

Readiwriter

Spelling

Series

G

Spelling Resources

Student Book



PEG Spelling
Team Series
Authors

Student name:



HAVE A GO!

Show where the missing apostrophe (') should go.

1. It__s__ taking a long time for the panda to eat all of it__s__ bamboo.

2. They__r__e going to have to hurry if they want to catch the__ir__ bus on time.

3. You should__n__t__ climb that tree because the branches are too high.

4. We__r__e__ early as we we__re__ unable to sleep in this morning.

5. They have__n__t__ been fishing today because it's windy outside.

6. It has__n__t__ rained in two months.

7. The__y__re__ flying on a plane tonight.

8. Please do__n__t__ talk to me while I'm watching this movie.

STUDENT PRACTICE

Show where the missing apostrophe (') should go.



1. I might be allowed to watch the game tonight.
2. You going to be in trouble if you forget you library book again!
3. Who I bring the salad tonight?
4. I think they taken the wrong turn and are lost.
5. He the missing jigsaw piece.
6. I bring some medicine in case you feel i .

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

- | | |
|--|----|
| 7. Norman <u>wouldent</u> have made that mess! | 7 |
| 8. <u>Isent</u> that a long way to drive? | 8 |
| 9. <u>Youd</u> better pack quickly or you will be late. | 9 |
| 10. I hope that <u>weall</u> see you this afternoon. | 10 |
| 11. The horse <u>wont</u> be able to jump that fence because it is too high. | 11 |

Frequently Misspelt Words

THINGS TO KNOW

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

HINT

There are many ways to help you learn and remember the spelling of these words. When you “study” these words, look for smaller words and unusual letter patterns or letters. Try singing, chanting, exaggerated pronunciation or using mnemonics to learn them as you often cannot hear all of the sounds within the word. For example, when learning the spelling of the word “business”, you may choose to exaggerate the spelling by pronouncing the word *bus-ee-ness* instead of *bizness*.

TRAP

The words shown with the symbol (*) are homonyms. Make sure you choose the correct spelling as different spelling choices have different meanings.

ache	built	dessert	forty	laughter	piece *	surprise	wanted
again	business	different	friend	length	raise *	tear *	wear *
alright	busy	Doctor	frightened	library	ready	their *	weather*
always	buy *	does	grateful	loose	receive	there *	Wednesday
among	can't	don't	guess	lose	remember	they	where *
animals	caught	done	half	making	said	they're	whether *
answer	choose	early	having	many	says	though	which *
any	chose	earth	hear *	meant	separate	thought	who
asked	colour	embarrass	heard *	measure	shoes *	through *	whole *
beautiful	coming	enough	height	minute	should	tired	why
because	cough	every	hour *	none *	since	tonight	women
believe	could	excitement	instead	off	some *	too *	won't
blue *	country	exercise	interesting	often	straight *	trouble	would *
bought	cupboard	experience	knew *	once	sugar	Tuesday	write *
break *	decided	favourite	know *	pleasure	supposed	used	writing*
breakfast	desert	February	laid	picture	sure *	you're*	wrote*

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. My Mum has her own bizness.

 1

2. Please come home strate after school today.

 2

3. I love eating ice-cream and apple pie for disurt.

 3

4. I painted this picher all by myself.

 4

5. I had scrambled eggs on toast for brekfist.

 5

6. My pants keep falling down because they are very lose.

 6

7. I will see a dentist because I have an ake in my tooth.

 7

8. I have lots of frends in my hockey team.

 8

9. My teacher told me I have very neat handwritting.

 9

Frequently Misspelt Words

STUDENT PRACTICE

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

1. Mangoes are my favrit fruit.

 1

2. Stan loved his suprize birthday party.

 2

3. Erth is the planet between Venus and Mars.

 3

4. I was upset that Norman didn't chose me to be on his team.

 4

5. I have had enuff food to eat.

 5

6. I can't decide wether to watch a movie or go to the playground.

 6

7. Our school concert is next Febury.

 7

8. Milo was sposed to be home before dinner but he was late.

 8

9. Which contry are you visiting first?

 9

10. I had to seperayt my clothes into clean and dirty piles.

 10

11. I bort three new books at the sale this morning.

 11

12. The explorers expeareenced tough conditions during their travels.

 12

General Spelling Rules

1. An *e* on the end of a word usually makes the vowel say its name. The *a* in *game* makes a long sound. It says its name.

TRAP

- Do not confuse these words and words with the letter patterns *ack eck ick ock* and *uck* –
ake (snake rake) *ack* (snack rack)
ike (Mike like) *ick* (Mick lick)
oke (poke stroke) *ock* (rock stock)
uke (Duke Luke) *uck* (luck duck)
- There are many exceptions to the rule – have gone give come one some love one

2. When two vowels go walking, the first one does the talking.

HINT

The letter combinations *ai ee ea ei ie oa ui* and *ue* follow this rule – *ai* in *paint* makes a long *a* sound; *oa* in *goat* makes a long *o* sound; *ei* in *receive* makes a long *e* sound; *ui* in *bruise* makes a long *u* sound

TRAP

The above rule has many exceptions such as *ao au eu io oi ou* and *oo*.

3. *i* before *e* except after *c* (when making the long *e* sound).

HINT

Exceptions include *weird*, *seize* and *protein*.

TRAP

If *ie* does not make the long *e* sound, this rule does not apply – *leisure foreign ancient*
The letter combination *ie* makes a long *e* sound in *thief*, *brief* and *shield*. Words that make this sound and contain the letters *cei* include *deceive*.

General Spelling Rules

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

1. Evan always complians when he is last in line. 1

2. Do you have a reciept to prove that you bought this bike? 2

3. I hid undernaeth the blanket so my baby brother would not see me. 3

4. Sue would love to organis a party for you. 4

5. If you want to acheive your goals, you need to keep trying your hardest. 5

6. The fish did not surviv when the lake froze. 6

7. I wish our class would queiten down because I am getting a headache. 7

8. Manuel always has a good attitud at training. 8

9. The distance he was able to run was unbeleivable. 9

10. I dropped my money down the drain so I was unable to retrive it. 10

STUDENT PRACTICE

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

1. The rock star always entertians the crowd well. 1
2. Do not provock the bee or it may sting you. 2
3. Please do not contin to call out when I'm talking! 3
4. I can hardly wait until we do our sceince experiment this afternoon. 4
5. Joseph loves looking at animals and plants with his microscop. 5
6. I have little experience sailing on a yacht. 6
7. I was horrifeid when I looked over the edge of the steep cliff. 7
8. Please don't take their ball and interfer in the game. 8
9. I am feeling much better since my leg has had a traetment. 9
10. There were no chairs avialable so I had to stand up. 10
11. I was upset that my cooking had been a fialure and no-one had eaten it. 11
12. You should always slow down early as you approach a red light. 12
13. I wrote an incorrect postcod on my letter so it went to the wrong place. 13

Homonyms

THINGS TO KNOW

Homonyms are words that look or sound the same (or both) but have different meanings. When you are deciding which homonym to use, you must consider the meaning of the words. If you make the wrong choice of homonyms in reading and writing, the text will not make sense.

HINT

It may be helpful to use memory tricks and/or mnemonics to prompt you to remember spellings and meanings of homonyms –

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

aloud allowed	guessed guest	missed mist	rays raise	wait weight
ate eight	hare hair	muscle mussel	read red	war wore
be bee	hear here	one won	road rowed rode	warn worn
banned band	heard herd	pain pane	rose rows	way weigh
bean been	hole whole	pair pear	saw sore soar	we'll wheel
bear bare	horse hoarse	passed past	seen scene	weak week
blew blue	hour our	patience patients	side sighed	wear where we're
board bored	it's its	pause paws	sent scent cent	weather whether
break brake	knew new	paw poor	son sun	which witch
by bye buy	knight night	peace piece	stake steak	who's whose
caught court	knot not	plain plane	their they're there	won one
cheep cheap	know no	pore pour	threw through	wood would
dear deer	lead led	practice practise	to too two	wring ring
fair fare	lesson lessen	presents presence	toad towed	write right
flour flower	made maid	principal principle	toe tow	wrote rote
for four	mail male	rain reign rein	wail whale	you ewe
grate great	meet meat	raw roar	waist waste	your you're

Making Plurals

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
3. Change *f* to *v* and add *-es* for words ending in *f* or *fe* – knife/knives loaf/loaves

TRAP

Exceptions include *roofs chiefs hoofs*. So, if you hear the *f* sound in the plural noun, just add *s*.

4. Some words change their spelling – man/men tooth/teeth mouse/mice
5. Some words have the same singular and plural forms – squid salmon
6. When making a plural from a word ending in a *consonant + y*, drop the *y* for an *i* before adding *e* – baby/babies factory/factories
7. When making a plural from a word ending in a *vowel + y*, simply add *s* – monkeys days boys
8. For most singular words ending in *o*, simply add *es* – tomatoes
If there is a vowel before the *o*, add *s*.

TRAP

Exceptions include *photos* and *pianos*.

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

1. Only twenty persons can travel on the bus. 1
2. When holidaying, some people like staying in caravanes but I prefer camping. 2
3. Sandy loves reading comics about superheros. 3
4. I knocked two glass over and they smashed. 4
5. Mum said we need to clean up after ourselves. 5
6. I wish I had more opportunitys to learn water skiing but I don't own a boat. 6
7. The plane flew over many valleyes before landing. 7
8. May I have two teaspoons of sugars in my tea please? 8
9. The children were asked to write their homework in their diarys. 9
10. The mountaines looked beautiful as the sun set. 10
11. I had to cut up four avocados for my salad. 11

Making Plurals

STUDENT PRACTICE

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

1. Buffalos are used as working animals in some countries. 1
2. The book I read about unsolved mysteryes was fascinating! 2
3. I've only had two vacationes in the last five years! 3
4. Four childs were lost in the forest yesterday. 4
5. Australia is lucky to have so many amazing beachs. 5
6. Santa has billions of chimneyes to climb down every Christmas. 6
7. They had the time of their lifes at Dreamworld! 7
8. Many speciese of animals are close to becoming extinct. 8
9. The explorers made tiring and dangerous journeyes through the dangerous jungles. 9
10. Ten family's were able to stay at the new resort. 10
11. After the rain, we could see two magnificent rainbowez in the sky. 11
12. Can you see the ten mooses through your binoculars? 12

Making Words Past Tense

1. Add *ed* to most verbs (or *d* if the word already ends in *e*) – jumped looked typed
2. Verbs ending with a *short vowel + consonant*, double the final consonant before adding *ed* – drop-dropped tap-tapped
3. Some words use *t* rather than *ed* – weptt feltt sleptt
4. Some words change their spelling – run/ran wake/woke speak/spoke
5. When words end in a *consonant + y*, drop the *y* for an *i* before adding *ed* – hurry/hurried

TRAP

- Don't get confused between past tense *ed* endings and simple *d* endings – bandd banneded
- Some words have *ed* endings that make a *t* sound – looked hopped

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 policeman identifyd the criminal straight away. 1
2. I haven't finishd doing the dishes yet. 2
3. Dogs are not permited on many beaches. 3
4. I have often thinked about going overseas for a year. 4
5. Emilio sleeped on an air mattress for the first time last night. 5
6. I studyed a lot for this test. 6

Word Building and Making Words Past Tense

STUDENT PRACTICE

The spelling mistake in each line has been underlined.

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

1. I am absolutely hoppless at playing tennis!

1

2. Have you rememberd to bring your money today?

2

3. I buyed this new outfit yesterday.

3

4. Three judges were timming the races.

4

5. Jan was really worryd that she would be late home.

5

Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

6. Have you spelled that word correctly?

6

7. I tidyed my room before I went out.

7

8. My sister is only inviteing four people to her birthday party.

8

9. I got into trouble because I leaved my homework at home.

9

10. The children laughed loudly at the funy clown.

10

11. He speaked so quietly that no-one could hear him.

11

12. The cricketeer scored his first century in his match last weekend.

12

13. The little boy spilled orange juice over the new carpet.

13

Prefixes and Suffixes

THINGS TO KNOW

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

HINT

A prefix is a syllable that is attached to the beginning of a word. It changes the meaning of the word – happy/unhappy like/dislike

A suffix is a syllable attached 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 – compete/tion

Prefix	Meaning	Example
anti-	opposite to	anticlockwise
auto-	self	autobiography
bi-	two	bicycle
cent-	hundred	century
centi-	hundredth	centimetre
circum-	around	circumference
dis-	not or away	disagree
hemi-	half	hemisphere
hyper-	over	hyperactive
in- / il-	not	insane illegal
im- / ir-	not	impossible irregular
inter-	between	interstate
kilo-	1000 × greater	kilogram
mis-	wrong	misunderstand
pre-	before	prefix
pro-	for or forward	proceed
post-	after	postpone
re-	again or back	return
semi-	half	semi-final
sub-	below	submarine
super-	above	superhuman
trans-	across	transport
tri-	three	triangle
un-	not, in reverse	unfair

Suffix	Meaning	Example
-able / -ible	capable of being	enjoyable, edible
-acy	state or quality	privacy
-al	relating to	personal
-ance / -ence	state of	assistance difference
-ee	one who receives	trainee
-er / -or	one who, that which	teacher actor
-er	more	faster
-en	become	harden
-est	most	loudest
-ful	full of	helpful
-fy / -ify	to make	magnify
-ian	related to	librarian
-ise / -ize	become	organise
-ish	like	foolish
-ist	one who	artist
-ism	belief	buddhism
-less	without	painless
-ling	small, little	duckling
-ment / -ship	act, state of, result	payment friendship
-ness	state of being	sickness
-ous / -ious	having, full of	dangerous
-sion / -tion	result/ state of	permission education
-ty / -ity	quality of	activity
-y / -ly	like, in manner of	quietly

Prefixes and Suffixes

HINT

- For base words ending in *ct* or *ss*, just add the suffix *-ion* – direct/*direction*
- For base words that end in *te*, drop the letter *e* and add the suffix *-ion* – hesistate/*hesitation*
- For base words ending in *ic*, add the suffix *-ian* – electric/*electrician*
- For base words that end in *ce*, drop the letter *e* and add the suffix *-tion* – produce/*production*
- For base words that end in *de* and *it*, drop those letters and add suffixes *-sion* or *-ission* – decide/*decision* submit/*submission*
- For words ending in *ent*, drop the letter *t* and add *ce* – dependent/*dependence*

TRAP

- Remember that the suffixes *-al* and *-ful* are spelt with only one *l*, not two – coastall handl
- When to use the suffix *-able* or *-ible*: If the base word is recognisable on its own, the ending will more often than not be *-able* – obtainable affordable. If the base word is not recognisable on its own, the ending will generally be *-ible* – horrible possible
- When to use the suffix *-tion* or *-sion*: Listen to the word. If the suffix sounds like “shun”, it will end in *-tion*. If the suffix sounds more like “zhun”, it will end in *-sion*.
- When to use the suffix *-ance* or *-ence*: There are no rules. Try to emphasise the appropriate vowel when pronouncing to trigger your memory. Spelling of these words is learnt by listening as well as by seeing and studying.

HAVE A GO! Each sentence has one word that is incorrect.

Write the correct spelling of the word in the box.

1. We had to replay the match due to the heavy rain.

 1

2. Today is the trainey's first day on the job.

 2

3. I could see the elephant closely through the buynoculars.

 3

4. Our hike will take us through the forest for ten keelometres.

 4

5. We hope they don't experients bad weather on their sailing trip.

 5

6. I think you have missunderstood me.

 6

STUDENT PRACTICE

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

- | | |
|--|---|
| 1. The panda cub is absolutely <u>adoreble</u> . | 1 |
| 2. I am <u>unndecided</u> whether I should go out or stay home. | 2 |
| 3. The Commonwealth Games is an <u>intanational</u> competition. | 3 |
| 4. The <u>ambulants</u> took me to hospital when I broke my leg. | 4 |
| 5. We need to make a <u>decishun</u> right now. | 5 |
| 6. I watched the <u>sentapede</u> slowly climb up the branch. | 6 |
| 7. The Doctor gave me <u>antebiotics</u> to stop the infection. | 7 |

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

- | | |
|--|----|
| 8. Her smiling face was beautifull. | 8 |
| 9. We had a terrable camping trip because it stormed the whole time. | 9 |
| 10. You could tell a lot of time and effort had gone into the perparation. | 10 |
| 11. I always get nervous when I have to give presentashons. | 11 |
| 12. Is your car outromatic or manual? | 12 |
| 13. My diary is personall so I hope no-one reads it. | 13 |
| 14. I fell out of the tree and disslocated my shoulder. | 14 |

Spelling Tips 1

THINGS TO KNOW

- 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.
- Common letter patterns are often found in our spelling.
- The position of the sounds within a word may give us a clue as to which spelling choice to use.

1. The letter *q* is always followed by *u*. This does not apply in abbreviations – QANTAS
2. We often double the letters *f, l, s* and *z* after the 5 short vowels – fizz off hiss
3. The letter patterns *ck, tch* and *dge* are only used after a single short vowel sound. They are usually found at the end of words of one syllable. When the *k* sound is after a short vowel, it is spelt *ck* – back neck kick sock

TRAP

Exceptions are:

- if another consonant follows the *ck* sound – factor tractor Doctor
- if the word is made up of more than one syllable – picnic tactic

When the *j* sound follows a short vowel sound, it is spelt *dge* – badge edge dodge sludge

When the *ch* sound follows a short vowel, it is spelt *tch* – match witch splotch clutch

There are exceptions to this rule – such sandwich much which rich

4. The short *o* sound after *w, wh* and *qu* is often spelt with the letter *a* – was what quarrel
5. Remember that there are common letter patterns in our spelling – eigh ought ough ould own oin ound ight igh
weigh sleigh height; bought thought nought; though dough bough enough
could should wouldn't; brown clown frown town; coin join oink
bound found mound pound round; fight light knight right; nigh sigh thigh
6. When a word ends in a final syllable making a long *e* sound, you often use *y* or *ey* – happy untidy sunny monkey donkey
7. These silent consonants are used at the beginning of a word – kn – knife wr – write
gn – gnaw pn – pneumonia

Spelling Tips 1

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

1. Our teacher was late to dismiss us from school this afternoon.

 1

2. The caterpillar riggled along the branch.

 2

3. The bees attaked the bear when it tried to steal their honey.

 3

4. I am fritened of the dark.

 4

5. John suddenle realised that he was on the wrong bus.

 5

6. The children had many qeries about how to use the new computer program.

 6

7. Be careful you don't whonder off or you may get lost in the crowd.

 7

STUDENT PRACTICE

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

1. A sqare has four equal sides.

1

2. We had a deliteful time at the picnic with my friends today.

2

3. Our class raised two hundred dollars at the sausage sizle.

3

4. The clear, turquoise waters were very appealing.

4

5. I love the historee lessons we learn at school.

5

6. The dog yelped in pain when it bit the hegehog.

6

7. I can get my DVD player fixed for free because it's under worranty.

7

8. This naybourhood is always quiet and clean.

8

9. The boat seemed to be bouncing over the ruff waves.

9

10. I have finally rapped up all of my Christmas presents.

10

11. The Knights rode over the drawbrig and rested behind the fortress walls.

11

12. My sister and I fort over the remote control.

12

Spelling Tips 2

THINGS TO KNOW

Good spellers use correct spelling choices and letter patterns when they spell words. They also consider the position of the letters in a word to help make correct spelling choices.

1. When vowels work with another letter, they often make a different speech sound. One sound may have several spelling choices. Some of these choices are:
 - long *a* sound *a a-e ai ay eigh* – baby gate pain day sleigh
 - long *e* sound *e-e ee ea ie ei y ey* – these tree eat Chief receive happy donkey
 - long *i* sound *i-e igh y i ie* – prize night sky kind pie
 - long *o* sound *o-e oa ow o* – note toad mow both
 - long *u* sound *u-e oo ui ue ew* – tune soon suit glue new

HINT

While you need to remember *what looks right*, there are some other rules that may help. Knowing *where a sound is in a word* may also give us some clues. Some of these letter combinations or spelling choices are given below:

2. The letter pattern *ay* is usually found at the end of a word. However, it may be in the middle of a word, followed by a suffix (payment) or compound word (daylight).
3. The letter patterns *ai au ui oi ei ou eu* and *oa* are never used at the end of a word.
4. The letters *i u* and *v* are never found at the end of a word. The letter *e* is always added – give tie blue
5. The letter patterns *oo* and *oa* make an *or* sound when followed by the letter *r* – floor roar
6. The letter patterns *ai* and *ea* make a short *e* sound when followed by the letter *r* – lair bear
7. Double consonants are at the middle or end of a word, not the beginning.
8. The *ck* sound is written with the letter *c* in front of a consonant or in front of *a o* and *u* – candle cot tractor
9. The letter *k* is used to make the *ck* sound in front of *e* and *i* and long vowel sounds – kettle kite kate

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

1. I haven't seen my nepheu in three years. 1
2. The castawai had lived alone on the island for a long time. 2
3. I had a horrible nightmer last night. 3
4. We watched the cingfisher clean its feathers. 4
5. In New Zealand you can see the bbubling mud. 5
6. I hate the sound of nails scraping the blackbord. 6
7. Do you believ in ghosts? 7
8. Our teacher kollected the test papers. 8
9. How will you repai the money you borrowed? 9
10. This island is home to the world's rairest birds. 10

Spelling Tips 2

STUDENT PRACTICE

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

1. Make sure you clean the citchen after you finish dinner. 1
2. Please forgiv me for breaking your bike. 2
3. The fireman knew they must stop the fire or it would destroi the nearby houses. 3
4. The swing needed to be repared before the children could swing on it. 4
5. The repament on your loan should have been made last Friday. 5
6. We will have to stay indors today because it is raining outside. 6
7. Our projekt is due on Friday so we had better work hard. 7
8. I slowly pulled the silk off the silkworm's kocoon. 8
9. Her arms itched after she climbed over the haystak. 9
10. My Aunt is a millionare because she won the Lotto last year. 10
11. I would like to donate some money to a charitei this year. 11
12. The capital city of Australia is Kanberra. 12
13. We are going swiming on the weekend. 13

Word Building

1. When a word ends in *e*, drop the *e* when adding *y* or a word ending beginning with a vowel – amaze/amazing confuse/confusing

TRAP

Keep the *e* before adding an ending starting with a consonant.

2. If a word has *one syllable* and ends with a *short vowel + consonant*, double the consonant before adding a word ending beginning with a vowel or the letter *y* – scan/scanning skin/skinny

TRAP

Don't use this rule if the word contains a long vowel sound before the final consonant.

3. If a word consists of *more than one syllable* and ends with a *short vowel + consonant*, you need to consider which syllable is stressed or emphasised. If the final syllable of the base word is stressed, double the consonant before adding a word ending beginning with a vowel or letter *y*. Note the stressed syllable in these words – permitted excelled forgotten

TRAP

Make sure you listen carefully to which syllable is emphasised. If the last syllable is not stressed, do not double the consonant before adding a suffix or word ending. In the following words, the stress is at the beginning of the word – edited orbiting

4. When a word ends with a *consonant + y*, change *y* to an *i* before adding a word ending or suffix – lazy/laziness hurry/hurried

Word Building

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

1. Dictionaries are always usful to help with spelling.

 1

2. I dirtyed my new pants when I tripped over.

 2

3. You need to screw the lid tightly to stop the water from escapping.

 3

4. You are forbiden to go there!

 4

5. I was so happy that I grined from ear to ear!

 5

6. Harry kept fidgetting because he was nervous.

 6

7. We enjoy visiteing our cousins in the holidays.

 7

8. I love decoratting our Christmas tree every year.

 8

9. Have you eaten all of the strawberrys?

 9