

1. Adding suffixes beginning with vowels to words of more than one syllable.

| | | | |
|------------|-----------|------------|----------|
| forgetting | forgotten | beginning | beginner |
| prefer | preferred | gardening | gardener |
| limiting | limited | limitation | |

How will you remember how to add the suffix?

2. Words which include a 'y' or an 'ou'.

| | | | |
|---------|---------|-------|---------|
| myth | gym | Egypt | pyramid |
| mystery | young | touch | double |
| trouble | country | | |

How will you remember how to spell these words?

3. Prefixes (dis-, mis-, in-, il-, im-).

| | | | | |
|------------|----------|------------|-----------|-----------|
| disappoint | disagree | disobey | misbehave | mislead |
| misspell | inactive | incorrect | illegal | illegible |
| immature | immortal | impossible | impatient | imperfect |

How will you remember whether to use a double letter or not? When should you use -im/-il?

4. Prefixes (re-, sub-, inter-, auto-)

| | | | | |
|-----------|---------------|--------------|---------------|------------|
| redo | refresh | return | reappear | redecorate |
| subdivide | subheading | submarine | submerge | interact |
| intercity | international | interrelated | autobiography | autograph |

What do the prefixes mean? How do they change the meaning of the word?

5. Prefixes (super-, anti-) Suffix (-ation)

| | | | |
|----------------|-------------|-------------|------------|
| supermarket | superman | superstar | antiseptic |
| anti-clockwise | antisocial | information | adoration |
| sensation | preparation | admiration | |

What do the prefixes mean? Can you think of other words using the same suffix -ation?

6. Suffixes (-ly, -ily, -y, -ally)

| | | | | |
|---------|------------|-------------|--------------|-----------|
| sadly | completely | usually | finally | comically |
| happily | angrily | gently | simply | humbly |
| nobly | basically | frantically | dramatically | |

These suffixes all turn an adjective into an adverb - what rules can you spot?

7. Words with similar sounding endings

| | | | | |
|----------|-----------|----------|-----------|-----------|
| measure | treasure | pleasure | enclosure | |
| creature | furniture | picture | nature | adventure |
| teacher | catcher | richer | stretcher | |

Note that the suffix -er is used when the root word ends -ch. In all other cases -ture is used.

8. Words with suffix -sion, or including the grapheme 'ch'

| | | | | |
|------------|----------|-----------|----------|-----------|
| division | invasion | confusion | decision | collision |
| television | scheme | chorus | chemist | echo |
| character | chef | chalet | machine | brochure |

If the ending of the word sounds like /shun/ it is spelt -sion. If a word containing the grapheme 'ch' originates from Greek - pronounce 'k'; if from the French - pronounce 'sh'.

9. Words with suffix -ous

| | | | | |
|------------|------------|-------------|-----------|-----------|
| poisonous | dangerous | mountainous | famous | various |
| tremendous | enormous | jealous | humorous | glamorous |
| vigorous | courageous | outrageous | serious | obvious |
| curious | hideous | spontaneous | courteous | |

What rules can you find to suit the addition of this suffix?

10. Words with suffix *-ion* and *-ian*

| | | | | |
|------------|-------------|---------------|------------|---------------|
| invention | injection | action | hesitation | completion |
| expression | discussion | confession | permission | admission |
| expansion | extension | comprehension | tension | |
| musician | electrician | magician | politician | mathematician |

If root word ends in (rwei) -t/-te, use suffix *-tion*. If rwei -ss/-mit, use *-ssion*. If rwei -d/-se, use *-sion* (exceptions: attend/intend - attention/intention). If rwei -c/-cs, use *-cian*.

11. Possessive apostrophe for plural word and homophones

| | | | | |
|-------------|---------------|---------------|-------------|------------|
| girls' | boys' | babies' | children's | men's |
| mice's | accept/except | affect/effect | ball/bawl | berry/bury |
| brake/break | fair/fare | grate/great | groan/grown | hear/here |

The apostrophe is placed after the plural form of the word. You need to understand the meaning of each homophone in order to be able to spell it correctly in context.

12. Homophones I

| | | | | |
|----------------|-----------------|-------------|-------------|-----------------|
| heel/heal/hell | knot/not | mail/male | main/mane | meat/meet |
| medal/meddle | missed/mist | peace/piece | plain/plane | rain/rein/reign |
| scene/seen | weather/whether | whose/who's | | |

Understand the meaning of each homophone in order to be able to spell it correctly in context.

13. Words with the sound /g/ , /k/ , /s/ and /ei/

| | | | | |
|--------|------------|-----------|----------|---------|
| league | tongue | antique | unique | science |
| scene | discipline | fascinate | crescent | vein |
| weigh | eight | neighbour | they | obey |

If word ends with the sound /g/ or /k/ they are spelt *-gue* or *-que* respectively. Words from Latin with the sound /s/, are spelt *-sc*. Words with /ei/ sound are spelt *ei*, *igh* or *ey*.

14. Endings -cious, -tious, -cial and -tial.

| | | | | | |
|-----------|----------|------------|------------|--------------|------------|
| vicious | precious | conscious | delicious | malicious | suspicious |
| ambitious | cautious | fictitious | infectious | nutritious | |
| official | special | artificial | partial | confidential | essential |

If the root word ends in -ce, usually use suffix -cious.

Usually -cial is used after a vowel, -tial after a consonant. Can you think of any exceptions?

15. Endings -ant, -ance/-ancy.

| | | | | | |
|-------------|------------|-------------|-----------|-------------|-----------|
| observant | observance | observation | expectant | expectation | hesitant |
| hesitancy | hesitation | tolerant | tolerance | toleration | substance |
| substantial | assistant | assistance | | | |

How will you remember to use a suffix which begins with 'a' rather than 'e'.

16. Endings -ent, -ence/-ency.

| | | | | | |
|-----------|------------|--------------|--------------|----------|-----------|
| innocent | innocence | decent | decency | frequent | frequency |
| confident | confidence | confidential | | | |
| obedient | obedience | independent | independence | | |

How will you remember to use a suffix which begins with 'a' rather than 'e'? The suffix typically starts with an 'e' after a soft 'c', 'g' or 'qu'.

17. Endings -able, -ably.

| | | | | | |
|--------------|--------------|---------------|----------------|------------|-------------|
| adorable | adorably | adoration | applicable | applicably | application |
| considerable | considerably | consideration | tolerable | tolerably | noticeable |
| changeable | dependable | comfortable | understandable | enjoyable | reasonable |

If the ending is added to a root word ending in -ce or -ge, you keep the 'e'. -able is used if all of the root word can be heard and/or if there is a related word ending in -ation.

18. Endings -ible, -ibly.

| | | | | |
|------------|------------|----------|----------|----------|
| forcible | legible | possible | possibly | horrible |
| horribly | terrible | terribly | visible | visibly |
| incredible | incredibly | sensible | sensibly | |

Can you find a rule to help you know whether to use the -ible suffix rather than -able?

19. Adding suffixes to words ending in -fer.

| | | | | |
|--------------|-------------|------------|--------------|-----------|
| referring | referred | referral | preferring | preferred |
| transferring | transferred | | | |
| reference | referee | preference | transference | |

If the suffix you are adding begins with a vowel, and the -fer is still stressed after adding the suffix, double the r to 'rr'. If -fer is no longer stressed, use a single 'r'.

20. Use of hyphen. Use of 'ei' after c. Silent letters.

| | | | | | |
|-------------|----------|------------|----------|---------|--------|
| co-ordinate | re-enter | co-operate | co-own | | |
| deceive | conceive | receive | perceive | ceiling | |
| doubt | island | lamb | solemn | thistle | knight |

Use a hyphen when both the root word ends with, and the suffix begins with, a vowel. 'i before e except after c' (exceptions protein, caffeine, seize and neither).

21. Words containing -ough-

| | | | | | |
|--------|----------|---------|---------|----------|---------|
| ought | bought | thought | nought | brought | fought |
| rough | tough | enough | cough | plough | baugh |
| though | although | dough | through | thorough | borough |

'ough' can be used to spell number of different sounds. Why are these words coloured like this?

22. Homophones II

| | | | | | |
|----------|----------|----------|----------|---------|-----------|
| advice | advise | device | devise | licence | license |
| practice | practise | prophecy | prophecy | farther | father |
| guest | guessed | herd | heard | led | lead/lead |

Need to learn meanings of each homophone - blue identifies a noun (ice), red a verb (is).

23. Homophones III

| | | | | | |
|-----------|---------------------|--------|---------|------------|------------|
| morning | mourning | past | passed | precede | proceed |
| principal | principle/principle | profit | prophet | stationery | stationary |
| steel | steal | mary | weary | who's | whose |

Need to learn meanings of each homophone - blue identifies a noun/adjective, red a verb/adverb.

24. Homophones IV

| | | | | | |
|--------|---------|------------|------------|---------|---------------|
| aisle | isle | aloud | allowed | affect | effect/effect |
| altar | alter | ascent | assent | bridle | bridal |
| cereal | serial | compliment | complement | descent | dissent |
| desert | dessert | draft | draught | | |

Need to learn meanings of each homophone - blue identifies a noun/adjective, red a verb/adverb.