

Read, Write Inc. Book 4 Spelling



Parent Record Sheet

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Unit 1 - Adding the prefix mis -

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
behave			
lead			
place			
understand			
spell			
print			
match			
treat			

2. Complete the sentences by adding the correct prefix 'mis' to each word.

Remember a prefix is a group of letters we can add to the front of a root word to change its meaning.

behave	My mum insists that I used to _____ as a child.
lead	You must never _____ people to believe false statements.
place	I somehow manage to _____ my homework when its due in!
understand	Sometimes I _____ how to do calculations in maths, but I manage.
spell	I am trying really hard not to _____ my words in English.
print	The newspaper said my team won rugby but it was a _____.
match	My dad gets cross when I wear a _____ of socks.
treat	It is cruel to _____ animals or harm them in anyway.



Unit 2—Words ending in *zhuh* spelt *-sure*

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
measure			
treasure			
pleasure			
enclosure			
leisure			
closure			
picture			
creature			

2. Complete the sentences by adding the correct suffix 's', 'ly', 'ed', 'ment'

Choose the correct suffix to fit with the root words so that they fit in the sentence.

Remember: To drop the final 'e' from the root word if a suffix begins with a vowel.

measure	The dressmaker had to take my _____ so my dress fit right.
treasure	I _____ the photograph of my parents when they were on holiday.
pleasure	Eating strawberries and ice—cream is one of my _____!
enclosure	You have to be careful not to get too close to the lion _____ at the zoo.
leisure	Mrs Harris went on a _____ stroll with her dog, Freddie.
closure	There were many train delays and _____ of the railway lines.
picture	Miss Raw was _____ at the local rugby match in the newspaper.
creature	Mrs Hopps finds all sorts of different _____ in the school garden.



Special Focus 1: The short u sound spelt ou

1. Sometimes the letters 'ou' in a word make the short vowel sound u.

Example: I love *double* scoop ice creams!

Try spelling this set of words containing the 'ou' sound.

	Look!	Cover!	Write!
trouble			
enough			
toughest			
rougher			
young			
country			

2. Can you put each of the words in a relevant sentence?

Remember it must make sense!

trouble	
enough	
toughest	
rougher	
young	
country	



Unit 3—Adding the prefix auto-

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
graph			
mobile			
pilot			
biography			
cue			

2. Now put the list of words below in to the correct sentences.

This time they have the prefix 'auto' at the beginning.

Remember: The prefix 'auto' means 'self' or 'own'. We just add it to the front of words without changing their spelling.

autograph	autobiography	automobile	autopilot	autocue
Famous people often write an _____ about their lives and sell them.				
I would love to get an _____ from a famous singer or actor!				
An _____ is a device that shows a script for a speaker or an actor or a performer.				
Luke waited in the dark twenty minutes before hearing an _____ approach.				
Jessica's mind went on _____ and she drove back to her old house by mistake!				

3. **Extra Challenge!**

Can you put these words in to your own sentences?

Try adding the suffix 's' or 'es'. Does the sentence need to change?

How many different sentences can you make?



Unit 4—Adding the suffix -ly

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
sleepy			
happy			
angry			
merry			
frantic			
dramatic			
magic			
heroic			

2. Complete the sentences by adding the suffix -ly.

Remember! There are two rules you are learning!

If a word ends in a 'y' we swap this for an 'i' before adding the suffix 'ly'.

If a word ends with 'ic', add the suffix 'ally' not 'ly'.

sleepy	Neil turned off his alarm _____ and began dozing for a while.
happy	Mrs Hopps smiled _____ when she saw Tom Jones in concert!
angry	Gina answered the rude question _____ and turned her back.
merry	I smiled _____ as I watched the circus. It was hilarious!
frantic	Mia searched _____ for her homework. She was very worried.
dramatic	Ethan fell _____ over the finish line of the sack race!
magic	My missing car keys _____ appeared out of nowhere.
heroic	Arthur acted _____ when he stopped his sister getting hurt.



Unit 5—Adding the prefix inter-

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
galactic			
national			
city			
relate			
active			
lock			
act			
net			

2. Now put the list of words below in to the correct sentences.

This time they have the prefix 'inter' at the beginning.

Remember: The prefix 'inter' means "among' or 'between'. We can just add it to the front of words without changing their spelling.

interactive	international	interact	Internet	interlock
David Beckham is an _____ famous sports icon.				
In plays, characters _____ with one another to tell the story.				
Finding information on the _____ is interesting and a great way of learning.				
The touch - screen at the supermarket was _____ so you could try out the games.				
The two children _____ their arms to help each other ice skate.				



Special Focus 2: Homophones

1. Words that sound the same but have different meanings and spellings are called _____.

For example: Pear and pair.

Practise spelling these common homophones.

	Look!	Cover!	Write!
groan			
grown			
mane			
main			
reign			
rain			
rein			
peace			
piece			
berry			
bury			

2. Which of these homophones fits suitably in to the sentence given?

Think carefully about the word meanings before you complete them!

grown/ groan	My mum says I _____ a lot when I have hurt myself.
main/mane	The horse had a really thick _____, which needed brushing a lot.
berry/bury	The _____ pie, which my grandma made, was delicious.
piece/ peace	My dad shared his _____ of pizza with me.
reign/ rain /rein	The Queen, who was getting old, had been in _____ for a long time.

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Unit 6—Words with the ay sound spelt eigh, ei, ey

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
weight			
neighbour			
sleigh			
reign			
weigh			
obey			
vein			
grey			

2. Complete the sentences by adding the correct suffix 'less', 's', 'ed' or 'ness'

Remember! You must make sure the suffix works with the root word and fits in the sentence correctly.

weight	A ballet dancer must make sure they look effortless and _____.
neighbour	I get on really well with my next door _____, they are both friendly.
sleigh	My brother and sister both got their _____ out and had a competition!
reign	Henry VIII _____ for about thirty seven years.
weigh	Charlie _____ out the ingredients that he needed to make a cake.
obey	I _____ my parents instructions and did the washing up.
vein	Blood transports through your body using your _____.
grey	There was a sudden _____ in the sky and everything went dark.



Unit 7—Words ending in -ous

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
mountain			
danger			
courage			
outrage			
humour			
poison			
glamour			
obvious			

2. The suffix -ous can just be added to some root words. When we say it aloud, it sounds like us. Complete the following sentences containing the suffix -ous or ly.

*Remember! If a root word ends in **our**, we have to swap the letters **our** for **or** before adding the suffix **-ous**.*

*Some root words already contain the sound -ous, the suffix 'ly' can be added to these to change the root word. For example: **serious** can become **seriously**.*

mountain	The island was _____ and didn't have much life on it.
danger	Playing near a train track is both _____ and life threatening.
courage	Charlotte stood on stage and was _____ in front of her audience.
outrage	The clothes that my mum expects me to wear are a little _____!
humour	Benjamin can be really _____ and often makes everyone laugh!
poison	You have to be careful around snakes because many of them are _____.
glamour	Olivia was ready to go to the prom and she looked beautiful and _____.
obvious	The jumper I found _____ belongs to Tim - it has his name on it.



Unit 8—Words with the s sound spelt sc

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
scent			
scene			
fascinate			
muscle			
ascend			
descend			

2. Complete the sentences by adding the correct suffix 'ed', 'ing' or 's'

Remember! You must make sure the suffix works with the root word and fits in the sentence correctly.

scent	Sally, who is my best friend, loves the smell of _____ candles.
scene	The actresses kept going over their _____, trying to perfect them.
fascinate	Watching documentaries on animals is _____, they are so clever.
muscle	Before exercising it is important to stretch your _____ and warm up.
ascend	The lift _____ off the ground and out of sight.
descend	The aeroplane _____ downwards when its about to land.

3. **Extra Challenge!**

Can you put these words in to your own sentences?

Try adding the suffix 's' 'ed' or 'ing'. Does the sentence need to change?

How many different sentences can you make?



Special Focus 3: Possessive apostrophes with plural words

A possessive apostrophe shows that something belongs to someone or something else.
Example: The boy's dog. (The dog belongs to one boy.)

If something belongs to more than one person or thing, the possessive apostrophe comes after the s of the plural word.

Example: The boys' dog. (The dog belongs to more than one boy.)

1. Try adding the apostrophe in the correct place in the plural words below. Once you think you have got it, write the sentence correctly in the blank box

1. The girls legs were muddy after they were running through the woods in the rain.

2. The boys cat went missing. He was really upset and worried.

3. Some of the girls jackets were left in the cloakroom over the holidays.

Remember that some plural words do not end in 's'.

For example: children men women geese mice

2. If we want to make these words possessives, we add 's'.
Put the apostrophe and 's' in the correct place below.

1. The women changing rooms were full and busy,

2. The children toys were all over the living room.

3. The men suitcases were taking too long to come off the aeroplane.



Unit 9—Words ending in zhun spelt -sion

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
confuse			
revise			
explode			
divide			
decide			
televise			
invade			
erode			

2. When these root words are changed into nouns, they end in the sound zhun, spelt -sion. Read the following sentences and add the correct word with the -sion ending to make a noun.

Remember! You must drop the final 'e' and the final consonant when adding -sion to make a noun.

televise	explode	confuse	decide	revise
The programmes on the _____ are repeated and old.				
There has been some _____ about which train to catch, so I am late.				
Rachel has been doing three hours worth of _____ a night for her exams.				
On Bonfire Night, I love watching the _____ of colour light up the sky.				
I need to make a _____ about where to go on holiday next year.				

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Unit 10—Adding il- and revising un-, in-, mis- and dis-

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
logical			
legal			
legible			
literate			

2. Write the correct word to match each definition by adding the prefix il- to each of the root words above.

Remember: Think carefully about what each word means.

	against the law.
	impossible to read.
	without good reason.
	unable to read or write.

3. Complete the sentences by adding the correct prefix il, un, im, or dis to the root words.

Remember a prefix is a group of letters we can add to the front of a root word to change its meaning.

patient	Simon was getting _____ waiting for his parcel to arrive.
legible	Tracey's writing was scruffy and _____.
kind	Sam was in serious trouble for being _____ to his sister.
logical	Sarah was having _____ thoughts before her first day at work.
clear	Miss Raw explained the problem but Carly was upset and still _____.

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Unit 11— The c sound spelt -que and the g sound spelt -gue

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
cheque			
antique			
grotesque			
unique			
catalogue			
league			
tongue			
dialogue			

2. Write the correct word to match each definition by adding the prefix *il-* to each of the root words above.

Remember: Think carefully about what each word means.

	an old object
	words spoken by characters
	so special there is only one like it
	something disgusting, like a monster
	A paper slip that is a form of payment

3. **Extra Challenge!**

Can you put these words in to your own sentences?

Try adding the suffix '*ly*', '*ed*' '*ing*' or '*s*'. Does it work?

How many different sentences can you make?



Special Focus 4: Homophones

1. Words that sound the same but have different meanings and spellings are called _____.

For example: Pear and pair.

Practise spelling these common homophones.

	Look!	Cover!	Write!
heal			
heel			
missed			
mist			
who's			
whose			

2. Which of these homophones fits suitably in to the sentence given?

Think carefully about the word meanings before you complete them!

heel/heal	My broken arm is eventually starting to _____ after months of it being in a plaster cast.
missed/ mist	The _____ was thick this morning, which made it difficult to drive to work.
who's/ whose	Does anyone know _____ left their bag in the cloakroom?

3. Some words are 'near homophones' e.g. quite/ quiet. They sound similar but not exactly the same. For example: accept or except and affect or effect. Try completing these sentences using the correct 'near homophone'.

accept/ except	I want you to _____ a new car as a gift from me.
affects/ effects	The film had some amazing special _____! They were great!



Unit 12—Adding ir- to words beginning with r

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
relevant			
resistible			
responsible			
regular			

2. Before root words beginning with r, the prefix in—becomes ir-.

It changes a word to give its opposite meaning.

Complete each sentence using the correct word listed.

irrelevant	irresistible	irresponsible	irregular
The trains are running differently and arrived at quite _____ times.			
It was _____ of the children to trespass on private property.			
The cakes that we got for the party were simply _____ so I ate too many!			
Charlotte's answer was _____ to the question the teacher asked her.			

3. **Extra Challenge!**

Can you put these words in to your own sentences?

How many different sentences can you make?

Are there any suffixes that would fit with these words?

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Unit 13—Adding the suffix -ion (1)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
discuss			
possess			
confess			
depress			
express			
impress			
progress			
permit			
submit			
transmit			

2. Complete each sentence adding the suffix -ion to each word given.

Remember! If the root word ends in **ss**, just add **-ion**. If the root words ends in a **'t'**, the **'t'** must be swapped for **ss** before we add **-ion**.

discuss	Tyler had a _____ with his dad about how to catch fish.
possess	My necklace that I won on the Tombola is my most prized _____.
confess	My brother made a _____ that he took my X-box game.
permit	Before you go in the ICT Suite, you must get prior _____.
submit	You must follow _____ guide lines before handing in work.
transmit	The equipment is used for _____ of television signals.

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Unit 14—Adding the suffix -ion (2)

1. Practise spelling this set of root words.

You must be able to spell these before completing your next challenge.

Remember: Use the look, cover, write, check strategy!

	Look!	Cover!	Write!
extend			
expand			
suspend			
comprehend			
precise			
confuse			
tense			
revise			

2. Complete each sentence adding the suffix -ion to each word given.

Remember! If the root word ends in **d**, we must swap the **d** for an **a** before adding **-ion**. If the root word ends in **se**, we must drop the **e** before adding **-ion**.

extend	My house is getting an _____ so that we can all have a bedroom.
expand	The plans show the _____ of the school grounds.
suspend	My car's _____ has broken so I cannot drive it.
confuse	When we were late to the airport, I lost my case in all the _____.
tense	There was too much _____ and hard feelings after the argument.
revise	In order to get the best level in maths, I must do lots of _____.

3. Extra Challenge!

Can you put these words in to your own sentences?

How many different sentences can you make?