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Ages 7 - 9 years



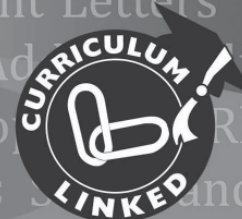
Spelling & Language Practice

By Jude Scott

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

1

Sample



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Teachers' Notes

Spelling and Language Practice Book 1 is part of a two book series. The exercises in this book are generally suited for children in Years 2 and 3, 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 Jude 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.

English Curriculum Achievement Objectives

Level 2

LISTENING, READING AND VIEWING

Processes and strategies

Language features

SPEAKING, WRITING AND PRESENTING

Language features

SPEAKING, WRITING AND PRESENTING

Language features

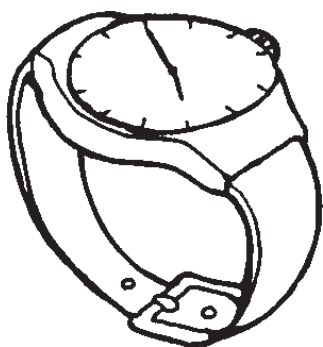
Level 3

LISTENING, READING AND VIEWING

Language features

★ Say the words in the first column. Do they need an h? Put them in the correct column.

| Part A | w | wh |
|---------|-------|------|
| w__itch | witch | |
| w__at | | what |
| w__as | | |
| w__en | | |
| w__ile | | |
| w__ere | | |



| Part B | w | wh |
|---------|---|----|
| w__ich | | |
| w__en | | |
| w__o | | |
| w__ent | | |
| w__ant | | |
| w__ose | | |
| w__atch | | |

| Part C | w | wh |
|----------|---|----|
| w__y | | |
| w__ite | | |
| w__isper | | |
| w__ole | | |
| w__o's | | |
| w__on't | | |
| w__ord | | |
| w__ork | | |



Compound Words

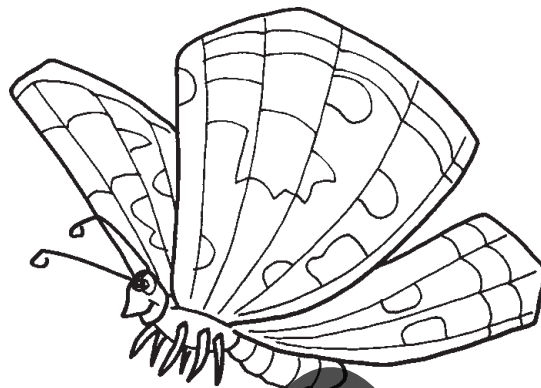
A compound word is one made up of two smaller words.

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

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

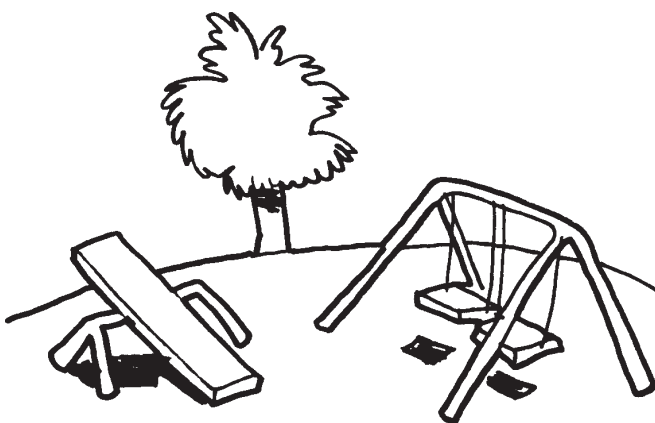
Part A

| | |
|----------------|---------------------|
| room | butter _____ |
| ball | any _____ |
| way | bed _____ |
| man | fire _____ |
| day | snow _____ |
| fly | to _____ |
| where | basket _____ |
| nut | pea _____ |
| shine | door _____ |
| drop | sun _____ |



Part B

| | |
|--------|---------------------|
| ground | with _____ |
| men | play _____ |
| bird | some _____ |
| body | rain _____ |
| flake | every _____ |
| board | lady _____ |
| where | wind _____ |
| screen | cup _____ |
| drop | gentle _____ |
| out | snow _____ |



★ Draw and label three of your own compound words.

Sometimes **ea** sounds like **ee** as in **sea**.
 Sometimes it sounds like **e** as in **dead**.

| | | | | |
|-----------------|-----------------|---------|-------|--------|
| leaf | dead | eat | heat | head |
| bead | feather | heap | cream | ready |
| steady | breakfast | clean | dread | spread |
| meat | weather | instead | lean | speak |

Part A

☆ Sort the words above into the correct columns. Underline **ea** in the word.

| Sounds like ee | |
|-----------------------|--|
| <u>leaf</u> | |
| | |
| | |
| | |
| | |

| Sounds like e | |
|----------------------|--|
| <u>dead</u> | |
| | |
| | |
| | |
| | |

Part B

☆ Choose a word from the **ee** table and write a sentence, e.g. I like to read. Draw a picture.

☆ Choose a word from the **e** table and write a sentence, e.g. The weather is sunny. Draw a picture.

A **noun** is the name of something. Examples: city, cat, pencil, love.

A **verb** is a doing word. Examples: cry, hope, choose, love.

An **adjective** describes a noun. Examples: happy, red, large, exciting.

An **adverb** adds to the meaning of a verb and tells us how, where or when something was done. Example: carefully, sadly, soon, fast.

★ Look at the words in bold and put them into their correct columns.

A. She **smiled nicely** at her **friendly neighbours**.

B. He **ate** the **hot pie hungrily** and then **drank** a **glass** of **milk**.

C. I **saw** him **throw** the ball **carefully** to his friend.

D. My **friends** and I saw a really **exciting** movie last week.

E. Yesterday my **sister bought** a **new game**.

F. The **shiny bright** car sparkled **brightly** in the sunshine.

G. The **little** girl **cried sadly** and walked **slowly** and **calmly**.

| nouns | adjectives | verbs | adverbs |
|-------------------|-----------------|---------------|---------------|
| neighbours | friendly | smiled | nicely |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



★ Write ten things that you might see if you visited another planet and underline and label the nouns, verbs, adjectives and adverbs.