’ is the final blend in many words.* | | |
| *past* |  |  |  |
| *guest* |  |  |  |
| *mist* |  |  |  |
| *disgust* |  |  |  |
| *trust* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Spelling tip: | *Adding the suffix ‘ed’ to words ending ‘ss’ to form the past tense, makes a sound like ‘st’.* | | |
| *passed* |  |  |  |
| *guessed* |  |  |  |
| *missed* |  |  |  |
| *discussed* |  |  |  |
| *trussed* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Spelling tip: | *Words ending ‘st’ or ‘ssed’ can sound the same but have different meanings.* | | |
| *mast* |  |  |  |
| *massed* |  |  |  |
| *bust* |  |  |  |
| *bussed* |  |  |  |