

Support for Basic Spelling 7

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Support for Basic Spelling

This series of books supports the teaching of basic spelling skills and has been developed to take into account the requirements of the National Curriculum and the objectives of the National Literacy Strategy Framework. The books are incremental in difficulty and can be used to complement the work being undertaken from any spelling programme to provide additional learning opportunities. Assessment pages and record sheets are included in each book to provide convenient ways of recording pupils' progress.

- Book 1. Individual letter sounds.
- Book 2. Simple word building.
- Book 3. Consonant blends and digraphs.
- Book 4. Magic e.
- Book 5. Common vowel digraphs.
- Book 6. Vowel digraphs and common word endings.
- Book 7. Common suffixes and prefixes.
- Book 8. Common word endings and 'tricky' sounds.

Support For Basic Spelling - Book 7 Teacher's Notes

Introduction. This book is one of a series which supports the teaching of basic spelling skills. The series help pupils meet the requirements of the National Curriculum and the National Literacy Strategy Framework objectives. The books in the series are incremental in difficulty. They can be used in a systematic structured way or used to complement the work being undertaken from any spelling program to provide additional learning opportunities.

Content. Book 7 deals mainly with common suffixes and prefixes.

General Teaching Points.

It is suggested that each activity sheet is discussed with the pupils before they are asked to tackle it to ensure they understand what they are being asked to do and why, and to explain any unfamiliar vocabulary or concepts to them. It is anticipated that much classroom work will be done in a practical way alongside these sheets.

Teaching The Pages.

- * Introduce the letter pattern/s at the top of each page.
- * Read the target words to and with the pupils. Point out the common visual patterns of the groups of words. Stress their common elements by verbalising them several times. If possible, use interlocking letters or make cards to demonstrate visually the word-building element of each word e.g. show how 'cry' + 'ing' may be joined together to make 'crying'.
- * Look at the target letter patterns at the top of each page and demonstrate the formation of the letters in each. Pupils could go over these several times in different colours to reinforce the motor element of the letter pattern, saying the sound of each rime as they do so.
- * Study the target words again. Encourage pupils to suggest sentences including the target words so their meaning is reinforced and they are contextualised appropriately.
- * Pupils could be encouraged to have a go at writing the words from memory on the Test Yourself Sheet before attempting the activities. Draw attention to the reminder to look, say, cover, write and check spellings around the target word box. Encourage pupils to use this strategy at all times, wherever possible.
- * The activities on the sheets could now be undertaken. These offer a variety of approaches to learning the target words.

Follow-up Ideas.

The following are suggestions for activities which may be used alongside any of the pages.

- * On completion of the sheet ask pupils to suggest other words with the same letter patterns as those being studied. (Useful word lists are provided below for each letter pattern and could be used for further extension and consolidation activities like those on the pages.)
- * Have fun making up 'silly' sentences using the words.
- * Draw and label pictures of as many words as possible incorporating each letter pattern.
- * Build the words using interlocking letters.
- * Write each target word on a separate card, and give pupils all the target words from the page to sort into sets according to letter pattern.
- * Have pairs of cards containing the same word on each. Play snap or pelmanism with sets of word families.

Assessment and Record Keeping.

Test Yourself Sheet (Page 21).

This allows the pupil to check the spelling of the sets of target words on a regular basis and to record their results.

This sheet could be used fairly intensively. The test could be undertaken before the activities on each page. It could also be done at the end as a check-up. The target words on each page could be revisited periodically to ensure the letter patterns are still remembered. After each test pupils could fill in the 'checkometer' to record their results. If the target words on each page are checked two or three times in this way, results could be compared and improvements noted and praised.

Alternatively the Test Yourself Sheet could just be used at the end of each page, the results recorded and dated. The sheets could then be kept as a record of each pupil's performance over a period of time.

Assessment Sheets (Pages 22 -23).

These may be used:

- prior to working from the book to establish a pupil's current level of knowledge, so that specific pages may be selected as appropriate.
- after using the book to check on how much the pupil has learned.

This test systematically assesses the letter patterns and sounds taught throughout the book. The sheets consist of pictures and space below each for the pupil to respond. Each picture represents a word containing a particular spelling pattern. (The pictures are referenced to the pages on which the letter pattern is taught in the book.) It is suggested that prior to working the test the pictures are discussed to ensure each child knows what they are.

The Listening Sheet (Page 24).

This sheet provides an opportunity to give an oral spelling test, in which the words are read to the pupil and they respond using only auditory clues. It is suggested that one word from each page is selected, giving a total of 20 words. Read each word in isolation first and then dictate a sentence incorporating the word. Finally say the word once more to ensure the correct word is understood. eg new.... you can buy some new trainers ... write the word 'new'.

The Record Sheet (Page 25).

This provides a convenient way of recording pupil's progress through the book.

Useful Word Lists.

The following lists include the words used on each page (in bold) plus words which teachers might find useful in follow-up work.

- Page 1 ing: **crying sleeping painting splashing mending brushing filling picking dressing blowing** acting bending breaking building buying carrying catching climbing combing cooking crawling drawing drinking eating falling fighting flying helping holding jumping kicking knocking laughing mixing opening planting pulling pushing sawing swinging walking
- Page 2 ing: **clapping winning wagging nodding hopping pinning begging tapping chatting sitting** ramming banning fanning napping sapping tapping yapping pegging betting getting eating netting setting fibbing bidding kidding skidding digging dipping sipping zipping hitting bobbing rocking sobbing mopping potting rubbing budding hugging humming running butting
- Page 3 ing: **baking saving hiding smiling using riding skating cooking closing shining** making trading taking quaking naming taming flaming shaming blaming gaping tapping shaping scraping hating raving shaving blazing bribing sliding gliding liking hiking striking rolling lining chiming dining lining wiping swiping rising biting writing moping sloping stroking noting voting tuning fuming computing amusing
- Page 4 ful: **useful careful hopeful powerful painful cheerful helpful restful thankful colourful** truthful hateful wonderful faithful beautiful awful
- Page 5 ly: **slowly quickly suddenly loudly sadly bravely nicely wisely brightly cruelly** kindly honestly poorly cheaply sweetly proudly fairly truthfully bravely mainly gladly willingly
- Page 6 ly: **angrily noisily merrily heavily warily lazily clumsily easily hungrily thirstily** heartily steadily shabbily prettily
- Page 7 ly: **cuddly wobbly twinkly simply gently feebly possibly sensibly miserably comfortably** possibly visibly flexibly horribly reliably capably suitably boldly nobly humbly
- Page 8 es: **dishes churches glasses boxes wishes watches crosses foxes coaches bushes** arches brushes stitches ditches classes buses catches wishes washes bosses asses sixes
- Page 9 es: **loaves shelves knives voices leaves halves elves thieves scarves calves** lives
- Page 10 ies: **flies cries spies replies tries ladies babies lorries copies parties** cities ponies diaries poppies mysteries factories injuries companies hobbies stories supplies bodies
- Page 11 y: **noisy icy stony scary easy slimy shady bony shiny spiky** dozy stripy grimy scaly whiny wavy tidy
- Page 12 y: **sunny muddy funny spotty baggy fatty runny flabby floppy clammy** jammy nutty pippy starry saggy dotty muggy nippy skiddy
- Page 13 er and est: **larger braver wiser safer paler tamest widest finest rudest cutest** ripe lame late fine close huge crude
- Page 14 er and est: **thinner hotter bigger fatter redder wettest saddest dimmest fittest flattest**
- Page 15 er and est: **heavier busier luckier sillier prettier hungriest laziest healthiest noisiest juiciest** sturdy lumpy handy silly empty (+ y words from pages 11 and 12)
- Page 16 un: **undo unwell unfair unkind uncover** unbolt unbuckle unfasten unpack unearth unwrap undress unload unable
- dis: **disagree distrust disobey displace dishonest** disarm disable dismay disorder disused discharge discover disown
- Page 17 re: **return repay replace refill replay** recall remove remind regain refund request review renew reconsider refresh reassure recite
- pre: **prepare prefix preheat pretend predict** prevent prevail prefer preserve presume preside prefect present premature prearrange precaution precede
- Page 18 mis: **misbehave misuse mistrust misspell misjudge** mishandle miscalculate misprint mislay misunderstand mislead mispronounce misdeed misinform misconduct
- ex: **exit export explode excavate explain** exclaim expand expel expect extract express exhausted exchange expose exhale exclude extinguish exceed exile exterminate
- Page 19 a: **aboard aloft ashore asleep awake** along across adrift afar ahoy alike alive arise ashamed
- be: **befriend become beloved beside belittle** behind below because behead beneath between
- Page 20 al: **always already also altogether almost** although
- musical several final comical magical** central practical national colossal historical accidental horizontal general vertical natural

target words

ing

Date _____

Make the target words.

look	crying	check
	sleeping	
▶	painting	▲
	splashing	
▶	mending	▲
	brushing	
say	filling	write
	picking	
▶	dressing	▲
	blowing	
▶	cover	▶

paint + ing = painting blow + ing = _____

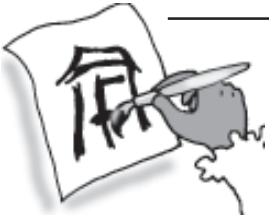
sleep + ing = _____ brush + ing = _____

pick + ing = _____ dress + ing = _____

splash + ing = _____ fill + ing = _____

mend + ing = _____ cry + ing = _____

Write the correct word under each picture.



Test yourself. How many target words can you write correctly?

target words

look

sunny
muddy
funny
spotty
baggy
fatty
runny
flabby
floppy
clammy

check



say



cover

Date _____

Write the smaller word from which each word comes.

sunny sun

muddy _____

funny _____

spotty _____

baggy _____

fatty _____

runny _____

flabby _____

floppy _____

clammy _____



Find the target words.

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

Write the words.

Underline the double consonant in each word.

muddy



Test yourself. How many target words can you write correctly?

er

Date _____

est

target words

look

larger

braver

wiser

safer

paler

tamest

widest

finest

rudest

cutest

cover

check

write



rude



ruder



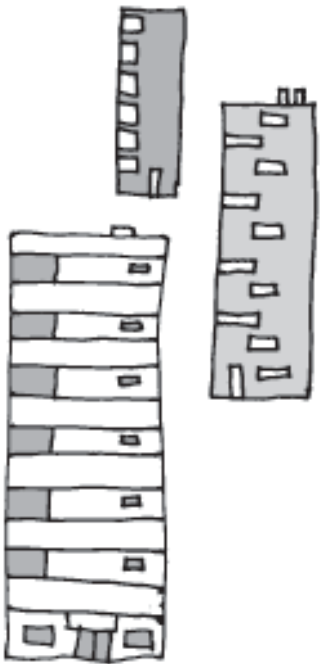
rudest

Complete this chart.

Adjective	er	est
large	larger	largest
brave		
wise		
safe		
pale		

Now complete this chart.

Adjective	er	est
		tamest
	wider	
fine		
	ruder	
		cutest



Test yourself. How many target words can you write correctly?

mis

Date _____

ex

target words

look

misbehave

misuse

mistrust

misspell

misjudge

exit

export

explode

excavate

explain

say

check

write

cover



behave

misbehave



Choose **mis** or **ex** to begin each word.

_____ mis judge

_____ spell

_____ port

_____ use

_____ cavate

_____ plode

_____ trust

_____ plain

_____ to

_____ behave

Write the target word that means:

1. to use something badly

misuse

2. to go out

3. to dig up

4. to spell a word incorrectly

5. to judge something wrongly

6. to blow up

7. to behave badly

8. to make clear



Test yourself. How many target words can you write correctly?

a

Date _____

be

Complete the chart.

target words

look	aboard	check
	aloft	
▼	ashore	▲
▼	asleep	▲
▼	awake	▲
say	befriend	write
	become	
▼	beloved	▲
▼	beside	▲
▼	belittle	▲
►	cover	►

Words beginning with a	Words beginning with be
aboard	



Complete each sentence with a target word.



befriend



belittle

- _____ is the opposite of asleep.
- _____ means on board.
- _____ means next to.
- _____ means up high.
- _____ means on shore.
- _____ means to make friends.
- _____ is the opposite of awake.
- _____ means much loved.

Test yourself. How many target words can you write correctly?