

Collins



Sample Pack Spelling Skills



Chris Whitney and Sarah Snashall

Treasure House Spelling

Skills Pupil Books Contents



Note: new content for the Skills edition is highlighted in **bold**.

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[Note: the unit content listed in this document is correct at March 2017, but may be subject to change before publication]

Collins



Year 3

Spelling Skills



Chris Whitney and Sarah Snashall



Unit 20: The sound /ay/ spelt ei, eigh and ey

Overview

English curriculum objectives

- Words with the /ay/ sound spelt 'ei', 'eigh', or 'ey'

Treasure House resources

- Spelling Skills Pupil Book 3 Unit 20, pages 46–47
- Collins Connect Treasure House Spelling Year 3, Unit 20

- Photocopiable Unit 20 Resource 1: The aim of the game: Find words that sound the same, page 113
- Photocopiable Unit 20 Resource 2: ei, eigh and ey crossword, page 114

Additional resources

- Word cards: sleigh, weigh, weight, eight, eighteen, neighbour, beige, they, grey, obey, prey, reindeer

Introduction

Teaching overview

The long /ay/ sound can be spelt 'ei' as in 'vein', 'rein' and 'veil'; 'eigh' as in eight, 'weight' and 'neighbour'; 'ey' as in 'grey', 'prey' and 'obey'.

Introduce the concept

Recap on the spellings of the long /ay/ sound that the children should already know. Ask the children to write one word on their whiteboard with the long /ay/ sound in it and then hold it up. Pick out words with different spellings and write them on the board, for example 'train', 'plate' and 'play'. Write the

words 'sleigh', 'weigh', 'weight', 'eight', 'eighteen', 'neighbour', 'beige', 'they', 'grey', 'obey', 'prey' and 'reindeer' on the board. Read the words together, clarifying meanings where necessary, and ask volunteers to underline the long /ay/ sound in each. Sort the words into the different spelling patterns. Explain that there are not many words with /ay/ spelt 'ei', 'eigh' and 'ey', but that some of them are quite useful. Remind the children that these are uncommon spellings so they should learn them for these words, but continue to use 'ay', 'ai', or 'a_e' as their best bet if they are unsure.

Pupil practice

Pupil Book pages 46–47

Get started

The children sort words into three groups: /ay/ spelt 'ei', /ay/ spelt 'eigh' and /ay/ spelt 'ey'. Before they do so, read the words together.

Answers

/ay/ spelt 'ei'	/ay/ spelt 'eigh'	/ay/ spelt 'ey'
beige [example]	eighteen [1 mark]	convey [1 mark]
	weightlifter [1 mark]	survey [1 mark]
	neighbourhood [1 mark]	prey [1 mark]
	paperweight [1 mark]	

Try these

The children copy words and underline the letters that represent the /ay/ sound. Before they do so, read the words together.

Answers

- eight [example] [1 mark]
- obey [1 mark]
- sleigh [1 mark]

- veil [1 mark]
- eighy [1 mark]

Now try these

The children copy and complete sentences by choosing the correct spellings of the missing words. Before they do so, read the sentences together and clarify the missing words.

Answers

1. *The lion stalks its prey.* [example]
 2. Hamid's alarm clock rang at eight o'clock. [1 mark]
 3. The old man had a grey beard. [1 mark]
 4. The King's reign lasted many years. [1 mark]
 5. Blood runs through our veins. [1 mark]

Support, embed & challenge**Support**

Read the word cards with these children (see Additional resources). Cut the word cards into phonemes and use them to practise segmenting and blending the words.

Ask the children to complete Unit 20 Resource 1: The aim of the game: Find words that sound the same. After the children have created a number of pairs, cut out all the words and make more pairs, ensuring that each pair has one word that follows this unit's spelling pattern. (Answers pairs of: prey, tray, grey, obey, delay, sleigh, play; pairs of: plate, weight, wait, straight, fate, ate, great, late, eight, rate; pairs of: train, plane, vein, rain, crane; veil, pail)

Embed

Ask the children to complete Unit 20 Resource 2: ei, eigh and ey crossword. (Answers 1. sleigh,

2. eighteen, 3. grey, 4. weight, 5. vein, 6. neighbour, 7. eight, 8. beige, 9. prey)

Tell the children to play 'Hangman' with a partner. Stipulate that every word they use for the game must have a long /ay/ sound in it.

Challenge

Challenge these children to come up with a list of as many words as they can with the spelling patterns 'ey', 'ei' or 'eigh' for the /ay/ sound. Tell them that a good way to expand their lists is to take a root word and then think of all the words that come from that root by adding prefixes, suffixes and creating compound words, for example, 'weigh' → 'weight', 'weighty', 'weightless', 'weighing', 'weighed', 'paperweight', 'weightlifter', 'counterweight'.

Homework / Additional activities**Spelling test**

Ask the children to learn one of the following lists of words for a spelling test. Challenge them to write sentences for five of the words on their list.

Core words		Support words		Challenge words	
they	neighbour	they	neighbour	they	obey
sleigh	survey	sleigh	grey	sleigh	prey
weigh	grey	weight	obey	weigh	reindeer
weight	obey	eight	reindeer	weight	beige
eight	prey	eighteen		eight	rein
eighteen	reindeer			eighteen	veil
				neighbour	veins
				survey	convey
				grey	

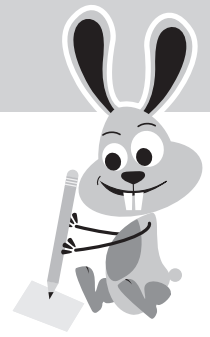
Collins Connect: Unit 20

Ask the children to complete Unit 20 (See Teach → Year 3 → Spelling → Unit 20).



Look at the words. Find as many rhyming pairs as you can and write them at the bottom of the page. Remember, the spellings don't have to match for the words to rhyme.

[illegible]



ei, eigh and ey crossword

Complete the crossword. All the answers contain the long /ay/ sound spelt **ei**, **ey** or **eigh**.

1.			2.						
			3.						
					4.				
			5.						
									9.
6.	7.					8.			

Across

1. a large sledge pulled by horses or reindeer
3. a colour between black and white
5. a tube that carries blood around your body
6. someone who lives next door

Down

2. the number 18
4. heaviness
7. the number 8
8. a pale brown colour
9. an animal that is hunted by a predator

The sound /ay/ spelt ei, eigh and ey

There are lots of different ways of spelling the /ay/ sound. Three ways to spell the sound /ay/ are with the letters **ei**, **eigh** or **ey**.

Get started

Copy and complete the chart by sorting these words into three groups: words where /ay/ is spelt **ei**, words where /ay/ is spelt **eigh** and words where /ay/ is spelt **ey**. One has been done for you.

1. beige
2. eighteen
3. weightlifter
4. convey
5. neighbourhood
6. paperweight
7. survey
8. prey



/ay/ spelt ei	/ay/ spelt eigh	/ay/ spelt ey
beige		

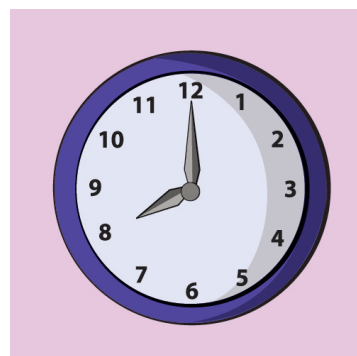
Try these

Copy these words then underline the letters that are used for the /ay/ sound in each word. One has been done for you.

1. eight

Answer: eight

2. obey
3. sleigh
4. veil
5. eighty



Now try these

Copy and complete the sentences by choosing the correct spelling. One has been done for you.

1. The lion stalks its _____. (prei / preigh / prey)

Answer: *The lion stalks its prey.*

2. Hamid's alarm clock rang at _____ o'clock. (eit / eight / eyt)

3. The old man had a _____ beard. (grei / greigh / grey)

4. The King's _____ lasted many years. (rein / reighn / reyn)

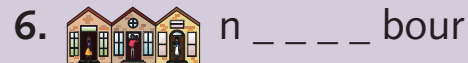
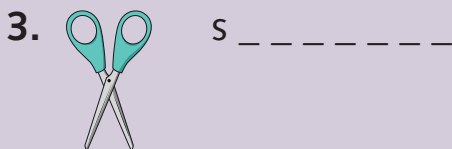
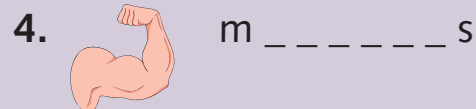
5. Blood runs through our _____. (veins / veighns / veyns)



Review unit 3

Can you remember the spellings you've learned? Carry out these activities to find out.

A. Look at each picture and write the word.

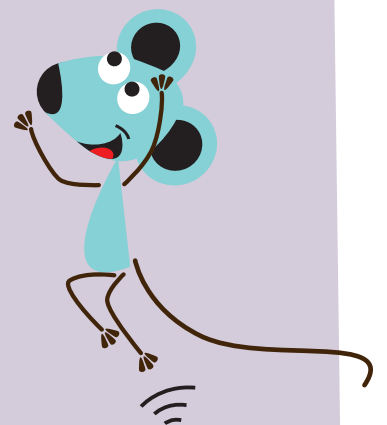


B. Copy and complete the sentences, correctly adding the missing apostrophes.

1. The bunnies ears were fluffy.
2. Both tables legs were wobbly.
3. Tonys house is just down the road from mine.
4. The swimmers teeth were chattering after their swim in the sea.
5. We stayed at the waters edge and paddled.
6. After two days rest, the hikers were ready to start walking again.

C. Copy and complete the sentences, writing the missing words.

1. Guess w_____ coming to stay tomorrow!
2. Everyone e_____t Josh can go and get their coats.
3. M_____s were hung round the necks of the children who came first, second and third.
4. "Oh no! Not cabbage!" gr_____ed Ruby and Cavan.
5. Sadly, my new boots rub and have given me a blister on my h_____l.
6. It was a foggy day and soon we were lost in the m_____.
7. Can you m_____t me by the clock tower?
8. Come and see me after the lunch br_____ and I will help you.
9. You must ob _____ the safety rules at the adventure park.
10. We checked the _____t of our bags before we left for the airport.

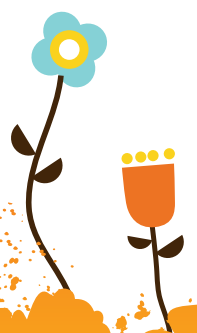


Collins



Year 4

Spelling Skills



Chris Whitney and Sarah Snashall



Unit 14: The suffix -ous

Overview

English curriculum objectives

- The suffix -ous

Treasure House resources

- Spelling Skills Pupil Book 4, Unit 14, pages 32–33
- Collins Connect Treasure House Spelling Year 4, Unit 14
- Photocopiable Unit 14, Resource 1: Serious spellings, page 110

- Photocopiable Unit 14, Resource 2: Marvellous -ous words, page 111

Additional resources

- Word cards: furious, marvellous, anxious, glorious, dangerous, hazardous, disastrous, ridiculous, suspicious, poisonous, ambitious, numerous, glamorous, nervous, serious, various, curious, dangerous, enormous, fabulous, famous, furious, generous, mysterious, adventurous, mountainous, prosperous, famous, advantageous, courageous, outrageous, mysterious, gorgeous

Introduction

Teaching overview

The /us/ ending at the end of many adjectives is spelt '-ous'. There are hundreds of words ending '-ous' and the rules for adding '-ous' to root words are rather complicated:

1. For many words, just add '-ous', for example, 'hazard' → 'hazardous'.
2. For words ending 'e', usually drop the 'e', for example, 'fame' → 'famous'.
3. For words ending /j/ ('ge'), keep the final 'e', for example, 'advantage' → 'advantageous'. There are very few of these words.
4. For words ending 'y', change the 'y' to an 'i', for example, 'vary' → 'various'.
5. For words ending 'our', change 'our' to 'or', for example, 'glamour' → 'glamorous'.
6. Many words have no clear root word, such as 'serious' and 'obvious'. When there is an /ee/ sound before the /us/, the '-ious' ending is more common than the '-eous' ending. But there are still quite a few words ending '-eous', such as 'gorgeous' and 'miscellaneous'.

Introduce the concept

Introduce the /us/ sound spelt '-ous'. Create a chart on the board for rules 1 to 5, plus a column for 'no clear root', writing an example in each column. Give each child a word card (see Additional resources) and ask them to turn to a partner and read the word. Together, they should decide if any part of the word is difficult to spell, identify what the root word might have been and work out which column their word should go in. Ask for volunteers to read out their words and to test you on your spelling. Model applying the spelling rules and write each word in the appropriate column. For each word, ask the children if that was the column they thought it should go in.

Once you have demonstrated each spelling rule a few times, ask any children whose words have not been covered yet to come to the front and to copy their words into the correct column of the table on the board. Read all the words together.

Pupil practice

Get started

The children identify and write the root words of adjectives. Discuss the meanings of 'vigorous', 'prosperous' and 'hazardous', using the root word as part of your explanation. Explain that they may need to add (or reorder) letters to recreate the original root word. Afterwards, discuss how 'miracle' became 'miraculous', 'envy' became 'envious', and 'humour' became 'humorous'. Discuss the meaning of 'vigour', 'prosper' and 'hazard'.

Pupil Book pages 32–33

Answers

- | | |
|--------------------|------------------|
| 1. <i>ridicule</i> | <i>[example]</i> |
| 2. <i>humour</i> | [1 mark] |
| 3. <i>miracle</i> | [1 mark] |
| 4. <i>envy</i> | [1 mark] |
| 5. <i>vigour</i> | [1 mark] |
| 6. <i>prosper</i> | [1 mark] |
| 7. <i>hazard</i> | [1 mark] |
| 8. <i>fame</i> | [1 mark] |

Try these

The children identify and correct the spelling mistakes in words. Discuss the meanings of any unfamiliar words, such as 'spontaneous'. Remind them to look at the spelling rules for adding the suffix '–ous' on the previous page of the Pupil Book. Also, point out that they might find some of the words written elsewhere on the page of the Pupil Book, for example in the introduction or one of the other activities. Afterwards, clarify the correct spellings, making connections with the rules. Point out the /sh/ sound spelt 'ci' in 'spacious'.

Answers

- | | |
|----------------|-----------|
| 1. adventurous | [example] |
| 2. spontaneous | [1 mark] |
| 3. spacious | [1 mark] |
| 4. jealous | [1 mark] |

- | | |
|----------------|----------|
| 5. numerous | [1 mark] |
| 6. humorous | [1 mark] |
| 7. outrageous | [1 mark] |
| 8. mischievous | [1 mark] |

Now try these

The children compose sentences using the target words 'famous', 'nauseous', 'contagious', 'obvious', 'generous', 'momentous', 'mischievous' and 'anonymous'. Read the words together and ensure that the children understand the meaning of each. Afterwards, share the children's sentences.

Answers

Adjay's virus was contagious, so the doctor told him to stay in bed. [example]

Accept any sentences where the target word is correctly spelt and used. [8 marks: 1 mark per sentence]

Support, embed & challenge

Support

Focus with these children on creating a clear link in their minds between the /us/ sound and the '–ous' ending. Use the most useful and straightforward words to achieve this, such as 'famous', 'dangerous', 'serious', 'enormous' and 'generous'. Use the word cards (see Additional resources) to read through the words with these children, focus on the '–ous' endings and have them copy each word a few times onto their whiteboards.

Ask the children to complete Unit 14 Resource 1: Serious spellings. (Answers For each question, accept any adjective from the list that is correctly spelt and appropriate to the context.)

Afterwards, provide them with a second copy of the resource sheet and ask them to carry out the activity again, choosing a different adjective for each picture this time. As a group, make up new noun phrases for each of the adjectives on the sheet. Scribe these for the group, modelling the spelling rules as you write each '–ous' word.

Embed

Provide the children with the images and word bank on Unit 14 Resource 1 Serious spellings, and ask them to write a noun phrase of their own under each image.

Discuss the spellings of '–ous' words with the children. Agree that it is probably the trickiest spelling pattern to learn so far because there are so many rules and exceptions. Share the bad news that many of the words just have to be learned, but encourage them with the good news that they are fabulous words to use in any adventurous and marvellous descriptive writing they might want to do.

Ask the children to use Unit 14 Resource 2: Marvellous –ous words, using multiple copies if necessary, to practise spelling these treacherous words.

Challenge

These adjectives lend themselves to descriptive writing. Ask these children to write a descriptive paragraph using as many of the adjectives as possible. For example, they could write about a glamorous film star arriving at a fabulous party, or a dangerous trip along a hazardous path up a mountainous road. Provide them with the images from Unit 14 Resource to inspire them if it helps.

Homework / Additional activities

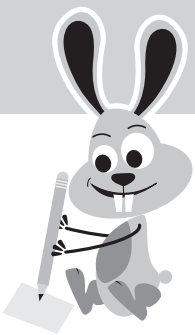
Spelling test

Ask the children to learn one of the following lists of words for a spelling test. Challenge them to write sentences for five of the words on their list.

Core words		Support words		Challenge words	
serious	generous	serious	fabulous	serious	marvellous
various	marvellous	various	famous	various	cautious
curious	cautious	curious	furious	curious	jealous
dangerous	jealous	dangerous	generous	dangerous	delicious
enormous	delicious	enormous	marvellous	enormous	mysterious
fabulous	mysterious			fabulous	disastrous
famous	disastrous			famous	anxious
furious				furious	glamorous
				generous	suspicious

Collins Connect: Unit 14

Ask the children to complete Unit 14 (see Teach → Year 4 → Spelling → Unit 14).



Serious spellings

Choose one of the adjectives from the box to describe each item. Cross out **a** or **an** to go with the adjective you choose.

Note: There are more adjectives than you need.

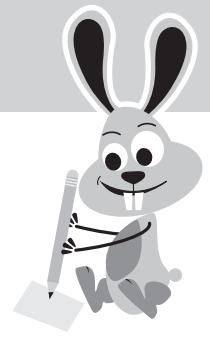
famous anxious dangerous enormous fabulous jealous
mysterious glamorous delicious curious generous
adventurous nervous venomous furious hazardous

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

- 1. a / an _____ dinner
- 2. a / an _____ girl
- 3. a / an _____ boy
- 4. a / an _____ present
- 5. a / an _____ snake
- 6. a / an _____ road
- 7. a / an _____ wait
- 8. a / an _____ film star



Unit 14 Resource 2



Marvellous -ous words

Can you remember these spellings?

Read each word out loud.

Circle any letters you think might cause you problems.

Cover up the word and then try to write it correctly.

Check, cover and write it again.

Read the word	Write the word	Write the word again
furious		
marvellous		
anxious		
glorious		
dangerous		
hazardous		
disastrous		
ridiculous		
suspicious		
poisonous		
ambitious		
numerous		
glamorous		
nervous		
mysterious		
enormous		



The suffix **-ous**

Many adjectives end with the suffix **-ous**.

If the root word ends with **e**, drop the **e** before adding **-ous**, for example, fame**e** → famous.

If the root word ends with a soft /g/ sound, keep the final **e**, for example, courage**e** → courageous.

If the root word ends with **y**, change **y** to **i** before adding **-ous**, for example, vary → various.

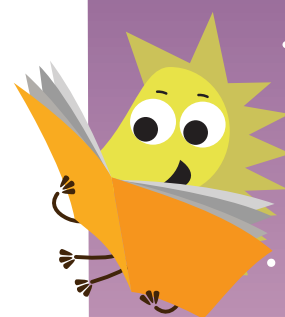
If the root word ends with **our**, change **our** to **or** before adding the **-ous**, for example, glam**our** → glamorous.

Sometimes there is not a clear root word, for example, **obvious**.

If there is an /ee/ sound before the **-ous**, it is normally spelt with an **i**, for example, en**v**ious.

However, sometimes this /ee/ sound is spelt with an **e**, for example, spontane**e**ous.

There are exceptions to these rules.



Get started

Identify and write the root word of each adjective. One has been done for you.

- | | | |
|---------------|-------------------------|---------------|
| 1. ridiculous | Answer: <i>ridicule</i> | 2. humorous |
| 3. miraculous | | 4. envious |
| 5. vigorous | | 6. prosperous |
| 7. hazardous | | 8. famous |

Try these

Find the spelling mistakes in each word and write the word correctly. One has been done for you.

1. adventurous

Answer: *adventurous*

2. spontaneous
3. spacious
4. jealous
5. numerous
6. humorous
7. outrageous
8. mischievous



Now try these

Use these words in sentences of your own. An example has been done for you.

famous, nauseous, contagious, obvious, generous, momentous, mischievous, anonymous

Answer: *Adjay's virus was contagious, so the doctor told him to stay in bed.*



Review unit 2

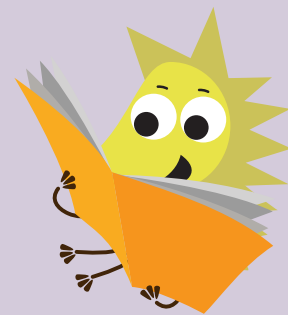
Can you remember the spellings you've learned this term?
Carry out these activities to find out.

A. Choose the correct the spelling of each word.

- | | |
|--------------------------|----------------------------|
| 1. sachet / sashet | 7. ridiculous / ridiculous |
| 2. mashine / machine | 8. conclusion / conclusion |
| 3. chorus / corus | 9. feature / featcher |
| 4. pollution / pollusion | 10. meazure /measure |
| 5. admition / admission | 11. sensation / sensassion |
| 6. spacious / spacous | |

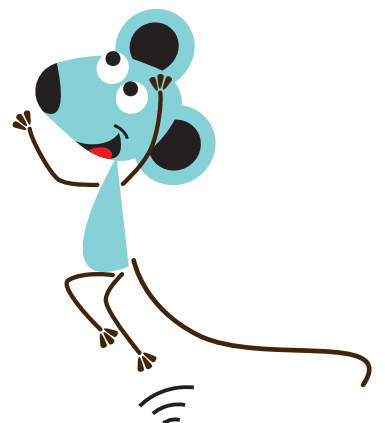
B. Add the suffixes to the words. Remember, you might need to change the ending of the original word before you add the suffix.

1. accuse + -ation
2. oblige + -ation
3. prepare + -ation
4. terrible + -ly
5. crumble + -ly
6. crazy + -ly
7. humour + -ous
8. admit + /**shun**/ sound



C. Complete and write down the missing word from each of these sentences.

1. The parents gave Timothy Jones a spon_____ round of applause.
2. Ramah drew a smiley face in the conden_____ on the window.
3. Thomas eyed the sticky doughnut gree_____.
4. Mabel had a swimming party at the l_____ centre.
5. We were exhausted after our muddy adven_____ in the woods.
6. The magician didn't really cut Mrs Parker in half – it was just an ill_____.
7. Mira_____ly, everyone survived the plane crash.
8. Please ask your parents to sign the perm_____ form.
9. The pirates pulled up the a_____r and sailed away.



Collins



Year 5

Spelling Skills



Chris Whitney and Sarah Snashall



Unit 7A: The /ee/ sound spelt ei after c

Overview

English curriculum objectives

- Words with the /ee/ sound spelt ei after c

Treasure House resources

- Spelling Skills Pupil Book 5, Unit 7A, pages 24–25
- Collins Connect Treasure House Spelling Year 5, Unit 7
- Photocopiable Unit 7A, Resource 1: Seize the ei spelling!, page 94
- Photocopiable Unit 7A, Resource 2: Let neither /ee/ spelling give you grief, page 95

Additional resources

- Word cards: niece, chief, believe, hygienic, fields, shield, piece, bunnies, cherries, grief, yield, field, shield, brief, relieved, achieve, retrieve, shriek, deceive, conceive, receive, perceive, ceiling, receipt, deceitful, conceited, seize, neither, either, caffeine
- A bag to draw word cards from
- Yellow colouring pens/pencils/crayons (for Resource 1)

Introduction

Teaching overview

The rule “‘i’ before ‘e’ except after ‘c’” is useful for remembering how to spell words where the /ee/ sound does not follow a ‘c’, such as ‘Charlie’, ‘baddie’, ‘chief’, ‘shield’, ‘niece’, ‘belief’, ‘piece’ and ‘grief’. There are only five root words where the /ee/ sound does follow a ‘c’: ‘deceive’, ‘conceive’, ‘receive’, ‘perceive’ and ‘ceiling’. The first four of these also give us ‘deceit’, ‘deceitful’, ‘deceitfully’, ‘undeceive’, ‘receipt’, ‘receivers’, ‘conceit’, ‘conceited’, ‘conceitedly’, ‘conceivable’, ‘misconceive’, and so on.

Words that do not fit the rule are: ‘protein’, ‘caffeine’, ‘seize’, ‘either’ and ‘neither’ (unless the ‘ei’ in ‘either’ and ‘neither’ is pronounced /eye/, in which case the rule is irrelevant as it applies exclusively to spelling the /ee/ sound).

Introduce the concept

Give each child one of the word cards (see Additional resources). Ask them to read their word and underline the two letters that represent the /ee/ sound. Ask the children to compare their word with the words other children have. Ask them to work together to sort their words into those spelt ‘ie’ and those spelt ‘ei’. Ask the children with words where /ee/ is spelt ‘ei’ to come to the front and write their word on the board. Sort the words into those that follow ‘c’ and those that do not. Introduce the rule “‘i’ before ‘e’ except after ‘c’” and show how the words where ‘ei’ follows ‘c’ fit this rule. Ask the children with /ee/ spelt ‘ie’ whether their words fit the rule. Point out that, to use this rule, they must also remember the exceptions to the rule: ‘protein’, ‘caffeine’, ‘seize’, ‘either’ and ‘neither’.

Pupil practice

Get started

In this activity, children sort words into two groups: those with /ee/ spelt ‘ei’ and those with /ee/ spelt ‘ie’. Afterwards, ask which words fit the rule “‘i’ before ‘e’ except after ‘c’”? (All of them.)

Answers

‘i’ before ‘e’		‘e’ before ‘i’	
<i>grief</i>	<i>[example]</i>	ceiling	[1 mark]
grieving	[1 mark]	deceit	[1 mark]
piece	[1 mark]	receive	[1 mark]
achieve	[1 mark]		
yield	[1 mark]		
belief	[1 mark]		
believe	[1 mark]		

Pupil Book pages 24–25

Try these

In this activity, children choose the correct spelling of each word. Ensure that the children are familiar enough with these words to be able to recognise the correct spelling. Afterwards, sort the words into the different spelling patterns: /ee/ spelt ‘ie’ (‘diesel’, ‘hygiene’, ‘field’, ‘shield’, ‘brief’, ‘wield’ and ‘chief’) and /ee/ spelt ‘ei’ after ‘c’ (‘perceive’, ‘deceive’ and ‘conceive’).

Answers

- | | |
|-------------|------------------|
| 1. diesel | <i>[example]</i> |
| 2. perceive | [1 mark] |
| 3. hygiene | [1 mark] |
| 4. field | [1 mark] |
| 5. deceive | [1 mark] |

- | | |
|-------------|----------|
| 6. shield | [1 mark] |
| 7. conceive | [1 mark] |
| 8. brief | [1 mark] |
| 9. wield | [1 mark] |
| 10. chief | [1 mark] |

Now try these

In this activity, children copy and complete sentences by choosing the correct spelling of each word. Reassure them that all the words fit the rule.

Answers

1. *The shopkeeper asked if they would like a receipt.* [example]
2. "Would you like a piece of cake?" asked Granny. [1 mark]
3. The pirates dug to retrieve the buried treasure. [1 mark]
4. The mayor is a pompous and conceited man. [1 mark]
5. Zofia received praise for her hard work. [1 mark]
6. The Amazons were fierce female warriors. [1 mark]
7. I am my uncle's favourite niece. [1 mark]

Support, embed & challenge

Support

Recap the /ee/ sound, invite the children to volunteer words with this sound, such as 'sleep', 'neat', 'cream', 'freeze' and 'ponies'. Write the words and underline the letters that stand for the /ee/ sound in each word. Use the examples to make a chart with the different spellings of /ee/ in each column. Provide these children with the word cards (see Additional resources) or cut out the words from Unit 7A Resource 1: Seize the ei spelling! Work with the children to locate the letters that stand for the /ee/ sound in each of these words. Sort the words into the two spelling patterns: 'ie' and 'ei'. Add examples of each spelling to the relevant columns of the chart. Display all the 'ei' words in the centre of the group. Put all the words in a bag and ask the children to take turns to draw a word and read it to the group. Challenge the rest of the group to say whether the word has an 'ie' or an 'ei' spelling.

Ask the children to complete Unit 7A Resource 1: Seize the ei spelling! (Answers /ee/ spelt 'ei' and coloured yellow: seize, conceive, conceited, receipt, either, caffeine, ceiling, deceive, receive)

Embed

Provide each child with a copy of Unit 7A Resource 1: Seize the ei spelling! Tell them to spend time learning the words, then to cut them out. Ask them to work

in pairs to play a game of Snap. Tell the pairs to sit facing each other holding their cards. Each player simultaneously puts down one word at a time onto their pile set midway between the two players. They should keep putting words down on to their pile until a player spots a pair of words with a matching spelling of /ee/, at which point they should call 'Snap!' (This should happen often.) The player who called 'Snap!' must then cover the cards with their hands and spell both words. If the spelling is correct, they can gather up the words in the centre. The winner is the person with the most cards at the end.

Once the children are secure with these words, ask them to complete Unit 7A Resource 2: Let neither /ee/ spelling give you grief. (Answers chief, seize, believe, hygienic, conceited, fields, shield, piece, receipt, bunnies, either, grief, conceive, yield, caffeine, ceiling, deceive, brief, relieved, receive, achieve, niece, retrieve, deceitful, shriek, neither, perceive, cherries)

Challenge

Challenge these children to find as many words as they can with 'ceive' as a root (which has the meaning 'get'): 'receive', 'deceive', 'conceive', 'perceive', 'transceiver' and related words, such as 'receiver', 'deceived', 'preconceive', 'misperceived' and 'transceivers'.



Homework / Additional activities

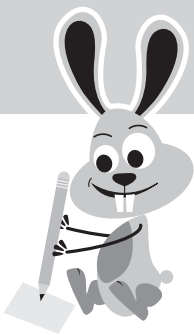
Spelling test

Ask the children to learn one of the following lists of words for a spelling test. Challenge them to write sentences for five of the words on their list.

Core words	Support words	Challenge words
deceive	deceive	deceive
deceitful	deceitful	deceitful
undeceive	receive	undeceive
receive	receipt	receive
receipt	conceited	receipt
conceited	ceiling	conceited
misconceive	seize	misconceive
perceive	neither	perceive
ceiling	either	ceiling
seize	caffeine	seize
neither		neither
either		either
caffeine		caffeine
protein		protein
		receivers
		conceivable

Collins Connect: Unit 7

Ask the children to complete Unit 7 (see Teach → Year 5 → Spelling → Unit 7).



Seize the ei spelling!

1. Find all the words in this chart with the /ee/ sound spelt **ei** and colour them yellow.

chief	seize	believe	hygienic	conceive
mischief	conceited	fields	shield	piece
receipt	bunnies	either	grief	yield
caffeine	field	ceiling	shield	deceive
brief	relieved	receive	achieve	niece

2. Use these cards to play a game of Snap.

Unit 7A Resource 2

Let neither /ee/ spelling give you grief

All these words have a missing /ee/ sound. Write **ie** or **ei** to complete the words correctly.



ch____f

caff____ne

s____ze

c____ling

bel____ve

dec____ve

hyg____nic

br____f

conc____ted

rel____ved

f____lds

rec____ve

sh____ld

ach____ve

p____ce

n____ce

rec____pt

retr____ve

bunn____s

dec____tful

____ther

shr____k

gr____f

n____ther

conc____ve

perc____ve

y____ld

cherr____s



The /ee/ sound spelt ei after c

The rhyme 'i before e, except after c' can help you to spell the /ee/ sound, for example, **piece** and **diesel**.

After **c**, the letters that stand for the /ee/ sound are the other way around: **e** comes before **i**, for example, **ceiling** and **receipt**.

There are exceptions to the rule, such as **seize** and **weird**.

Get started

Copy the table. Sort these words into two groups: those with the **ei** spelling and those with the **ie** spelling. One has been done for you.

1. grief
2. ceiling
3. grieving
4. piece
5. achieve
6. deceit
7. yield
8. belief
9. receive
10. believe



i before e	e before i
<i>grief</i>	

Try these

Choose the correct spelling in each pair. One has been done for you.



1. deisel / diesel 2. perceive / percieve

Answer: *diesel*

3. hygeine / hygiene 4. field / feild
5. deceive / decieve 6. sheild / shield
7. concieve / conceive 8. brief / breif
9. weild / wield 10. chief / cheif

Now try these

Copy and complete the sentences by choosing the correct spelling of each missing word. One has been done for you.

1. The shopkeeper asked if they would like a _____ . (reciept / receipt)

Answer: *The shopkeeper asked if they would like a receipt.*

2. "Would you like a _____ of cake?" asked Granny. (piece / peice)
3. The pirates dug to _____ the buried treasure. (retrieve / retreive)
4. The mayor is a pompous and _____ man. (concieted / conceited)
5. Zofia _____ praise for her hard work. (recieved / received)
6. The Amazons were _____ female warriors. (fierce / feirce)
7. I am my uncle's favourite _____. (niece / neice)



Review unit 2

Can you remember the spellings you've learned this term? Answer these questions to find out.

A. Choose the correct spelling of each word.

- | | |
|---------------|------------|
| 1. necessary | nesassary |
| 2. queue | queu |
| 3. enuff | enough |
| 4. yacht | yocht |
| 5. coff | cough |
| 6. bruise | bruze |
| 7. co-operate | cooperate |
| 8. rhythm | rythmn |
| 9. marvelous | marvellous |
| 10. awkward | awquard |

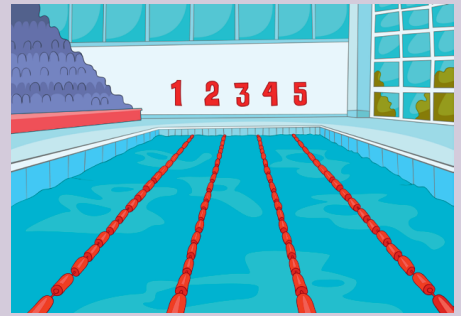


B. These words are all spelt incorrectly. Write the correct spelling of each word.

- | | |
|-------------|-------------|
| 1. thum | 2. reenter |
| 3. perswade | 4. definate |
| 5. thorough | 6. recieve |
| 7. reck | 8. fourty |
| 9. occupy | 10. deice |

C. Copy each sentence and write in the missing word.

1. Jill b_____ her PE kit to school.
2. Granny b_____ us an ice-cream.
3. Dad's chin is very r_____ and stubbly.
4. We went to the l_____ centre to go swimming.
5. We hung streamers from the c_____.

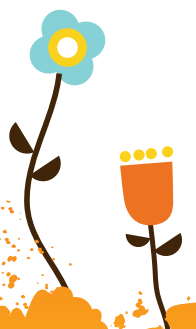


Collins



Year 6

Spelling Skills



Chris Whitney and Sarah Snashall



Unit 1: The suffixes –cious and –tious

Overview

English curriculum objectives

- Endings that sound like /shus/ spelt ‘-cious’ and ‘-tious’

Treasure House resources

- Spelling Skills Pupil Book 6, Unit 1, pages 4–5

- Collins Connect Treasure House Spelling Year 6, Unit 1
- Photocopiable Unit 1, Resource 1: Ambition to ambitious, page 67
- Photocopiable Unit 1, Resource 2: Delicious noun phrases, page 68

Introduction

Teaching overview

Although the children might have covered the endings ‘-cious’ and ‘-tious’ in Year 5, the words in this unit remain quite challenging for primary children. Encourage them to enjoy using these words to add sophistication to their writing. The endings ‘-cious’ and ‘-tious’ sound the same, but are usually used with different root words: the ending ‘-cious’ is used with root words ending ‘ce’ (the ‘e’ must be removed before adding ‘ious’) and the ending ‘-tious’ is used with root words ending in ‘-tion’ (remove ‘-tion’ and add ‘-tious’).

Introduce the concept

Ask the children to work with a partner to write the following sentence: ‘The cake was delicious.’ Ask: ‘How did you spell ‘delicious’?’ Write the word on the board and underline the ending. Ask the partners to think of another word ending /shus/. Share these, writing them on the board in two lists: ‘-cious’ endings and ‘-tious’ endings (or three lists if someone suggests ‘anxious’).

Ask the children if they can remember any tips from Year 5 for knowing whether to use ‘-cious’ or ‘-tious’. Remind them that if the root word ends ‘ce’, then the ending will be ‘-cious’; and if the root word ends ‘-tion’, then the ending is ‘-tious’.

Pupil practice

Get started

The children sort the words into nouns and adjectives. Once they have sorted the words, share the lists and talk about the endings.

Answers

Nouns	Adjectives
caution [1 mark]	infectious [example]
infection [1 mark]	conscious [1 mark]
space [1 mark]	fictitious [1 mark]
grace [1 mark]	cautious [1 mark]
avarice [1 mark]	spacious [1 mark]

Try these

The children choose the correct spelling from a choice of two.

Answers

- spacious [example]
- malicious [1 mark]

Pupil Book pages 4–5

- nutritious [1 mark]
- pretentious [1 mark]
- contentious [1 mark]

The children choose the correct spellings to complete sentences.

Answers

- Sumo wrestlers must have voracious appetites. [example]
- Liza never walks under ladders: she is superstitious. [1 mark]
- The greedy millionaire was an avaricious man. [1 mark]
- My brother is always a gracious host. [1 mark]
- Be cautious when handling deadly snakes. [1 mark]

Now try these

Recap on the rules for adding ‘-cious’ to words ending ‘ce’ and ‘-tious’ to words ending ‘-tion’. Talk about the words created. Children convert a list of nouns into adjectives and then write a sentence for each adjective.

The target nouns and adjectives are:

ambition → ambitious (used in the example); malice → malicious; nutrition → nutritious; pretention → pretentious; contention → contentious; vice → vicious; auspice → auspicious; caprice → capricious; office → officious; fraction → fractious.

Answers

Seth's plan to sail around the world was ambitious. [example]

Accept sentences where the target noun has been correctly converted to its related adjective, is spelt correctly and is used in the correct context. [9 marks: 1 mark per sentence]

Support, embed & challenge

Support

Focus on the words that these children are likely to find useful, such as 'delicious', 'precious', 'cautious', 'infectious' and 'unconscious'. Make up some noun phrases to help them remember whether to use the 'c' or the 't' spelling: 'delicious cake', 'precious cargo', 'cautious Tim', 'infectious tummy', 'come quick – unconscious'.

Recap on the rules for turning nouns into adjectives with these spellings. Provide these children with copies of Unit 1 Resource 1: Ambition to ambitious, and ask them to carry out the task. (Answers:

1. spacious; 2. nutritious; 3. superstitious;
4. infectious; 5. vicious; 6. pretentious; 7. cautious;
8. gracious; 9. malicious; 10. ambitious)

Embed

Provide further practice in creating adjectives from nouns and using the created word. Ask these children to turn the following into adjectives, then use them in a sentence: 'suspicion', 'pretence', 'grace', 'space', 'fiction'.

Ask these children to complete Unit 1 Resource 2: Delicious noun phrases.

Challenge

Ask these children to create adjectives from the words 'malice', 'voracity' and 'avarice'. Challenge them to find out the meanings of these words and to use each one in a sentence.

Homework / additional activities

Spelling test

Ask the children to learn one of the following lists of words for a spelling test. Challenge them to write a sentence for five of the words on their list.

Core words	Support words	Challenge words
delicious	delicious	delicious
ferocious	precious	ferocious
cautious	ferocious	cautious
infectious	cautious	infectious
unconscious	infectious	unconscious
nutritious	unconscious	nutritious
ambitious	nutritious	ambitious
vicious	ambitious	vicious
superstitious	vicious	superstitious
pretentious		pretentious
		spacious
		gracious

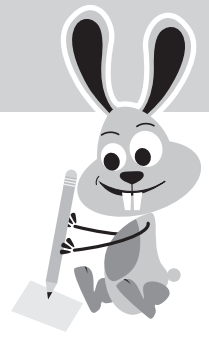
Collins Connect: Unit 1

Ask the children to complete Unit 1 (see Teach → Year 6 → Spelling → Unit 1).

Unit 1 Resource 1

Ambition to ambitious

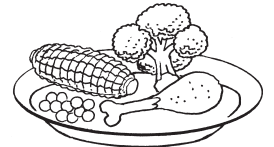
Write the adjective for each noun to create the noun phrase.



1. space a _____ apartment



2. nutrition a _____ meal



3. superstition a _____ lady



4. infection an _____ disease



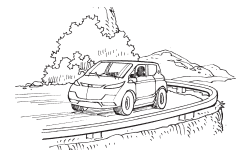
5. vice a _____ dog



6. pretence a _____ man



7. caution a _____ driver



8. grace a _____ princess

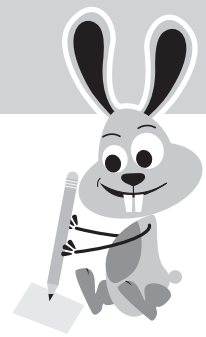


9. malice a _____ look



10. ambition an _____ businesswoman





Delicious noun phrases

Write an extended noun phrase for each of these objects.
One has been done for you.

delicious precious spacious nutritious superstitious infectious vicious

1.



(delicious) a delicious, gooey, chocolate
cake for Sam's birthday

2.



(precious) _____

3.



(spacious) _____

4.



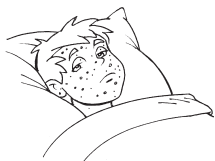
(nutritious) _____

5.



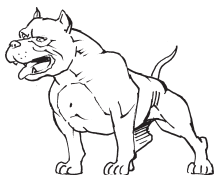
(superstitious) _____

6.



(infectious) _____

7.



(vicious) _____

8.



(pretentious) _____

The suffixes -cious and -tious

The ending **-ious** can be added to turn nouns into adjectives. If the root word ends in **-ce**, the ending is **-cious**.

Remove the e before adding **-ious**: grace + ious = **gracious**.

If the root word ends in **-tion**, the ending is **-tious**.

Remove the **-ion** before adding **-ious**: caution + ious = **cautious**. There is one common exception: **anxious**.

Get started

Sort these words into nouns and adjectives by looking at the word endings. Copy and complete the table. One has been done for you.

- 1. infectious
- 2. conscious
- 3. caution
- 4. infection
- 5. space
- 6. fictitious
- 7. cautious
- 8. spacious
- 9. grace
- 10. avarice



Nouns	Adjectives
	<i>infectious</i>

Try these

Choose the correct spelling of each word. One has been done for you.

1. spacious / spacious
Answer: *spacious*
2. malicious / malitious
3. nutritious / nutritious
4. pretentious / pretentious
5. contencious / contentious



Copy and complete the sentences by choosing the correct spelling of each word. One has been done for you.

1. Sumo wrestlers must have _____ appetites. (voracious / voratious)
Answer: *Sumo wrestlers must have voracious appetites.*
2. Liza never walks under ladders: she is _____.
(supersticious / superstitious)
3. The greedy millionaire was an _____ man. (avaricious / avaritious)
4. My brother is always a _____ host. (gracious / gratious)
5. Be _____ when handling deadly snakes. (caucious / cautious)

Now try these

Change each noun to an adjective and use it in a sentence of your own. One has been done for you.

ambition, malice, nutrition, pretention, contention,
vice, auspice, caprice, office, fraction

Answer: *Seth's plan to sail around the world was ambitious.*



Review unit 1

Can you remember the spellings you've learned this term? Answer these questions to find out.

A. Can you turn these nouns into adjectives? Write the adjective.

1. grace
2. caution
3. space
4. ambition
5. elegance
6. comfort
7. notice

B. Choose the correct spelling. Write the correct word.

1. torrential / torrencial
2. palatial / palacial
3. delititious / delicious
4. spetial / special
5. initial / inical
6. finantial / financial



C. Write the word missing from each sentence.

1. Caitlin knew she should be grateful for the op_____nity to learn to sail, but she wasn't.
2. "What should I do? What do you su_____st?" Jamila sobbed.
3. Hannah was emb_____d but proud when she received her certificate in assembly.
4. The children set up a co_____ee to organise the class fair.
5. It won't be ne_____ry to go early because Sasha is saving seats for us at the front.

D. Copy and complete the chart. Choose **a**, **e**, **–ence** or **–ance** to complete the words. One has been done for you.

<i>negligent</i>	neglig_____
arrog_nt	arrog_____
confid_nt	confid_____
intellig_nt	intellig_____
magnific_nt	magnific_____
abs_nt	abs_____



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