**HOSPITAL EDUCATION SERVICE**

**BGE LITERACY SUPPORT**

**HOMEWORK BOOKLET**

**KNOWLEDGE ABOUT LANGUAGE**

**S1 HOMEWORK BOOKLET**

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**TASK 1**

**CAPITAL LETTERS AND FULL STOPS**

**You might feel that this is too simple and that you can do this inside out. If so, then this task should be easy! However, I bet you sometimes forget to put capital letters and full stops in the correct places in your schoolwork. Remember, though, that being able to write clear, accurate sentences is important not just in English; you should be doing this in all of your subjects.**

**Exercise A**

**Rewrite this passage putting in the capital letters and all the full stops.**

It was very cold in glasgow eddie shut the door behind him and went down the path very carefully he was afraid of slipping on the ice at the gate he turned and waved to his mum he then walked down the road to the bus stop he hoped it would be warmer when he went to edinburgh on saturday

**…………………………………………………………………………………………..…………………………………………………………………………………………..…………………………………………………………………………………………..…………………………………………….……………………………………………..…………………………………………………………………………………………..…………………….……………………………………………………………………..…………………………………………………………………………………………..…………………………………………………………………………………………..………………………………………………………………….………………………..…………………………………………………………………………………………..………………………………………….………………………………………………..…………………………………………………………………………………………..………………….………………………………………………………………………..…………………………………………………………………………………………..…………………………………………………………………………………………..……………………………………………………………….…………………………..…………………………………………………………………………………………..……………………………………….……………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………….**

**How confident do you feel about**

**CAPITAL LETTERS AND FULL STOPS?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: ‘shun’ words**

1. **discussion ……………………………. …………………………. ………………………….**

**2. magician …………………………… …………………………. ………………………….**

**3. completion ……………………………. …………………………. ………………………….**

**4. promotion ……………………………. …………………………. ………………………….**

**5. passion ……………………………. …………………………. ………………………….**

**6. collision ……………………………. …………………………. ………………………….**

**7. opposition ……………………………. …………………………. ………………………….**

**8. emotion ……………………………. …………………………. ………………………….**

**9. possession ……………………………. …………………………. ………………………….**

**10. electrician ……………………………. …………………………. …………………….…….**

**TASK 2**

**COMMONLY CONFUSED WORDS**

**Some words are often confused. We are going to sort this out! The definitions for the commonly confused words are in the boxes at the top of each exercise.**

**QUIET - without noise QUITE - to an extent, completely**

1. The village was ……………………and peaceful.

2. It is …………………… beautiful and I am ……………………content here.

3. I am …………………… happy to turn it down if it is not …………………enough for you.

4. After a ………………… noisy start the class were ………………… ………………… .

**PAST / PASSED**

a) It‟s all in the ………………………… .

b) We ……………………… a fairground on the way.

**ADDITION / EDITION**

a) The later ………………………… of the paper is better.

b) The baby is a new ………………………… to the family.

**OFF - direction (off somewhere), the opposite of ON**

**OF - amount of and belonging**

**Don’t confuse ‘OF’ with ‘HAVE’ when saying:**

**‘would have’, ‘might have’ and ‘should have’.**

1. Having set ……………………… in the wrong direction, he then fell ……………………… his bicycle.

2. A kilogram …………………… potatoes, ………………… course, makes a lot …………………… chips.

3. I should ………………… gone, and I could ……………… gone!

4. How many ……………… you felt …………… colour at the weekend?

**How confident do you feel about CONFUSED WORDS?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say , Cover, Write, Check’**

**Spelling Focus: subject specific vocabulary – Art**

**1. gallery \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. highlight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. illusion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. kiln \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. palette \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. pastel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. perspective \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. portrait \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9. sketch \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10. spectrum \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TASK 3**

**WORD CLASSES**

**Words are divided into different classes. Here are three of them:**

**NOUN (naming word); VERB (doing word) and ADJECTIVE (describing word).**

**Exercise A**

**Identify what the words below are from the following sentence, by**

**underlining, circling or highlighting.**

There was a lovely flower in the house but the dog ate it which caused a fight

1. house noun/verb/adjective

2. eat noun/verb/adjective

3. flower noun/verb/adjective

4. lovely noun/verb/adjective

5. fight noun/verb/adjective

**Exercise B**

**Now, pick out all the nouns and verbs from this extract.**

Alan sighed and picked up the brush. He looked at the painting. He had finished the trees and the fields, but had to complete the sky. He also wanted to paint in some people, cows and birds to make it more interesting.

**Exercise C**

**Fill the spaces below with a suitable word:**

Leaning back in a wicker chair sat Doctor Pimm, a plump, red-faced man with a shiny, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ head and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, beady eyes. His wife Jane, was a tall, \_\_\_\_\_\_\_\_\_\_\_\_\_ freckled woman with closely-cropped \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hair.

The words which fit the spaces above are: nouns/verbs/adjectives

**How confident do you feel about identifying NOUNS, VERBS and ADJECTIVES?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: vowel choices**

1. beat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. sweet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. bright \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. white \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. wheat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. might \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. heat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. knight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. bite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. seat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Extension: collect, list and categorise spellings of a long vowel sound by spelling pattern.**

**TASK 4**

**COMMON & PROPER NOUNS & CAPITAL LETTERS**

**You already know that nouns are naming words, but did you know that you get common and proper nouns?**

COMMON NOUNS: used for general people, places and things e.g. girl.

PROPER NOUNS: for people, places and things e.g. Edinburgh.

Proper nouns must begin with a capital letter.

**Exercise A**

**Sort these nouns into common and proper nouns:**

**Common Nouns Proper Nouns**

Brian, cow, Manchester, chair, books, Globe Theatre, houses,

bracelet, Lucy, elephant, carpenter, Earlston, Stormbreaker

|  |  |
| --- | --- |
| Common Nouns | Proper Nouns |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Exercise B**

**Copy the passage onto the space below, putting capital letters where needed (there should be 35) and underlining all nouns.**

my cousin ella was coming from hong kong to spend christmas with us in devon. as i had never met her i was really excited. her father and mother, my uncle charles and aunt anne worked for the foreign office and they were being sent to china with british airways. ella was travelling down from london on the riviera express and we were to meet her at exeter station on the friday, the day before christmas eve. on boxing day we were going to see cinderella at the theatre royal, plymouth.

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**How confident do you feel about identifying COMMON & PROPER NOUNS?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: soft ‘c’**

1. **century**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **cistern**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **cyclone**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **cinnamon**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **decision**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **incident**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **circle**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **accident**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **circuit**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **ceiling**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**HINT: -ci, -ce and –cy**

**usually soften the c sound.**

**TASK 5**

**CONCRETE, ABSTRACT & COLLECTIVE NOUNS**

**There’s more! Nouns are also broken into CONCRETE and ABSTRACT nouns.**

* **ABSTRACT NOUN** – the name of something we cannot see, hear or touch (e.g. love, freedom).
* **CONCRETE NOUN** – the name of something we can see, hear and touch (e.g. tree).
* **COLLECTIVE NOUN** – the name for a special group of people or animals (e.g. choir, crew, audience, herd).

**Exercise A**

**Sort these 4 concrete nouns and 4 abstract nouns and put them in the list:**

hatred, thought, pyjamas, honesty, toast, ice, happiness, mouse.

|  |  |
| --- | --- |
| **Concrete Nouns** | **Abstract Nouns** |
|  |  |
|  |  |
|  |  |

**Exercise B**

**What is the collective noun for each of these groups? (You might have**

**to look some up).**

**Noun Collective Noun**

Bees

Cards

Players

Sheep

Puppies

Fish

Geese

**Exercise C**

**Pick out the nouns in the passage below and identify them.**

It was a bitterly cold Saturday in February. Liz and her brother Danny, were watching a choir in total happiness, snowflakes settling gently on their shoulders and eyelashes.

|  |  |
| --- | --- |
| **Noun** | **Type of Noun** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**How confident do you feel about identifying NOUNS?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: plurals**

1. **Balloons**

-----------------------------------------------------------------------------------------------------------------------

1. **kisses**

-----------------------------------------------------------------------------------------------------------------------

1. **sisters**

----------------------------------------------------------------------------------------------------------------------

1. **lunches**

----------------------------------------------------------------------------------------------------------------------

1. **watches**

----------------------------------------------------------------------------------------------------------------------

1. **boxes**

----------------------------------------------------------------------------------------------------------------------

1. **meals**

----------------------------------------------------------------------------------------------------------------------

1. **girls**

---------------------------------------------------------------------------------------------------------------------

1. **churches**

---------------------------------------------------------------------------------------------------------------------

1. **buses**

---------------------------------------------------------------------------------------------------------------------

**TASK 6**

**ADVERBS**

**Now you know about nouns, verbs and adjectives, it’s time to learn about ADVERBS. Adverbs describe verbs. They tell you how, when and where things are done.**

**To identify adverbs you can:**

* Find the verb in the sentence, then ask yourself the where, when or how question. The word that tells you the answer is the adverb.
* Or you can often identify adverbs by finding words ending in –ly.

**Remember though, lots of adverbs do not end in –ly (like yesterday, fast etc).**

**Exercise A**

**Identify the adverbs in the sentences below by underlining, circling or highlighting.**

1. She smiled cheerfully at her boyfriend.

2. I quickly put the keys down.

3. My dad is coming here soon.

4. Dale was shaking terribly and muttering incoherently.

5. He slammed the glass down hard on the side.

6. The journey was mercifully short.

**Exercise B**

**Now add in adverbs to these sentences to make them more interesting.**

1. Talk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or you will waken the baby.

2. He frowned, and then looked at Jason \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3. He went home \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. He plays pool \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

5. I’ll be ready \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I’m going to the dentist.

**Exercise C**

**In Box A are five verbs and in Box B are five adverbs. Use them in 1-5 to complete the sentences.**

|  |  |  |
| --- | --- | --- |
| **BOX A**brake flew finishedFailed completed |  | **BOX B**soon easily gentlyUnfortunately over |

1. Kelly \_\_\_\_\_\_\_\_\_\_\_\_\_ the exam \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. The plane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the house.

3. The vet \_\_\_\_\_\_\_\_\_\_\_\_\_ the news to the old lady \_\_\_\_\_\_\_\_\_\_\_\_\_.

4. How many \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their homework \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

5. Is the programme \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**How confident do you feel about identifying ADVERBS?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’ Spelling Focus: doubling consonants**

**1. mopping \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. feeling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. burning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. dragging \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. disgusting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. running \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. stopped \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. begging \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9. writing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10. hiding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

It all depends on the sounds of the vowel before the end of the word. If it’s a short vowel and a single consonant (like fit), you double the letter (e.g. fittest, fitter). If it’s a long vowel (like stoop) you don’t double it (e.g. stooped).

**TASK 7**

**PRONOUNS**

**A pronoun is a word which is used instead of a noun. There are a few different kinds of pronouns but we’re going to start first with personal pronouns.**

|  |  |
| --- | --- |
| **Subject Form**(The person/thing doing the verb)  | **Object Form**(the person/thing having the verb done to them) |
| **I** | **Me** |
| **You** | **You** |
| **He** | **Him** |
| **She** | **Her** |
| **It** | **It** |
| **We** | **Us** |
| **You (plural)** | **You** |
| **They** | **Them** |

**Exercise A**

**Rewrite the passage below using some of the above pronouns instead**

**of the underlined nouns.**

Lewis and Lucy had tickets for a concert which Lewis and Lucy had bought when Lewis and Lucy were in London. Unfortunately, Lewis and Lucy had lost the tickets. Lucy said, ‘Lucy remembers Lucy gave the tickets to Lewis.’

‘What is Lucy talking about?’ Lewis replied. ‘Lucy knows Lewis hasn’t seen the tickets.’

**…………………………………………………………………………………………..…………………………………………………………………………………………..…………………………………………………………………………………………..…………………………………………….……………………………………………..…………………………………………………………………………………………..…………………….……………………………………………………………………..…………………………………………………………………………………………..……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………….**

**A possessive pronoun is a word used without a noun to show something belongs to someone/something. E.g. mine, yours, his, hers, its, ours, yours and theirs.**

**Exercise B**

**Rewrite these sentences using a possessive pronoun. E.g. John’s seat becomes his seat.**

1. I thought that pencil was Karen’s.

……………………………………………………………………………………………………………………………………………………

2. You said we were going to your house.

……………………………………………………………………………………………………………………………………………………

3. We said we’d share our umbrella with them.

……………………………………………………………………………………………………………………………………………………

4. Jenny and Neil said the CD belonged to them.

……………………………………………………………………………………………………………………………………………………

5. Hey! That cake belongs to me!

……………………………………………………………………………………………………………………………………………………

**How confident do you feel about PRONOUNS?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: subject spelling – Art**

Abstract

……………………………………………………………………………………………………………………………………………………………………………………………………

Acrylic

……………………………………………………………………………………………………………………………………………………………………………………………………

Charcoal

……………………………………………………………………………………………………………………………………………………………………………………………………

Collage

……………………………………………………………………………………………………………………………………………………………………………………………………

Collection

……………………………………………………………………………………………………………………………………………………………………………………………………

Colour

……………………………………………………………………………………………………………………………………………………………………………………………………

Dimension

……………………………………………………………………………………………………………………………………………………………………………………………………

Easel

……………………………………………………………………………………………………………………………………………………………………………………………………

Exhibition

……………………………………………………………………………………………………………………………………………………………………………………………………

Frieze

……………………………………………………………………………………………………………………………………………………………………………………………………

**TASK 8**

**BUILDING SENTENCES CONJUNCTIONS**

**Who, whose, which** and **that** are very useful for joining sentences. E.g.

This is John. + He is a postman. = This is John **who** is a postman.

**Exercise A**

Join each pair of sentences using who, whose, which or that.

1. This is my aunt. She is thirty years old.

……………………………………………………………………………………………………………………………………………………………………………………………………

2. We were attacked by midgies. The bites are really itchy.

……………………………………………………………………………………………………………………………………………………………………………………………………

3. That is David Ellis. He built his own car.

……………………………………………………………………………………………………………………………………………………………………………………………………

4. We are going with Lucy. Her dad has a flat in Wick..

……………………………………………………………………………………………………………………………………………………………………………………………………

5. She used to be in Eastenders. It is a soap opera.

……………………………………………………………………………………………………………………………………………………………………………………………………

6. This is my dog Alf. His mother was a Crufts’ champion.

……………………………………………………………………………………………………………………………………………………………………………………………………

7. We are country people. We need public transport.

……………………………………………………………………………………………………………………………………………………………………………………………………

8. They flew first class to New York.. It was rather expensive.

……………………………………………………………………………………………………………………………………………………………………………………………………

9. Do you know Karen? She lives in Dunblane.

……………………………………………………………………………………………………………………………………………………………………………………………………

10. Where is the toy train? It makes a funny noise.

……………………………………………………………………………………………………………………………………………………………………………………………………

**REMEMBER:**

Conjunctions are joining words. Here are eleven conjunctions which give great variety in your writing.

**Exercise B**

|  |
| --- |
| **and but so because when while before after whereas** |

Join these groups of sentences using the above words.

1. The lady hurried to catch the lift. I held the door open. She was extremely old.

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

2. Lisa was not placed. Danni came first. Both sisters competed.

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

3. There was a violent thunderstorm. The sky was almost black. It was unbelievably hot.

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**How confident do you feel about BUILDING SENTENCES?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: common letter clusters**

1. Australia

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1. practice

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1. mourn

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1. drought

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1. learn

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. weight

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1. notice

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1. claustrophobia

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1. because

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1. apprentice

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**TASK 9**

**APOSTROPHES**

**Apostrophes look like this: ‘**

They are used to show that:

* a letter is missing e.g. wouldn’t (= would not). This is called **OMISSION.**
* something belongs to someone/something. This is called **POSSESSION.**

A lot of people make mistakes in using apostrophes (just look at pub menus and shop names), but YOU won’t be one of them!

**Exercise A**

**Put the apostrophe in the correct place to show the OMISSION of letters. Write the word correctly on the dotted line.**

1. I shouldnt go to the concert, but I will. ……………………………

2. Shell be a bit late Im afraid. …………………………… ……………………………

3. Its a shame Lucy cant be there. …………………………… ……………………………

4. Whenre you coming back? ……………………………

**Exercise B**

**Now for possession. Please note, if something belongs to more than one person or thing, the apostrophe goes after the end of the word.**

**E.g. The girls’ toilets = the toilets belonging to the girls.**

1. Alfs pencil case was broken. …………………………………

2. The cat is at Erins house. ……………………………………

3. The teachers staffroom is a sacred place. …………………………………

4. All the dictionaries covers were torn. ………………………………………

5. I told you Alexs girlfriend was hot! ………………………………………

**Exercise C**

**One of the most commonly wrongly used apostrophe words is it’s. That’s because if something belongs to it, you DO NOT put in an apostrophe between the t and the s.**

**After all, you wouldn’t say something belonging to him was hi’s, would you?**

**I know it breaks the rule of belonging, but just remember: only use it’s if it means IT IS or IT HAS.**

**Now, write the missing it’s or its correctly in the gaps.**

1. ……………… too late, I’ve already lost it.

2. Gosh! ……………… hot today isn’t it?

3. The dog has cut …………… paw.

4. This pencil Miss, ……………… lead is totally broken!

5. When’s he going to tell us …………… ready?

**How confident do you feel about APOSTROPHES?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: suffixes**

**1. manager ……………………………………………………………………………………………………………………………**

**2. occasional …………………………………………………………………………………………………………………………**

**3. fiercest …………………………………………………………………………………………………………………………………**

**4. hopeful ……………………………………………………………………………………………………………………………….**

**5. merciless ……………………………………………………………………………………………………………………………**

**6. originally …………………………………………………………………………………………………………………………….**

**7. exceptional ……………………………………………………………………………………………………………………….**

**8. thankless ……………………………………………………………………………………………………………………………**

**9. likely …………………………………………………………………………………………………………………………………….**

**10. beautiful …………………………………………………………………………………………………………………………..**

**TASK 10**

**AVOIDING APOSTROPHE CRIMES**

**Remember the rules on the use of the apostrophe? Apostrophes are used for….. OMISSION (missing letters out) AND POSSESSION (showing something belongs to someone or something).**

**The exception to the rule is:**

**How do you know when to use it’s or its?**

**(HINT: Look back at the work on apostrophes you did before).**

**Its = …………………………………………………………………………………..**

**It’s = .…………………………………………………………………………………**

**Exercise A**

**Put the apostrophe(s) in the correct places in these sentences.**

1. My best friends sister is called Jodie.

2. I havent done my homework.

3. The boys changing rooms stink!

4. If they go down the shops, theyll miss the start of the football.

5. Andys project is brilliant.

6. Thats not my monster! Its skin is too rough.

7. “Youre my best friend” said Lucy.

8. Michelle shouldve caught the half-eight bus, but she missed it.

9. Im always later for school in the mornings, its my dads fault.

10. Weve won lots of cups this year; were the Borders best school.

**Exercise B**

**Now try putting the apostrophe in these ones…**

1. Im sure its hurt, its got its wing stretched out.

2. When were done well do ours and then theyll do theirs.

3. I dont know why mens toilets are always smellier than ladies.

4. The planes are about to take off - hear the roar of the aircrafts engines!

5. Im watching Sundays game in an hours time.

**Exercise C**

**Use apostrophes and an s to change the clumsy phrases below into a quicker**

**way of saying the same thing. E.g. The hat belonging to Joe = Joe’s hat**

1. the hutch belonging to the rabbit

………………………………………………………………………………………

2. the edge belonging to the cliff

………………………………………………………………………………………

**How confident do you feel about APOSTROPHES?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: strategies for learning spellings**

1. jealous

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2. jewellery

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3. knight

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4. liaison

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5. library

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6. medicine

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7. miniature

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8. mnemonics

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9. parliament

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1. rhythm

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**You need to make up your own ways of remembering how to spell these words.**

**Try creating a mnemonic, a rhyme, sounding out each syllable or drawing pictures.**

**TASK 11**

**SPEECH MARKS**

**You need to use speech marks (inverted commas) to show speech.**

**The words in the inverted commas show the exact words spoken.**

* Where you write the closing speech mark, there is always a punctuation mark inside the speech marks.
* Each utterance begins with a capital letter. E.g. He said, “We should have gone too.”
* If you’re writing sentence that has normal prose and then speech, a comma before the words spoken.
* Use a comma if speech continues in the same sentence. E.g. “Yes,” replied Arthur, “I am.”
* Take a new line if a different person is speaking
* Indent the beginning of speech slightly.

**Exercise A**

**Rewrite the sentences, punctuating them correctly using speech marks.**

1. I must go home now said anne

………………………………………………………………………………………………………………………………………………………………………

2. father thundered sit down at once

………………………………………………………………………………………………………………………………………………………………………

3. do you think he did it asked jenny softly

………………………………………………………………………………………………………………………………………………………………………

4. the man said you have forgotten your change

………………………………………………………………………………………………………………………………………………………………………

5. david cried out manchester united will never beat chelsea

………………………………………………………………………………………………………………………………………………………………………

**Exercise B**

**Rewrite this passage as dialogue (speech).**

**Remember to take a new line when someone else speaks.**

Name asked the doctor Blenkinsop replied the patient pardon I said Blenkinsop.

**…………………………………………………………………………………………..…………………………………………………………………………………………..…………………………………………………………………………………………..…………………………………………….……………………………………………..…………………………………………………………………………………………..…………………….……………………………………………………………………..…………………………………………………………………………………………..…………………………………………………………………………………………..………………………………………………………………….………………………..………………………………………………………………………………………………………………………………………**

**How confident do you feel about SPEECH MARKS?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: common prefixes**

1. disappointed …………………………………………………………………………………………………………………………………………………………

2. inconvenient …………………………………………………………………………………………………………………………………………………………

3. misunderstood ……………………………………………………………………………………………………………………………………………………

4. premature ………………………………………………………………………………………………………………………………………………………………

5. international ……………………………………………………………………………………………………………………………………………………………

6. biological …………………………………………………………………………………………………………………………………………………………………

7. relive ……………………………………………………………………………………………………………………………………………………………………………

8. submarine ………………………………………………………………………………………………………………………………………………………………

9. nonsense …………………………………………………………………………………………………………………………………………………………………

10. indescribable …………………………………………………………………………………………………………………………………………………….

**TASK 12**

**REVISING WRITING SPEECH**

**Look back at your previous homework on writing speech to remind you of the rules. You should constantly be revising your basic skills as it’s easy to forget, or becoming sloppy in your writing.**

**Exercise A**

**Rewrite each sentence/group of sentences with all the correct punctuation.**

1. Tackle her shouted the goalkeeper before she shoots.

……………………………………………………………………………………………………………………………………………………………………………………

2. Amanda closed her eyes and said dreamily your brother is the best-looking boy in the whole school.

……………………………………………………………………………………………………………………………………………………………………………………

3. Pass this note to Emma whispered Katie as she pretended to pay attention to what Mr Cole was saying to the whole class.

……………………………………………………………………………………………………………………………………………………………………………………

4. Your table manners Granny said to Malcolm are the worst in the whole family.

……………………………………………………………………………………………………………………………………………………………………………………

5. What a mess exclaimed Mrs Mullen as she went into her daughter’s bedroom.

……………………………………………………………………………………………………………………………………………………………………………………

**Exercise B**

**Write out the following conversation, adding speech marks and starting a new line, in from the margin, for each new speaker.**

**Do not change any of the other punctuation.**

I do not think this is a very modern life, said Barney to his aunt as the

door banged shut. Do you think it is safe? asked Aunt Jess. I suppose

so, said Barney as he pressed the green button marked UP. The lift

jerked upwards for a few feet then stopped. We’re stuck! gasped Aunt

Jess and she started to scream.

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**How confident do you feel about WRITING SPEECH?**

☺ 😐☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: subject spelling – Geography**

1. estuary

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2. habitat

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3. infrastructure

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4. interfere

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5. latitude

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6. location

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7. pollution

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8. regional

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9. transportation

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1. weather

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**TASK 13**

**USING COMMAS**

**One of the ways commas can be used is to mark off groups of words which are not absolutely necessary as the sentence would still make sense without them. E.g. Dad, lying in the bath, got his toe stuck in the tap. You should have spotted that lying in the bath is a subordinate clause; it is extra information which is not necessary to the meaning of the sentence.**

**Exercise A**

**Each of these sentences has extra information. Put the comma(s) in the correct place in each sentence.**

1. Singing loudly she began to wash the dishes.

2. Sitting up in Grandmother’s bed the wolf looked greedily at Red Riding Hood.

3. Dressed in his best suit Tom went off happily to his first day at work.

4. Having taken an enormous mouthful she began to eat with her mouth open.

5. Last night Catherine walking in her sleep fell downstairs.

6. The referee feeling he ought to be strict sent Wakefield off the pitch.

7. The walkers all thoroughly exhausted collapsed on the ground.

8. Balancing carefully the acrobat began to walk across the wire.

**Exercise B**

**Another time you should use commas is when there is a group of words which is another way of describing what goes immediately before it in a sentence.** *E.g. Mrs Campbell, the village gossip, was leaning on the wall. Here the village gossip is not a clause as it does not contain a verb, but it is extra information about Mrs Campbell.*

**Put the commas in these sentences.**

1. My mum wrote a letter to Miss Clarke my teacher to explain why my homework was late.

2. Haggis the stomach of the sheep is a traditional dish of the Scots.

3. The homework a difficult exercise was not done correctly by anyone.

4. He kept pigs animals he was very fond of as well as hens.

5. The garden a jungle of weeds was full of mice, voles and hedgehogs.

**How confident do you feel about COMMAS?**

☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: subject spelling - English & Geography**

1. soliloquy

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2. subordinate

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3. synonym

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4. tabloid

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5. vocabulary

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6. amenity

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7. authority

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8. climate

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9. employment

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1. erosion

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**TASK 14**

**FIGURATIVE LANGUAGE**

**You can make description really interesting, not only by the words you choose, but by the comparisons you make between things. Figurative language involves metaphors, similes or figures of speech.**

* **A simile is a comparison between two things using the words like or as.** E.g. Her hand was as cold as ice.
* **A metaphor compares by saying something is something else.**

E.g. You are a devil.

**Exercise A**

**Identify whether these are similes or metaphors.**

1. The sun was an orange ball in the sky.

……………………………………

2. He took to it like a duck to water.

……………………………………

3. Emma was as white as a sheet.

……………………………………

4. His breath was on fire after eating the chilli.

……………………………………

5. I’m feeling as fit as a fiddle!

……………………………………

6. He shot after them like a bat out of hell.

……………………………………

7. You’re as high as a kite!

……………………………………

8. You are a nosy cow!

……………………………………

**Exercise B**

**Complete these similes:**

1. As strong as …………………………………………………………………………

2. As proud as …………………………………………………………………………

3. As weak as ……………………………………………………………………………

4. As sharp as ……………………………………………………………………………

5. As cunning as ………………………………………………………………………

**Now you know what figurative language is, you should try to put your own similes and metaphors into your writing.**

**How confident do you feel about FIGURATIVE LANGUAGE?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: common letter clusters**

**1. mourn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. apprentice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. height \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. sausage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. thought \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. police \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. bright \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9. enough \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**10. journey \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TASK 15**

**ONOMATOPOEIA**

**Onomatopoeia is an effect in speech or writing when words sound like**

**the noise they describe. (e.g. The firework exploded with a loud bang.**

**The angry driver made the car horn honk loudly.)**

**Exercise A**

**Complete the following sentences with a suitable onomatopoeic word from the list below.**

|  |  |
| --- | --- |
| **wailing** | **crunched** |
| **screeched** | **fizzed** |
| **hissed** | **plopped** |
| **splashed** | **crackled** |
| **squawked** | **chirped** |

1. The speeding car ……………………… to an abrupt halt.

2. The firework’s fuse ……………………… .

3. The chicks ……………………… in their nest.

4. the jam ……………………… into the rice pudding.

5. A large stone ……………………… into the large still pool.

6. The turkey ……………………… as the farmer chased it.

7. Small twigs ……………………… in the fire.

8. Gravel ……………………… under his heavy boots.

9. The snake ……………………… in the grass.

10. The ……………………… of the baby caught his mother’s attention.

**Exercise B**

**Use five of the following onomatopoeic words in sentences.**

|  |  |
| --- | --- |
| **Babbling** | **Clang** |
| **Clicked** | **Neigh** |
| **Oink** | **Tinkle** |
| **Rattled** | **Jangled** |
| **Meow** | **Hoot** |

**1. ………………………………………………………………………………...……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**2. ………………………………………………………………………………...……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**3. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..…………………………………………………………………………………….**

**4. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..…………………………………………………………………………………….**

**5. ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

**How confident do you feel about ONOMATOPOEIA?**

 ☺ 😐 ☹

**Great! Got a few wrong Need practice**

**‘Look, Say, Cover, Write, Check’**

**Spelling Focus: subject spelling – English**

1. consonant

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. dialogue

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. exclamation

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. expression

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. figurative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. genre

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. grammar

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. imagery

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. metaphor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. myth

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_