**St Paul’s Catholic Primary School**

****



**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** |
|  |
|  |

|  |
| --- |
| **Terminology** |

|  |  |
| --- | --- |
| **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**. |  |

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

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

|  |  |
| --- | --- |
| **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 |

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

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

|  |  |
| --- | --- |
| **Antonym** – Are two words that have opposite meanings.  (Think of the prefix ‘anti’ to help you remember). Eg. Anticlockwise | Achieve – Fail  Idle – Active  Afraid – Confident  Ancient – Modern  Arrive – Depart  Arrogant – Humble |

|  |  |
| --- | --- |
| **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 , cannot  didn’t, did not  it’s , it is  I’ll, I will  couldn’t, could not  you’ve, you have  she’ll, she will  we’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 |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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.** |

|  |  |
| --- | --- |
| **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. |  |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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! |

|  |  |
| --- | --- |
| **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. |

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

|  |  |
| --- | --- |
| **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 … |

|  |  |
| --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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. |

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

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

|  |  |
| --- | --- |
| **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**!** |

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

|  |  |
| --- | --- |
| **Homophones** and **Near-Homophones** are words that have the same or similar pronunciation but different meanings | e.g  Heel/heal/he’ll  here/hear  quiet/quite  there/their/they’re  to/too/two  whose/who’s |

|  |  |
| --- | --- |
| **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-aunt  Fair-haired  A 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 |

|  |  |
| --- | --- |
| **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.* |

|  |  |
| --- | --- |
| **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.* |

|  |  |
| --- | --- |
| **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, tree  the ball, the girl with the red hair  James, Africa, Friday  it, he, she  mine, your, his, hers  who, whoever, whom, whomever, that, which, when, where, and whose. |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| **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, buses  glass, glasses  church, churches  fox, foxes  brush, brushes |
| If the **noun** ends in ‘f’ or ‘fe’ change to ‘ves’ | half, halves, life, lives  (exception roof roofs) |

|  |
| --- |
| 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. |

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

|  |  |
| --- | --- |
| **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**?** |

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

|  |  |
| --- | --- |
| **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. |

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

|  |  |
| --- | --- |
| **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. |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| **Synonym** – Are words that have the same or similar meanings. (Think of ‘s’ sounds at the beginning of the words to remind you). | Polite/Courteous  Poor/Destitute  Risky/Dangerous  Loyal/Faithful |

|  |
| --- |
| 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 |

|  |  |
| --- | --- |
| **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 |

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

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

|  |  |
| --- | --- |
| **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, middle  Tunnel, 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 |

|  |  |
| --- | --- |
| 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,  Cough  Though, although, dough  Through  Thorough, borough  Plough, 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**ed  sad, sa**dd**er, sa**dd**est  fat, fa**tt**er, fa**tt**est  run, ru**nn**er, ru**nn**ing  drop, 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 & copying  happy, happ**i**est, happ**i**er  reply, repl**i**ed, replying  merr**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** |

|  |  |  |
| --- | --- | --- |
| **‘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, nobly  basic**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 – expression  admit – admission  expand – expansion  tense – tension  music - musician | |

|  |  |
| --- | --- |
| **‘cious’** or **‘tious’** not many common words end like this  If 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, spacious  ambitious, cautious, infectious, nutritious  Exception: 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 |

|  |  |
| --- | --- |
| 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/adorably  Application, applicable, applicably  Consideration, considerable, considerably  Toleration, tolerable, tolerably,  Change, changeable  Notice, noticeable  Dependable, comfortable, understandable, reasonable, enjoyable, reliable  Possible/possibly  Horrible/ horribly  Terrible/terribly  Visible/visibly  Incredible/incredibly  Sensible/sensibly |

|  |  |
| --- | --- |
| 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, referring  Preferring, preferred  Transferring, transferred  Preference, 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 |

|  |  |  |
| --- | --- | --- |
| 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**

|  |  |  |
| --- | --- | --- |
| **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** |

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **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** |

|  |  |  |
| --- | --- | --- |
| **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** |

|  |  |  |
| --- | --- | --- |
| **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** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | |  | |
| **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** | |  | |

|  |  |  |
| --- | --- | --- |
| **Y** | **Z** |  |
|  |  |  |

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

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

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