**Week Beginning 14th April**

**Spelling Task Tuesday/ Wednesday:**

Year 3: Suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’, and ‘-ly’)

What words can you make using the root words in the chart below and one of the suffixes? Remember the rules for adding suffixes, such as:

* A ‘short’ vowel means you must double the consonant.
* If the root word ends in ‘-e’ this is dropped when adding a suffix beginning with a vowel letter (the exception is ‘being’).

If in doubt, ask someone to check the spelling of the words you have created – or check them in a dictionary (Note: You could use an online dictionary or just use spellchecker in a Word document to check your spelling.) Take note of any mistakes you have made so that you can learn from your mistakes and have another go at spelling those words, using ‘look, say, cover, write, check’ or another strategy.

|  |  |
| --- | --- |
| **hope** | **hop** |
| **care** | **chat** |
| **share** | **clap** |
| **like** | **plan** |
| **smile** | **rub** |
| **phone** | **stop** |
| **use** | **hug** |
| **bake** | **slip** |

Year 4: Words with the /s/ sound spelt ‘sc’ (Latin in origin).

Practise spelling the following words. Do you know what each of the words means? Can you use them in a sentence? Investigate the meanings of each word.

|  |  |  |  |
| --- | --- | --- | --- |
| **science** | **abscess** | **ascend** | **descend** |
| **scene** | **scissors** | **scented** | **crescent** |

Year 5: Proofreading and editing

Can you find and correct all the errors in the following piece of writing:

**Last night we visited a restorant, which was eggcelant! The waiter reccomended some dishes, which were marvelous. Unfortu-nately, I woke up in the night with agresive stomach ache. My mother felt it would be neccesary to get some profesionul advise, so we contacted the doctor. By now, I had a serious tempreture.**

**Luckily the doctor prescribed some espsha-ly strong medicine and I recovered quickly. What a dissastrus meal that turned out to be!**

If in doubt, ask someone to check the spelling of the words you have corrected – or check them in a dictionary (Note: You could use an online dictionary or just use spellchecker in a Word document to check your spelling.) Take note of any mistakes you have made so that you can learn from your mistakes and have another go at spelling those words, using ‘look, say, cover, write, check’ or another strategy.

Year 6: Words ending in ‘ant’, ‘ance’ or ‘ence’.

It can be tricky, with words ending in this way, to know whether to spell the ending with ‘ant’/ ‘ance’ or ‘ent’/’ence’. Here are some guiding principles to help:

* ‘-ance’/‘-ancy’ are used where the root word ends in ‘-ant’(*observant/ observance, expectant/expectance*).
* If the root word can add the ending ‘-ation’, then these words will usually take ‘-ance’/’-ancy’.
* If the related verb ends in ‘-y’, ‘-ure,’ ‘-ear’ or ‘-ate’, then the noun will take ‘-ance’.
* If the stem of the word ends in a hard /c/ or /g/ sound, then it takes ‘-ance’.

Make a chart like the one below and use it to sort the words according to the reason why they use the ‘ance’ spelling. You can refer back to the guidelines at any point.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Root word ends in**  **‘-ant’** | **Root verb ends in ‘-y’** | **Root verb ends in**  **‘-ure’** | **Root verb ends in**  **‘-ear’** | **Root verb ends in**  **‘-ate’** | **Stem of ‘-ance’**  **word ends in hard ‘c’ (*cat*)** | **Stem of ‘-ance’**  **word ends in hard ‘g’ (*goat*)** | **Exceptions** |
|  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **acquaintance** | **appliance** | **inheritance** |
| **abundance** | **deviate** | **deviance** |
| **acceptance** | **dominate** | **dominance** |
| **allowance** | **hesitate** | **hesitance** |
| **assistance** | **tolerate** | **tolerance** |
| **attendance** | **significance** | **endurance** |
| **balance** | **elegance** | **insurance** |
| **circumstance** | **abundance** | **resistance** |
| **countenance** | **performance** | **appearance** |
| **distance** | **guidance** | **clearance** |
| **perseverance** | **allowance** | **forbearance** |
| **assistance** | **circumstance** | **instance** |

**Spelling Task Friday**

Year 3: Suffixes

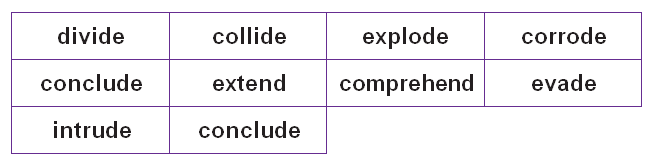
Ask someone to dictate the following sentences while you write them and then check spellings afterwards.

*He hops and skips and smiles on his way to school.*

*I am hoping that when Jo hopped, she didn’t hurt her knee. We are phoning the school and stopping the sharing of lollies.*

Year 4: Adding the –sion suffix.

Look at the following list of words. What sort of words are they?



Notice that they are all **verbs**  and they all end in **d** or **de.** What happens to each word when you add the –sion suffix? This suffix turns the **verbs** into **nouns.** Eg. *explode – explosion.* The ‘d’ or ‘de’ is dropped to add the –sion ending. Try converting each of the words, then write a few sentences using the words you have created.

Year 5: Homophones: **cereal/serial, father/farther, guessed/guest, morning/ mourning, who’s/whose**

Make a set of cards containing the words listed, checking that you know the meaning of each word. Then, play a game of ‘Memory Pairs’ using the words: turn the cards face down and take in turns to turn two words over. If the cards turned over make a pair, hand them to another player and check that you can sound out the spelling of each word and explain the difference between them in order to win the set. Then have another go. If the cards do not make a pair, play passes to the next player…

Year 6:

Use the activities on <https://www.spellzone.com/word_lists/list-4753.htm> to practise spelling words with the ant/ ance/ ancy ending.