

Readiwriter

Spelling

Series

C

# Spelling Resources

Student Book



PEG Spelling  
Team Series  
Authors

Student name:

## Frequently Misspelt Words

### THINGS TO KNOW

Here are our top 100 words that often trick spellers when they write.

#### HINT

There are many ways to learn spelling –

- Study the word. Look at the vowel sounds, smaller words, the word shape and tricky letter patterns.
- Sing, chant or move your body when you spell.
- Use a mnemonic. It is a way to help you remember a word – because – Big elephants can always understand small elephants.
- Say the word how it is spelt – say the word *was* with a *short a* sound (not a short o sound).

about	after	again	all	always	are	around	ask
ate	away	because	been	before	blue	brown	by
call	can't	come	could	day	do	does	don't
down	each	eight	every	fast	find	first	found
four	funny	have	her	how	into	its	jump
knee	like	little	long	look	made	make	many
may	meant	more	my	new	now	number	of
one	or	other	our	out	party	play	please
people	pretty	said	she	should	so	some	than
their	them	there	these	they	though	three	time
to	too	two	under	use	very	was	water
way	were	we're	what	when	where	which	who
why	word	won't	would	write	yellow	you	your

## Frequently Misspelt Words

**HAVE A GO!** The spelling mistake in each sentence has been underlined. Write the correct spelling for each underlined word in the box.

1. There are meny shells on this beach.

 1

2. I whont to have apple pie after my dinner.

 2

3. There are too many peeplel in this bus.

 3

4. Anna sed she would wash the dog this afternoon.

 4

5. Do you remember wot we have to do?

 5

6. Put a hat on so that the son does not burn you.

 6

## STUDENT PAGE

The spelling mistake in each line has been underlined.  
Write the correct spelling for each underlined word in the box.

1. Can you tell me wi you are upset?

1

2. I donnt know who forgot to lock the door.

2

3. Liz shood win the race because she has trained hard.

3

4. The frogs where croaking loudly.

4

5. I am feeling verey sick.

5

6. The racing car is so farst that you can hardly see it.

6

7. Could I use your pen plees?

7

8. Lisa looked prity when she dressed up like an angel.

8

# Homonyms

## THINGS TO KNOW

- Homonyms are words that look or sound the same (or both) but have different meanings.
- When you are working out the homonym to use, you need to think of the meaning of the words.

## HINT

You might use memory tricks and/or mnemonics to help you remember the spelling and meanings of the homonyms –

This is the meat that you eat. A dear's ear... Where are you – there or here?

Here are some homonyms:

ate eight	be bee	bean been	blew blue	by bye buy	cheep cheap	dear deer	for four
hear here	hole whole	hour our	it's its	knew new	knot not	know no	made maid
mail male	meet meat	one won	paw poor	plain plane	raw roar	read red	road rode
saw sore	sent cent	son sun	their there	to too two	weak week	which witch	write right

## HAVE A GO!

Which of the following completes the sentence correctly?



1. Can I \_\_\_\_\_ you at one o'clock?

meet      meat  
☐            ☐

2. Do you \_\_\_\_\_ what to do after this?

no            know  
☐            ☐

3. Yesterday I \_\_\_\_\_ on a horse for the first time.

rode        road  
☐            ☐

4. Australia \_\_\_\_\_ the football match.

one        won  
☐            ☐

## STUDENT PAGE

Which of the following completes the sentence correctly?



1. I can't \_\_\_\_\_ what she is saying.

hear

☐

here

☐

2. The boys grabbed \_\_\_\_\_ shoes and ran inside.

their

☐

there

☐

3. I am too \_\_\_\_\_ to lift those bricks.

week

☐

weak

☐

4. Kate \_\_\_\_\_ four sandwiches and two pieces of cake.

eight

☐

ate

☐

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

5. I am going four a swim when I get home.

 5

6. I need to by a toothbrush to clean my teeth.

 6

7. Trish blue out all of the candles on her cake.

 7

8. Did you get that sum write?

 8

## Making Plurals

### THINGS TO KNOW

A plural means there are two or more of something or someone. One of something or someone means it is singular.

1. Add the letter *s* to most nouns – dogs boys girls
2. Add *es* to nouns ending in *ch sh o s x* or *z*. You can hear the extra *es* syllable in most of these words – bunches bushes. Clap the syllables to see if you can hear it.
3. Some words change their spelling – man/men goose/geese
4. Some words have the same spelling for both singular (one) or plural (more than one) – squid moose

**HAVE A GO! Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.**

1. The farmer had to shear all of his  
sheeps.

 1

2. These henes have laid many eggs.

 2

3. You need to pack all of your  
books into these boxs.

 3

4. I have to clean all of my tooths.

 4

5. We have the best teacheres at  
our school.

 5

# Making Plurals

## STUDENT PAGE

**Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.**

1. Mum said not to play with matches.

1

2. We fed the greedy duckes some bread.

2

3. There are ten fishes in my fish tank.

3

4. I always wash the dishs after dinner.

4

5. The two mouse ran away from the cat.

5

6. I had to make lunches for my brother and sister before they went to school.

6

7. We have twenty child in our class.

7

8. My teacher won't let us throw stonees in the playground.

8



## Making Words Past Tense

### THINGS TO KNOW

The verb in a sentence must be in the *past tense* when it talks about something that has already happened. This means it could have happened a minute or a week ago, yesterday, last year or even ten years ago.

### HINT

1. Add *ed* to most verbs (or *d* if the word already ends in *e*) – jumpeded lookeded pusheded hoppeded hopeded mopeded
2. Some words use *t* rather than *ed* – weptt feltt sleptt
3. Some words change their spelling – run/ran wake/woke speak/spoke

### TRAP

- Don't get confused between past tense *ed* endings and simple *d* endings – bannedd band
- Some words have *ed* endings that make a *t* sound – lookeded hoppeded

**HAVE A GO! The spelling mistake in each line has been underlined. Write the correct spelling for each underlined word in the box.**

1. The baby pulld my hair.

 1

2. He keeped yelling even after I asked him to be quiet.

 2

3. I haven't finishd cleaning up yet.

 3

4. James maked his bed this morning.

 4

5. The children singed well.

 5

# Making Words Past Tense

## STUDENT PAGE

**The spelling mistake in each sentence has been underlined.  
Write the correct spelling for each underlined word in the box.**

1. It begin to rain so we went home.

1

2. The car broke down so we walk to the shops.

2

3. I sleeped in until ten o'clock.

3

4. My brother writed down our shopping list.

4

**Each sentence has one word that is incorrect.  
Write the correct spelling of the word in the box.**

5. The policeman helpt the people in the car crash.

5

6. I waked when the sun came up.

6

7. I feeld happy when I got on the boat.

7

8. The monkey climbd up the tree.

8

## Prefixes and Suffixes

### THINGS TO KNOW

Prefixes and suffixes often help us understand the meanings of words and help us with spelling.

### HINT

- A prefix is a syllable that is added to the beginning of a word. It changes the meaning of the word – happy unhappy
- A suffix is a syllable added to the end of a word. It changes its part of speech. Sometimes the spelling of the base word may change when the suffix is added – sun ny

Prefix	Meaning	Example
<i>in-</i>	not	insane
<i>dis-</i>	not	disagree
<i>re-</i>	again	return
<i>un-</i>	not	undo

Suffix	Meaning	Example
<i>-er</i>	one who (person) that which (thing) more	painter toaster softer
<i>-est</i>	most	softest
<i>-ful</i>	full of	beautiful
<i>-ly / -y</i>	ike	loudly, sandy

### TRAP

Remember that the suffix *-ful* is spelt with only one *l*, not two – handful

**HAVE A GO! The spelling mistake in each sentence has been underlined. Write the correct spelling for each underlined word in the box.**

1. The bakar gets up early to bake his bread.

1

2. Please unfnold that dress and hang it up.

2

3. The ground is rockey so be careful you don't fall over.

3

## STUDENT PAGE

The spelling mistake in each sentence has been underlined.  
Write the correct spelling for each underlined word in the box.

1. My sister is much olda than me.

1

2. I haven't read any books latelee.

2

3. My brother is always helpfull and kind to me.

3

4. We did not know who won the game so we had to reaplay it.

4

5. The judges had to check who had the longist throw.

5

6. My teachur lets us play games when we finish our work.

6

7. It was raining so we played endoors.

7

8. My shoelace was all knotted so I had to unntie it.

8

# ANSWERS - SPELLING

## Spelling Tips 1

HAVE A GO!

- 1 sing
- 2 dirt
- 3 wet
- 4 stamp
- 5 When
- 6 chips
- 7 flap
- 8 squeak

STUDENT PAGE:

- 1 start
- 2 strong
- 3 bin
- 4 humps
- 5 thank
- 6 send
- 7 wags
- 8 splash

## Spelling Tips 2

HAVE A GO!

- 1 wake
- 2 hill
- 3 knit
- 4 windy
- 5 head
- 6 goats
- 7 hope
- 8 hatch

STUDENT PAGE:

- 1 beat
- 2 fudge
- 3 today
- 4 write
- 5 pick
- 6 thirsty
- 7 thick
- 8 deep

## Making Plurals

HAVE A GO!

- 1 sheep
- 2 hens
- 3 boxes
- 4 teeth
- 5 teachers

STUDENT PAGE:

- 1 matches
- 2 ducks

- 3 fish
- 4 dishes
- 5 mice
- 6 lunches
- 7 children
- 8 stones

## Making Words Past Tense

HAVE A GO!

- 1 pulled
- 2 kept
- 3 finished
- 4 made
- 5 sang

STUDENT PAGE:

- 1 began
- 2 walked
- 3 slept
- 4 wrote
- 5 helped
- 6 woke
- 7 felt
- 8 climbed

## Prefixes and Suffixes

HAVE A GO!

- 1 baker
- 2 unfold
- 3 rocky

STUDENT PAGE:

- 1 older
- 2 lately
- 3 helpful
- 4 replay
- 5 longest
- 6 teacher
- 7 indoors
- 8 untie

## Homonyms

HAVE A GO!

- 1 meet
- 2 know
- 3 rode
- 4 won

STUDENT PAGE:

- 1 hear
- 2 their
- 3 weak
- 4 ate

# ANSWERS - SPELLING

- 5 for
- 6 buy
- 7 blew
- 8 right

## **Frequently Misspelt Words**

HAVE A GO!

- 1 many
- 2 want
- 3 people
- 4 said
- 5 what
- 6 sun

STUDENT PAGE:

- 1 why
- 2 don't
- 3 should
- 4 were
- 5 very
- 6 fast
- 7 please
- 8 pretty

# Spelling Tips 1

## THINGS TO KNOW

- There are 5 vowels and 21 consonants in our alphabet.
- The vowels *a e i o u* can make a short, long or different sound.
- There is a vowel sound in every syllable of every word.

Good spellers listen to the sounds in a word. Then they write down the correct letters that make those sounds. Here are some common letter choices we use when we read and write. Practise reading them and saying the correct sounds.

### 1. Digraphs – *sh ch th wh qu*

#### HINT

- Don't forget that *th* can make two sounds – a soft sound as in feather or a hard sound as in thin.
- Remember that *ch* can make three sounds. The sound we use the most is in the word chin. Other sounds are the *k* sound (school) or *sh* sound (machine chef)
- The letter *q* is always followed by *u* – queen quack

### 2. Blends –

*st sp sk sm sc sn sw* – stop spot skip smock scan snip switch  
*pl cr cl fl fr* – plan crab clap flag frog  
*bl br gr gl tr dr tw* – black brim grin glad trip drip twin  
*str shr scr spr spl squ thr* – string shrub scream spring splat squat throw

### 3. Short vowels in consonant-vowel-consonant words with one syllable –

short <i>a</i> – <u>map</u> <u>can</u> <u>cat</u> <u>sad</u>	short <i>o</i> – <u>pot</u> <u>mop</u> <u>dot</u> <u>dog</u>
short <i>e</i> – <u>bed</u> <u>hen</u> <u>vet</u> <u>beg</u>	short <i>u</i> – <u>fun</u> <u>rug</u> <u>bud</u> <u>sun</u>
short <i>i</i> – <u>bit</u> <u>zip</u> <u>his</u> <u>lid</u>	

### 4. Short vowels and beginning digraphs – then ship whip chop

### 5. Short vowels and beginning blends – grab drop flag flip

### 6. Short vowels and final digraphs – dish much with

### 7. Short vowels before certain endings – *ng nt nk* and *mp*

- Most vowels make a short sound –
  - *ing* (ring) *ong* (song) *ung* (rung)
  - *ant* (pant) *ent* (went) *int* (mint) *ont* (font) *unt* (grunt)
  - *ink* (pink) *onk* (honk) *unk* (trunk)
  - *amp* (ramp) *emp* (kemp) *imp* (chimp) *omp* (stomp) *ump* (bump)
- Some vowels make a long vowel sound – *ank* (tank) *ang* (rang)

### 8. r-influenced vowels in words with one syllable –

the vowels *or ar ir er ur* now make a *different* sound – for car stir her fur

## Spelling Tips 1

### HAVE A GO!

The spelling mistake in each sentence has been underlined.

Write the correct spelling for each underlined word in the box.

1. Can you seng me a song?

1

2. You need to wash your face because you have dert all over you.

2

3. I need to dry myself because I am very wit.

3

4. Have you pasted a stap on the letter?

4

5. Wen are we going there?

5

6. Are we having fish and ships for dinner?

6

7. The bird likes to flep its wings.

7

8. I could hear the mouse squeak.

8



## STUDENT PAGE

The spelling mistake in each sentence has been underlined.  
Write the correct spelling for each underlined word in the box.

1. When does the race strt?

1

2. You will need to find someone  
who is stong to lift that big box.

2

3. Please put that mess in the  
rubbish ben.

3

4. That camel has two hups on it.

4

5. I would like to thak you for  
helping me.

5

6. My Mum will sennd a letter to  
me soon.

6

7. That puppy wugs its tail a lot.

7

8. I didn't mean to spash water in  
your face.

8

## Spelling Tips 2

1. We often double the letters *f l s* and *z* after the 5 short vowels – fizz off hiss
2. The letter patterns *ck tch* and *dge* are only used after a short vowel sound. They are usually found at the end of words of one syllable –
  - When the *k* sound is after a short vowel sound, it is spelt *ck* – back neck kick
  - When the *j* sound is after a short vowel sound, it is spelt *dge* – edge badge bridge
  - When the *ch* sound is after a short vowel sound, it is spelt *tch* – itch match sketch

### TRAP

There are many exceptions to the rule – rich sandwich much which

3. Make sure the letter patterns found in these words don't trick you –  
*ack* (snack rack) and *ake* (snake rake)  
*ick* (Mick lick) and *ike* (Mike like)  
*ock* (rock stock) and *oke* (poke stroke)  
*uck* (luck duck) and *uke* (Duke Luke)
4. When a word ends in a syllable making a long *e* sound, you often use *y* or sometimes *ey* – happy untidy sunny monkey donkey
5. Long vowel sounds – An *e* on the end of a word usually makes the vowel say its name –  
the *a* in game (a-e) the *e* in these (e-e) the *i* in time (i-e)  
the *o* in bone (o-e) the *u* in cube (u-e)

### TRAP

There are many exceptions to the rule – have gone give come one love

6. Vowel pairs – Some vowel pairs make long vowel sounds. The letters in *italics* below all make long vowel sounds –  
*long a* (a-e *ai*) gate grape pain wait  
*long e* (e-e *ee ea*) these here been green eat peach  
*long i* (i-e) nice bite  
*long o* (o-e *oa*) rope note road boat  
*long u* (u-e *oo ui*) cute use moon boot fruit suit

### HINT

The vowel pairs *ai oa* and *ui* are never found at the end of a word.

7. Silent beginning consonants *kn wr* – knot know wrap write
8. Short *e* sound spelled with letters *ea* – dead tread thread

## HAVE A GO!

The spelling mistake in each sentence has been underlined.

Write the correct spelling for each underlined word in the box.

1. I have to wack up at five o'clock on Sunday morning.

 1

2. It was a long, hot walk up the hil.

 2

3. My nana likes to nit.

 3

4. It is very windee outside today.

 4

5. Jade hit her hed when she fell over.

 5

6. We loved the story about the Three Billy Gots and the Troll.

 6

7. The farmers hop it will rain soon.

 7

8. We were lucky to see the eggs hach.

 8

### STUDENT PAGE

The spelling mistake in each sentence has been underlined.  
Write the correct spelling for each underlined word in the box.

1. I had to bet the eggs when I made the cake.

 1

2. I love to eat chocolate fudj.

 2

3. Sam has to clean his room today.

 3

4. Simon said he would rite me a postcard when he went away.

 4

5. Marty dropped his books on the floor so he had to pike them all up.

 5

6. They were very thistee after playing in the sun.

 6

7. My sister has thin hair but mine is very thik.

 7

8. I do not swim in the dep end of the pool.

 8