

1. Reviewing the phonograms

In your *Spelling and Vocabulary Exercise Book*, write answers to the following questions. Rule a margin of 2cm on your page. Write the exercise number in the margin and the alphabetical reference for each separate question a little to the right of the margin line. (See page set-up example on page 5 of this book.)

- Write down all of the phonograms you can think of which can represent the sound 'ay'.
- What phonograms can represent the sound 'oa'?
- What phonograms can represent the sound 'ee'?
- What phonograms can represent the sound 'aw'?
- Write the sentence which helps us to remember all of the phonograms which can represent the sound 'er'.
- Write down the following phonograms and state how many sounds each one has.

| | | | | |
|-----|------|----|----|----|
| ch | ea | ou | ar | gu |
| igh | augh | oo | ow | z |
| th | s | ed | si | |

2. Rules for the sounds of a

- Write the following words in your *Spelling and Vocabulary Exercise Book*. Write them in a list *downwards*. Leave a line between each word. In your book underline the letters which are underlined in the text.

Number each a for the sound it is saying in that word.

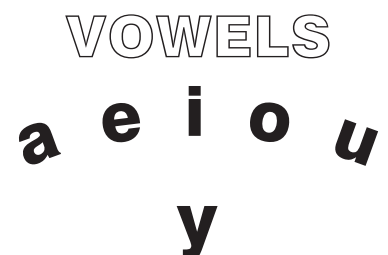
ball paper chalk basket change wallaby

Below each word write a rule which applies to the underlined letter.

3. How well do you know the rules for vowels?

Write the alphabet reference for each of the following questions. Write the answer next to each reference. You may sometimes need more than one line to write your answer, so do not write the next alphabet reference until you have finished writing the answer to the previous question.

- What are two positions in which i may say 'igh'?
- Which letters are allowed to say their second sound at the end of a syllable?
- Which particular letter does not do this so often?
- Which phonogram has 'twin sounds' which do similar jobs?
- Which two vowels may not end an English word?
- Which letter may be a consonant or a vowel?
- Which letter can do the same work as the letter i?
- Which letters will allow a to say 'aw'?
- Which letters will allow a to say 'o'?
- What will mostly follow a to allow it to say 'ar'?



1. Choosing **ei** or **ie**

Select either **ei** or **ie** to fill the space in the following words. Use the chart on page 24 of *The Reference* to help you if you need it.

pr__st ch__f re-c__ve be-l__ve c__l-ing
 gr__f th__f re-l__f de-c__ve con-c__ve
 br__f s__ve s__ze w__rd h__fer
 l__s-ure pro-t__n con-c__ted per-c__ve f__ld
 f__rce n__ce s__ge a-ch__ve p__ce (of pie)

2. Adding endings

Add suitable endings to the following words. Choose from the endings given. Write each word and its endings on a separate line.

Endings: ing ed ness s ful ly
 er ment en est ous
Words: hop busy hope grace kind drive
 swim put sit treat write happy

An example of how to set out your page:

| | |
|----|------------------------------------|
| | Endings |
| 1. | hop: hopping, hopped, hops, hopped |
| 2. | swim: swimming, (etc) |
| | |
| | |
| | |
| | |
| | |

3. Adding more endings

a) Add **ing** to the following words:

copy spot wake flap send

b) Add **y** to the following words:

mud sun rain sand fun bubble

c) Add **ly** to the following words:

hot happy heaven like kind colourful

d) Add **ous** to the following words:

fame glory danger poison

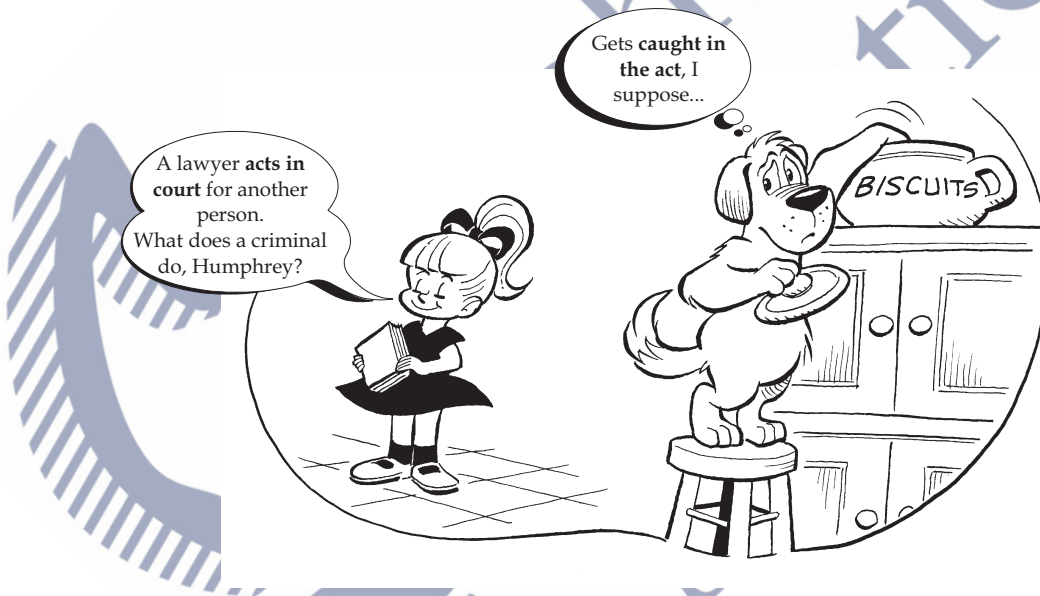
1. Choosing the correct word to suit the meaning

Read the meanings below. Write each reference in your *Spelling and Vocabulary Exercise Book* and write the correct word to fit that meaning next to it.

Meanings

- a) a person who has been accused and taken to court
- b) the person in a court who gives the verdict: innocent or guilty
- c) one who gives evidence in court which may help the judge's decision
- d) a group of people, chosen from the public, who help the judge decide whether a person is innocent or guilty
- e) a person who has committed an action which is against the law
- f) allowed by the law
- g) not guilty of a crime
- h) a person who studies and knows the law and defends a person in court
- i) a place where a legal trial is held
- j) what is fair

innocent
justice
witness
court
defendant
jury
judge
legal
criminal
lawyer



2. When **ay** is used at the end of a syllable instead of **a**

Within a word, a is mostly used at the end of a syllable to represent the sound 'ay' (e.g. ba-by).

ay is sometimes used. It is used if a vowel follows the 'ay' sound (e.g. cray-on).

Below are some words leaving space for you to put either a or ay at the end of a syllable. Write the words in your *Spelling and Vocabulary Exercise Book* using the correct phonogram to represent 'ay'.

- | | | | | |
|---------|------------|-----------|-------------|------------|
| pl_____ | l_____dy | cr_____on | dis-pl_____ | m_____or |
| cl_____ | r_____di-o | r_____on | str_____ | st_____ble |

Choosing the correct words

An *adverb* tells something about a *verb*. Most adverbs end with *ly*, but not all.

Below are some adverbs which tell *when* or *how* something may be done. Write each reference in your *Spelling and Vocabulary Exercise Book*. Next to each reference, write the words which mean the same as the words in the oval.

- a) i) soon shortly later immediately
 often constantly instantly suddenly

straight away

- ii) instantly regularly continually normally
 constantly sometimes never immediately

all the time

- iii) daily sometimes often never
 soon weekly yearly usually

regularly

b) In your *Spelling and Vocabulary Exercise Book*, write sentences beginning with the words:

- normally usually suddenly shortly



1. Adding **ly** to adjectives ending with **l**

We have learnt that adverbs tell something about verbs. They may tell how or when a verb is done. Often these adverbs can be made from an adjective by adding **ly**.

e.g. kind kind-ly

When changing an adjective ending in **l** to an adverb, we must be careful to put **ly** and not just **y**. Adding **ly** will mean that the word will have two **l**'s.

e.g. care-ful care-ful-ly

Write the following adjectives which end with **l** into your *Spelling and Vocabulary Exercise Book*. Next to each one, write the adverbial form of that word by adding **ly** to it.

The first word is done for you:

| Adjective | Adverb | Adjective | Adverb |
|------------|----------|------------|--------|
| normal | normally | royal | |
| loyal | | general | |
| helpful | | usual | |
| cruel | | legal | |
| local | | eternal | |
| accidental | | vertical | |
| punctual | | horizontal | |
| total | | watchful | |

2. Nouns which suit the adjectives

Write the adjectives below in your *Spelling and Vocabulary Exercise Book*.

- severe
- straight
- recent
- broad
- extreme
- cruel
- original

Next to each adjective, write nouns from the list below which could be described by that adjective.

For example, **severe**: drought, headache, storm, etc.

| | | | | | | |
|-----------|-------|------------|----------|----------|------------|--------|
| line | cold | handicap | storm | sickness | letter | road |
| tiredness | words | conditions | painting | stick | drought | action |
| attack | event | headache | back | river | idea | people |
| weather | heat | feet | posture | visitor | phone call | |

Write three sentences using one of your adjective–noun phrases in each.