**St Paul’s Catholic Primary School**

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**Spelling, Punctuation and Grammar Handbook**

 **Contents**

|  |
| --- |
| **Active and Passive** |
| **Adjectives** |
| **Adverbs** |
| **Adverbials** |
| **Ambiguity** |
| **A or An** |
| **Antonyms** |
| **Apostrophes** |
| **Brackets** |
| **Bullet Points** |
| **Clauses –** Main ,Subordinate & Relative |
| **Cohesion** |
| **Colons** |
| **Command** |
| **Commas** |
| **Compound Words** |
| **Conjunctions** (Connectives) Subordinate & Coordinating |
| **Consonants** |
| **Dashes** |
| **Determiners** |
| **Direct Speech** |
| **Ellipsis** |
| **Exclamation** |
| **Homophones/Near Homophones/Homographs** |
| **Hyphens** |
| **Modal Verbs** |

|  |
| --- |
| **Nouns –** Common, Phrases, Proper, Pro, Possessive & Relative |
| **Plurals** |
| **Parenthesis** |
| **Prefixes** |
| **Prepositions** |
| **Root Words** |
| **Semicolons** |
| **Statement** |
| **Subject** |
| **Syllables** |
| **Synonyms** |
| **Verbs** |
| **Vowels** |
| **Words Classes/ Families** |
| **Word Bank** |
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| **Terminology** |

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| **Active & Passive** – Many verbs can be either active or passive. A sentence is written in **active voice** when the subject of the sentence performs the action in the sentence.e.g. **The girl was washing the dog.**A sentence is written in **passive voice** when the subject of the sentence has an action done to it by someone or something else.e.g. **The dog was being washed by the girl**. |  |

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| **Adjectives -‘describing’** words | Green, big,,  |

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| **Adverbs – ‘describes’** how, when, where or how something happens | Later, twice, noisily |

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| **Adverbials –** refers to the time, place, manner or number in relation to a verb or clause. (Fronted Adverbials come at the beginning of a sentence & have a comma after it. | Under, next, usually |

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| **Ambiguity** – When something is unclear or has more than one possible meaning. |  |

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| **A or An?** | If the proceeding word starts with a **consonant** you use **‘A ‘** if it starts with a **vowel** you use **‘An’** |

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| **Antonym** – Are two words that have opposite meanings.(Think of the prefix ‘anti’ to help you remember). Eg. Anticlockwise | Achieve – FailIdle – ActiveAfraid – ConfidentAncient – ModernArrive – DepartArrogant – Humble |

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| **Apostrophes****Contractions** –In contractions **Apostrophes** show where a letter or letters would be written if the word was written in full | e.g can’t , cannotdidn’t, did notit’s , it isI’ll, I willcouldn’t, could notyou’ve, you haveshe’ll, she willwe’re, we are |
| Apostrophes are also used to show **ownership****You do not use an apostrophe when using its for possession** | eg. Tom’s train Note: If the word is a proper noun ending in ‘s’ you can use ‘s’ or just ‘ eg. James’s /James’e.g The cat licked **its** paws. |
| The apostrophe is placed after the plural form of the word. ‘s’ is not added if the plural already ends in ‘s’ but it *is* added if the plural does not end in ‘s’ ( i.e. it is an irregular plural e.g. children) | Girls’, boys’, babies’, men’s, mice’s |

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| **Brackets** – are used to separate a word or phrase (Parenthesis) that has been added to a sentence as an explanation or afterthought. | The dress (which was a present) had red and white butterflies on it. |

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| **Bullet Points** – Are used to organize a list of points in order to make it clear. The text introducing the list of bullet points should end with a colon.**Note**If the text that follows the bullet point is not a proper sentence, it does not need to start with a capital letter and end with a full stop.If it is a full sentence, it should start with a capital letter and end with a full stop. | Plan for the holiday:* finish book
* mend bike
* tidy room

We gave the following reasons for wanting to have a party:* It was our last year in primary school.
* We wanted to say goodbye to our teachers.
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| **Clause** – a phrase which has a verb as its head, or key word. The other words add meaning to the verb.**Main Clause** - Makes sense as a sentence on its own. | The bird pecked the apple. |

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| **Subordinate Clause** – Helps to give more meaning to the main clause but does not make sense a sentence on its own.**Relative Clause** – A type of subordinate clause. It is connected to the main clause by a relative pronoun. | The bird pecked the apple and **it flew away.**I enjoyed the film **that we saw last night.****That, which, who, whom or whose.** |

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| **Cohesion** – A text has cohesion if it is clear how its different parts fit together. To do this:* Group sentences together in paragraphs.
* Use words and phrases to link ideas.
* Repeat key words to link ideas
* Ensure your writing correctly navigates the reader through the sequence of events

Using the correct verb form is important for cohesion. |  |

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| **Colons (: )** – can be used to introduce a list.It can also be used to introduce examples or explanations.Watch out!You do not need to use a capital letter for the word that follows the colon unless it is a proper noun or the word ‘I’. | I love the following foods: apples, seeds, grapes and nuts.The bird eats lots of snacks: he needs lots of energy for flying. |

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| **Comma (,)** – A comma can be used to separate items on a list.(remember to omit the comma and use and for the last item on the list).It can be used to change the meaning of a sentence.It can be used to avoid ambiguity.It can be used before a clause starting with ‘and’, ‘but’, or ‘or’.It is used after a subordinate clause if it is used at the start of a sentence.It is also used after a fronted adverbial.It is also used to separate the name of the person being spoken to from the rest of the sentence. | I like to eat apples, seeds, grapes and nuts.I told him, honestly./I told him honestly.I’d like some jelly and ice cream for my sister*. (This sentence is ambiguous: It is not clear if both the jelly and ice cream are for the sister).*I’d like some jelly, and ice cream for my sister*. (The comma makes it clear that the sister is only having ice cream).*I like swimming, but I love ice skating!If we are really quiet, we won’t disturb Grandad.With a shake, the dog dried himself off.Kids, dinner’s ready! |

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| **Commands -**A command is when you are telling someone to do something. Commands usually start with a **verb** (a doing word). You should use commands when you are writing instructions telling someone how to do something. | Fill the bath with warm water.Give the dog a bath. |

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| A **Compound word** is **2** root words joined together to form a new word | e.g. football, playground, farmyard, bedroom, blackberry |

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| **Conjunctions (connectives)**– link words or groups of words in a sentence. A **Co- ordinating** conjunction links groups of words that have the same importance in a sentence. A **Sub-ordinating** conjunction links a group of words that are not as important as the rest of the sentence. | **Co-ordinating Conjunctions****F**or**, a**nd**, n**or**, b**ut**, o**r**, y**et**, s**o(**FANBOYS**)These **must** be preceded by a **comma**.**Sub–ordinating Conjunctions**as, although, because when, while, where, that, since, though … |

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| **Consonants**A consonant is any letter that is not a vowel | b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,z |

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| **Dashes** – can introduce further information and can be used instead of a colon or comma. After the dash, there may be a list or a main or subordinate clause. | The fire spread quickly and the trees were engulfed – I was scared. |

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| **Determiners** -tell you **which ‘person’** or **‘thing’** a sentence is **about** or **how much/ many** of them there are | the, this, that, ,some |

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| **Direct Speech** – When a person’s exact words are written down **in Inverted commas** (speech marks). | “We’re too late” I said |

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| **Exclamation** - You can make an exclamation by using an exclamation mark**!** to show when your sentence is saying something surprising or with force. | That dog is absolutely filthy**!** |

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| **Ellipsis (…) –** Is used to show that a word has been missed out or a sentence is not finished. | Don’t tell me … |

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| **Homophones** and **Near-Homophones** are words that have the same or similar pronunciation but different meanings | e.gHeel/heal/he’llhere/hearquiet/quitethere/their/they’reto/too/twowhose/who’s |

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| **Hyphen (-)** – Is used to join two or more words that should be read as a single unit. A hyphen is shorter than a dash.It can also be used to avoid ambiguity. It can also be used between a prefix and a root word, especially if the hyphen makes the word easier to read. | Great-auntFair-hairedA man eating fish (This could be a man eating a fish).A man-eating fish (This is a fish that eats men).Co-ordinate, Re-educate |

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| **Modal Verbs****Possibility**Modal verbs can be used when we want to show how likely something is to happen. **Ability**Modal verbs can be used when we want to show a skill or someone's ability to do something. | Will, would, can, could, may, might, shall, should, must, ought to.*It* ***might*** *rain tomorrow.**Jack* ***can*** *sing.* |

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| **Obligation and advice**Modal verbs can be used to state when something is necessary/compulsory, to give an instruction or to give advice.  **Permission**Modal verbs are used to give or ask for permission for an activity.  | *You* ***must*** *tidy your room.**You* ***may*** *have another biscuit.* |

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| **Nouns:** A noun names a person or thing.***Common Nouns* -** name a **‘person’** or **‘thing’** in general. **Noun Phrases –** Has a noun as it’s head, or key word**Proper Nouns -** identifya **particular** ‘person’, ‘place’ or ‘thing’. (Needs a capital letter)**Pronouns –** Can be used **instead** of a **‘noun’** to **avoid repetition** **Possessive Pronouns –** Tells youwho something **belongs** to.**Relative Pronouns –** Introduce more information about the noun.The bird **that** sat on the branch was eating an apple. | dog, treethe ball, the girl with the red hairJames, Africa, Fridayit, he, shemine, your, his, herswho, whoever, whom, whomever, that, which, when, where, and whose. |

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| **Object** –Sometimes a verb has an object as well as a subject. The object is who or what is acted upon by the verb. In a statement, the object is usually the noun (or noun phrase or pronoun) just after the verb. | The bird pecked the apple. |

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| **Parenthesis**The word or phrase that has been written in brackets as an explanation or afterthought. | My birthday cake was chocolate (**which is my absolute favourite**) with chocolate icing on top. |

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| **Plurals** |
| Just add ‘s’ to make the plural of a word ending in ‘ey’ | Monkeys, chimneys, keys, donkeys, valleys |
| If a **verb** or **noun** ends in just ‘y’ you remove the ‘y’ and add ‘ies’ to make the plural  | babies, copies |
| If the **noun** ends in ‘s’, ‘ss’, ‘x’, ‘sh’ or ‘ch’ add ‘es’***Note:*** *Foxes, churches (now 2 syllables)* | bus, busesglass, glasseschurch, churchesfox, foxesbrush, brushes |
| If the **noun** ends in ‘f’ or ‘fe’ change to ‘ves’ | half, halves, life, lives (exception roof roofs) |

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| A **prefix** is a group of letters that can be added to the beginning of a root word. Different prefixes have different meanings so, when you add a prefix to a word, you change its meaning and make a new word. |

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| **Preposition –** Usual Usually it comes before a noun or pronoun. It often shows place or direction. | after, up, in with |

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| **Question** - Use a question mark(**?)** at the end of a sentence to show that you are asking a question. | Why haven't you bathed the dog**?** |

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| A **root word** is a basic word | e.g. joy, sad, friend |

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| **Semicolon** – can be used between two main clauses. ( A main clause can work on its own in a sentence).It can be used to separate longer phrases in a list that has been introduced by a colon. (Note the use of the semicolon before and in this instance).Do not use a comma to join main clauses. If you want to use punctuation you should use a colon or a semicolon. | The film was brilliant; I had a great time.I need: yoghurt; as many bananas as you have; a tub of ice cream; and some chocolate sprinkles. |

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| Statement - A statement is a sentence that simply tells the reader something. | The dog is dirty. |

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| **Subject** – The subject of a verb is often who or what does or is something. In a statement the subject is usually the noun, noun phrase or pronoun just before the verb. | **The bird** pecked the apple. **It** was juicy. |

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| A **syllable** can be made by one interrupted set of sounds.**Tip:** Try placing your hand under your chin, every time your jaw drops it is usually another syllable | **1** syllable words – **kit**, **man**, **hair****2** syllable words – **jum** per, **stick** er |

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| **Synonym** – Are words that have the same or similar meanings. (Think of ‘s’ sounds at the beginning of the words to remind you). | Polite/CourteousPoor/DestituteRisky/DangerousLoyal/Faithful |

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| A **suffix** is a group of letters that can be added to the end of a root word. Different suffixes have different meanings so, when you add a suffix to a word, you change its meaning and make a new word |

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| **Verbs -** ‘**doing’**  words remember about the verb ‘To be’ If the word can be changed to the past tense it is a verb. | cut, am ,is |

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| **Vowels** Every syllable must have a vowel | Standard vowels A,E,I,O,U & sometimes ‘Y’ when it is making a vowel sound. |

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| **Word Class/Families -** Words do different jobs depending on their Word Class. **Words can belong to more than one word class.** | Adjective, verb, noun |

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| **Spelling Rules** | **Example** |
| ‘g’ to make ’j’ sound if the next letter is ‘e’, ‘i’ or ‘y’ Remember: **E**m**i**l**y** | Giant, magic giraffe, energy, jacket, jar, jog, join, just |
| ‘a’ to make ‘o’ sound following ‘w’ | Want, watch, wander |
| ‘a’ to make ‘o’ sound following ‘q’ | Squash, quantity |
| ‘or’ digraph to make ‘er’ sound when it follows ‘w’ | Word, work, worm, worth, world |
|  ‘ar’ to make ‘or’ when it follows ‘w’ | Warm, war, towards |
| The ‘u’ sound can be made by ‘o’ | Mother, brother, other, nothing, Monday |
| ‘c’ to make an ‘s’ sound if the next letter is an ‘e’,’i’ or ‘y’**Remember**: **E**m**i**l**y** | Ice, race, cell, city, fancy |
| The ‘n’ sound at the beginning of a word can be made with ‘kn’ | Knee, knock, know |
| The ‘r’ sound at the beginning of a word can be made with ‘wr’ | Write, wrong, wrote, written |
| ’le’ or ‘el’ to make the ‘l’ sound at the end of a word. **Most common is ‘le’****Note: If after a stick or a letter which goes below the line use ‘le’** | Table, apple, bottle, little, middleTunnel, travel, camel, squirrel, towel, tinsel |
| Words that use ‘al’ at the end to make the ‘l’ sound are generally adjectives  | Metal, capital, hospital, animal |
| ‘dge’ to make ‘j’ sound at the end of a word if it is following a short vowel sound if it’s not use ‘ge’ |  Edge, badge, bridge Age, charge, huge, village |
| ‘y’ to make the ‘i’ sound at the end of a word.  | Cry, fly |
| ‘a’ to make ‘or’ sound if before ‘l’ or ‘ll’ | All, ball, call, talk, always |
| ‘s’ to make ’z’ in certain words | Television, treasure, usual |
| We sometimes use ‘y’ to make the short ‘I’ sound | Myth, gym, Egypt, pyramid, mystery |
| We sometimes use ‘ou’ to make short ‘u’ sound | Young, touch, double, trouble, country |
| Words of Greek origin use ‘ch’ to make ‘C ‘k’ sound. | Scheme, chorus, chemist, echo, character |
| Words of French origin use ‘ch’ to make ‘sh’ sound | Chef, chalet, machine, brochure |

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| You always put ‘i’ before ‘e’ except after ‘c’  | Achieve, believe Deceive, receive, conceive, perceive**Exceptions:** protein, seize |
| ‘ough‘ can be used to spell a number of different sounds | Ought, bought, thought, nought, brought, fought, Rough, tough, enough, CoughThough, although, doughThroughThorough, boroughPlough, bough |
| If a suffix starts with a consonant add it straight onto most root words | Enjoy**ment**, sad**ness**, care**ful**, hope**less**, plain**ness** |
| If the last syllable of a word is stressed & ends with **1 consonant** letter & has just **1 vowel** letter before it, **double** the consonant at the end of the root word before adding a suffix to avoid it becoming a split vowel digraph.  | pat, pa**tt**ing, pa**tt**ed, hum, hu**mm**ing, hu**mm**edsad, sa**dd**er, sa**dd**estfat, fa**tt**er, fa**tt**estrun, ru**nn**er, ru**nn**ingdrop, dro**pp**ing, dro**pp**ed**Except if ending in ‘x’ or if the syllable is not stressed**Garden**ing,** mix**ing** |
| Change the **‘y’** at the end of a word to ‘i’ before adding **‘ed’, ‘er’ , ness, ment, less, ly & ‘est’** but not **‘ing’** | copy, cop**i**ed, cop**i**er & copyinghappy, happ**i**est, happ**i**erreply, repl**i**ed, replyingmerr**i**ment, penn**i**less |
| Drop the ‘e’ at the end of a word before adding ‘ing’, ‘ed’, ‘er’, ‘est’ & ‘y’ | hike, hik**er**, hik**ed**, hik**ing**, nice, nic**er**, shine, shin**y** |

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| **‘ful’** – full (**Note:** just one **‘l’)** | e.g play**ful** |
| **‘less’** - not having/without | e.g.fear**less** |
| **‘ly’ –** can be used to change adjectives into adverbs.If the root word ends in **‘le’** the **‘le’** is changed to **‘ly’**If the root word ends with **‘ic’ ‘ally’** is added rather than just **‘ly’** | sadl**y**, complete**ly**, usuall**y** final**ly**, comical**ly**gently, simply, humbly, noblybasic**ally**, frantic**ally**, dramatic**ally** |
| **‘ment’** nouns of action or purpose | Enjoy**ment** |
| Words with ‘shur’ sound at the end of the word use **‘sure’** to make the ‘shur’ sound | mea**sure**, trea**sure**, plea**sure**, enclo**sure** |
| Words with ‘chur’ sound at the end of the word use **‘ture’** to make the ‘chur’ sound, but be careful that the word is not a root word with an **‘er’** ending | crea**ture**, furni**ture**, pic**ture**, na**ture**, adven**ture****teach**er**, catch**er **rich**er **stretch**er |
| The **suffix ‘ation’** is added to verbs to form nouns | information, adoration, sensation, preparation, admiration |
| **’ssion’** is used if the root word ends in **‘ss’** or **‘mit’****‘sion’** is used if the root word ends in **‘d’** or **‘se’****‘cian’** is used if the root word ends in **‘c’** or **‘cs’** | express – expressionadmit – admissionexpand – expansiontense – tensionmusic - musician |

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| **‘cious’** or **‘tious’** not many common words end like thisIf the root word ends in ‘**ce**’ the sound is usually spelt as ‘**c’** vice, grace, space. We turn these into adjectives by dropping the ‘e’ and adding the suffix ‘**ious**’ If the root word ends in ‘**tion**’ drop the ‘**n**’ and add ‘**us**’ to change from a noun into an adjective. | vicious, gracious, spaciousambitious, cautious, infectious, nutritiousException: anxious |
| **‘cial’** is common after a vowel letteror **‘tial’** after a consonant letter. There are some exceptions: initial, financial, commercial, provincial | Off**i**cial, sp**e**cial, art**i**ficial, Pa**r**tial, Confide**n**tial, essential |
| Use ‘**ant**’ and ‘**ance**/ **ancy** if there is a related word witha long or short ‘**a**’ sound in the right position; -**ation** endings are often a clue. | Observ**a**tion, Observant, observance, Hesit**a**tion, hesitant, hesitancy, Toler**a**tion, tolerant, tolerance,  |
| Use ‘**ent**’ and ‘**ence**/ **ency** after **soft ‘c’, soft ‘g’** and ‘**qu**’, or if there is a related word with a clear short ‘**e**’ sound in the right position.There are many words, however, where the above guidance does not help. These words just have to be learnt. | Innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)Assistant, assistance, obedient, obedience, independent, independence |

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| The –**able/-ably** endings are far more common than the **-ible/-ibly** endings. As with **-ant** and **-ance/-ancy,** the able ending is used if there is a related word ending in **-ation.**If the **–able** ending is added to a word ending in **–ce** or **–ge,** the ‘e’ after ‘c’ or ‘g’ must be kept to keep the soft ‘c’ or ‘g’ sound.**The –able ending ending is usually, but not always, used if a complete root word can be heard before it, even if there is no related word ending in –ation.****The first five examples opposite are obvious; in reliable the complete word rely can be heard, but the ‘y’ is changed to an ‘i’ as previously covered.****The –ible ending is common if a complete root word can’t be heard before it, but it also sometimes occurs when a complete word can be heard (e.g. sensible).** | Adoration, adorable/adorablyApplication, applicable, applicablyConsideration, considerable, considerablyToleration, tolerable, tolerably, Change, changeableNotice, noticeableDependable, comfortable, understandable, reasonable, enjoyable, reliablePossible/possiblyHorrible/ horriblyTerrible/terriblyVisible/visiblyIncredible/incrediblySensible/sensibly |

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| If you are adding a suffix beginning with a vowel sound to a word ending in ‘fer’ you double the ‘r’ if the ‘fer’ sound is still stressed when the ending is added.  | Referring, referred, referringPreferring, preferredTransferring, transferredPreference, transference |
| Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.  | Co-ordinate, re-enter, co-operate, co-own |
| Most **prefixes** are added to the beginning of a root word without any changes in spelling.**Un, mis, &** dis have negative meanings | **dis**appoint, **dis**agree, **dis**obey**mis**behave **mis**lead **mis**spell |
| The **prefix ‘in’** can mean both **‘not’** and **‘in’**. If it is put in front of a root word starting with **‘l’** you change **‘in’** to **‘il’**Before a root word starting with **‘r’ ‘in’** becomes **‘ir’**Before a root word starting with **‘m’** or **‘p’ ‘in’** becomes **‘im’** | **in**correct, **in**to**il**legal, **il**legible**ir**regular, **ir**responsible**ir**relevant**im**mature, **im**possible, **im**patient, i**m**perfect |
| The **prefix ‘re’** means ‘again’ or ‘back’ | **re**do, **re**turn, **re**fresh, **re**appear, **re**decorate |

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| The **prefix ‘sub’** means under | **sub**divide, **sub**heading, **sub**marine, **sub**merge |
| The **prefix ‘inter’** means **‘between’** or **‘among’**  | **inter**act, **inter**city, **inter**national,  |
| The **prefix ‘super’** means **‘above’** | **Super**market, **super**man, **super**star |
| The **prefix ‘anti’** means **‘against’** | **anti**septic, **anti**-clockwise, **anti**social |
| The **prefix ‘auto’** means **‘self’** or **‘own’** | **auto**graph, **auto**biography |

**Key Stage 1 & 2 Word Bank**

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| **A** | **A** | **B** |
| **a****about****accident(ally)****accommodate****accompany****according****achieve****across****actual(ly)****address****after****again****aggressive****air****amateur****an****ancient****and****animals****another****answer****any****apparent****appreciate****appear** | **are****around****arrive****around****as****asked****at****available****average****away****awkward** | **baby****back** **bad****bargain** **be** **bear****because****bed****been****before****began****believe****best****better****bicycle****big****birds****boat****book****box****boy****breath****breathe****bruise****build****busy****business****but****by** |

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| **C** | **D** | **E** |
| **calendar****called****came****can****can’t****car****cat****caught****centre****century****certain****children****circle****clothes****cold****come****coming****complete****consider****continue****could****couldn’t****cried** | **dad****dark****day****decide****definite****describe****desperate****determined****develop****dictionary****did****didn’t****different****difficult****disappear****disastrous****don’t****door****down****dragon****duck** | **each****early****earth****eat** **eggs****eight/eighth****embarrass****end****enough****environment****equip (-ped,-ent)****especially****even****ever****every****everyone****exaggerate****excellent****exercise****existence****experience****experiment****explanation****extreme****eyes** |

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| **F** | **G** | **H** |
| **familiar****famous****fast****favourite****February****feet****fell****find****first****fish****floppy****fly****food****for****foreign****forty****forward(s)****found****fox****frequently****friends****from****fruit****fun** | **garden****gave****get****giant****girl****go****going****gone****good****got****government****grammar****gran****granddad****great****green****group****grow****guarantee****guard****guide** | **had****harass****hard****has****hat****have****he****head****heard****heart****height****help****her****here****he’s****him****hindrance****his****history****home****horse****hot****house****how** |

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| **I** | **J** | **K** |
| **I****identity****if****I’ll****I’m****imagine****immediately****important****in****increase****individual****inside****interest****interfere****interrupt****into****is****island****it (possession)****it’s (contraction)****I’ve** | **jumped****just** | **keep****key****king****know****knowledge** |

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| **L** | **M** | **N** |
| **language****last****laughed****learn****leisure****length****let’s****library****lightning****like****liked****little****live****lived****long****look****looked****looking****looks****lots** | **man****many****marvellous****material****may****me****medicine****mention****minute****mischievous****Miss****more****morning****most****mother****mouse****Mr****Mrs****much****Mum****muscle****must****my** | **narrator****natural****naughty****necessary****need****neighbour****never****new****next****night****not****notice****now****nuisance** |
| **O** | **P** | **Q** |
| **occasion (ally)****occupy****occur****of****off****often****oh****old****on****once****one****only****opposite****opportunity****or****ordinary****other****our****out****over** | **Park****parliament****particular****peculiar****people****perhaps****persuade****physical****place****plants****play****please****popular****position****possess(ion)****possible****potatoes****prejudice****pressure****privilege****probably****profession****programme****pronunciation****promise****pulled****purpose****put** | **quarter****queen****queue****question** |

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| **R** | **S** | **S** (cont) |
| **rabbit****ran****really****recently****recognise****recommend****red****regular****reign****relevant****remember****restaurant****rhyme****rhythm****right****river****room****round****run** | **sacrifice****said****sat****saw****say****school****sea****secretary****see****sentence****separate****she****shoulder****shouted****signature****sincerely****sleep****small****snow****so****soldier****some****something****soon****special****still****stomach****stop****stopped** | **straight****strength****suddenly****sufficient****suggest****suppose****sun****surprise****symbol****system** |
| **T** | **T** (cont) | **U** |
| **take** **tea** **tell** **temperature** **than** **that** **that’s** **the** **their** **them** **then****there****therefore****there’s****these****they****thing****things****think****thorough****though/although****thought****three****through****time****to****told****too****took** | **top****town****tree****them****two** | **under****up****us****use** |
| **V** | **W** | **X** |
| **variety****various****vegetable****vehicle****very** | **want** **wanted****was****water****way****we****weight****well****went****were****we’re****what****when****where****which****white****who****why****will****wind****window****wish****with****woman****work****would** |  |

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| **Y** | **Z** |  |
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| **Days of the Week** |
| **Monday****Tuesday****Wednesday****Thursday****Friday****Saturday****Sunday** |

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| **Months of the Year** |
| **January** **February** **March** **April** **May** **June**  | **July****August****September****October****November****December**  |

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| **Colours** |
| **Black – ebony, charcoal,** **Blue – sapphire, azure****Green – emerald, jade****Orange – apricot, ginger****Red – scarlet, ruby****White – milky, creamy****Yellow – mustard, lemon** |