

**UKS2 Spelling Log**

**Name: .....................................**

** Spelling Glossary**

|  |  |
| --- | --- |
| **Word** | **Meaning** |
| adjective | a word that describes someone or something (*gentle, amazing*) |
| adverb | a word that changes the meaning of a verb (*ran quickly)* |
| apostrophe | a punctuation mark that shows possession (Joe’s book) or a contraction (do not = don’t) |
| consonants | letters: b c d f g h j k l m n p q r s t v w x y z |
| contraction | shortened version of a word (*I’m, can’t, didn’t)* |
| grapheme | letter or letters that we use to make a sound (*t and h together make th)* |
| homophones | words that sound the same but have a different meaning and spellings (*see / sea)* |
| noun | a word for a place, object or person. |
| prefix | a group of letters at the front of a word to change its meaning (*dis + grace = disgrace)* |
| root word | part of the word that gives the most meaning. |
| silent letter | letters you can’t hear when you say the word (*know)* |
| suffix | a group of letters at the end of the word to change its meaning (*help + ful = helpful)* |
| syllable | part of a word that sounds like one beat (*cat = 1 syllable, table = 2 syllables)* |
| verb | an action or being word (*running, enjoy)* |
| vowels | letters: a e i o u |
| word family | groups of word that have a common feature or pattern (*cry, crying, cried)* |

**Contents**

**Sounds chart – consonants.............................**

**Sounds chart – vowels..................................**

**Spelling Challenges!**

**Unit 1: Words with silent letter b........................**

**Unit 2: Words with silent letter t........................**

**Unit 3: Silent letter mix (part one).......................**

**Unit 4: Silent letter mix (part two)......................**

**Unit 5: Plural nouns (part one)...........................**

**Unit 6: Plural nouns (part two)...........................**

**Unit 7: Plural nouns (part three)........................**

**Unit 8: Words ending in –ent..........................**

**Unit 9: Words ending in –ence.........................**

**Unit 10: Words ending in –ant, -ance, -ancy..........**

**Unit 11: Words ending in –ible..........................**

**Unit 12: Words ending in –able.........................**

**Unit 13: Words ending in –ibly and -ably..............**

**Unit 14: The spelling ei and ie..........................**

**Unit 15: Words containing –ough........................**

**Unit 16: Homophones (part one).........................**

**Unit 17: Homophones (part two).......................**

**Unit 18: Homophones (part three).....................**

**Unit 19: Homophones (part four)..........................**

**Unit 20: Homophones (part five)...........................**

**Unit 21: Words ending in *shus* spelt –cious................**

**Unit 22: Words ending in *shus* spelt –tious................**

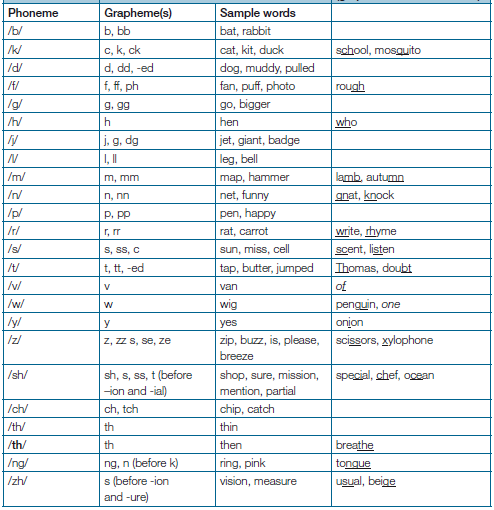
**Unit 23: Words ending in *shul* spelt –cial or –tial.........**

**Unit 24: Adding suffixes to words ending –fer...........**

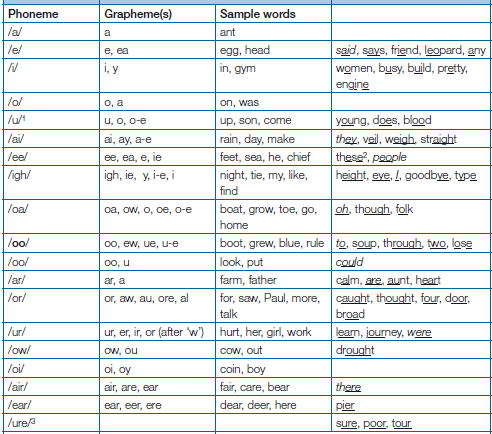
**Unit 25: Use of the hyphen................................**

**Silent Letters Chart.....................................**

**Y5 / Y6 Spelling List.......................................**

Sounds Chart – consonants

Sounds Chart – vowels



**Spelling Challenge!**

Unit One: Words with silent letter b

 Letters that cannot be heard when we say a word are called **silent letters**. Some common words with silent **b** are lam**b,** com**b** and clim**b.**

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| lamb |  |  |  |
| comb |  |  |  |
| thumb |  |  |  |
| climb |  |  |  |
| crumb |  |  |  |
| limb |  |  |  |
| subtle |  |  |  |
| tomb |  |  |  |
| numb |  |  |  |
| doubt |  |  |  |
| debt |  |  |  |
| plumber |  |  |  |

Well done! You have achieved Unit One!

**** Unit Two: Words with silent letter t

 Many of the words that have the silent letter **t** have other silent letters in them too! **w**res**t**le

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| wrestle |  |  |  |
| whistle |  |  |  |
| listen |  |  |  |
| Christmas |  |  |  |
| mortgage |  |  |  |
| moisten |  |  |  |
| fasten |  |  |  |
| moisten |  |  |  |
| thistle |  |  |  |

Well done! You have achieved Unit Two!

**** Unit Three: Words with silent letters (part one)

 A good way of learning how to spell words with silent letters is to stress the letter when you say it eg, **w-rong.**

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| know |  |  |  |
| knight |  |  |  |
| knowledge |  |  |  |
| wrong |  |  |  |
| sword |  |  |  |
| answer |  |  |  |
| two |  |  |  |
| gnome |  |  |  |
| gnaw |  |  |  |
| foreign |  |  |  |
| sign |  |  |  |
| design |  |  |  |
| ballet |  |  |  |

Well done! You have achieved Unit Three!

**** Unit Four: Words with silent letters (part two)

 Break up the word and decide how you are going to say it to yourself e.g. **i – s – land.**

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| butcher |  |  |  |
| subtle |  |  |  |
| column |  |  |  |
| hymn |  |  |  |
| autumn |  |  |  |
| rhythm |  |  |  |
| honest |  |  |  |
| island |  |  |  |
| aisle |  |  |  |
| debris |  |  |  |
| salmon |  |  |  |
| could |  |  |  |
| should |  |  |  |
| tongue |  |  |  |
| guitar |  |  |  |

Well done! You have achieved Unit Four

**** Unit Five: Plural nouns

 If a noun plural makes an extra syllable to the word, it is spelt with **–es** at the end.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| boxes |  |  |  |
| foxes |  |  |  |
| churches |  |  |  |
| losses |  |  |  |
| wishes |  |  |  |
| dresses |  |  |  |
| brushes |  |  |  |
| buses |  |  |  |
| matches |  |  |  |
| glasses |  |  |  |
|  |  |  |  |

Well done! You have achieved Unit Five!

**** Unit Six: Plural nouns (part two)

 For nouns ending in a consonant or the letter **o,** we usually add **–es** to make the plural. Those that end in **f** or **fe,** we usually swap for **v** before adding **–es.**

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| potatoes |  |  |  |
| tomatoes |  |  |  |
| mosquitoes |  |  |  |
| loaves |  |  |  |
| wolves |  |  |  |
| leaves |  |  |  |
| knives |  |  |  |
| hooves |  |  |  |
| shelves |  |  |  |
| wives |  |  |  |
| thieves |  |  |  |

Well done! You have achieved Unit Six!

**** Unit Seven: Plural nouns (part 3)

 Some nouns either almost change entirely or stay exactly the same! You will need to learn these differences.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| men |  |  |  |
| children |  |  |  |
| mice |  |  |  |
| people |  |  |  |
| teeth |  |  |  |
| feet |  |  |  |
| deer |  |  |  |
| fish |  |  |  |
| sheep |  |  |  |
| octopi |  |  |  |
|  |  |  |  |

Well done! You have achieved Unit Seven!

**Spelling Challenge!**

Unit Eight: Words ending in **-ent**

 Always use the **–ent** ending after a soft **c** or **g,** e.g. magnifi**c**ent, intelli**g**ent.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| innocent |  |  |  |
| decent |  |  |  |
| frequent |  |  |  |
| confident |  |  |  |
| independent |  |  |  |
| apparent |  |  |  |
| environment |  |  |  |
| excellent |  |  |  |
| government |  |  |  |
| parliament |  |  |  |
| sufficient |  |  |  |
|  |  |  |  |

Well done! You have achieved Unit Eight!

**** Unit Nine: Words with **-ence**

 For some words the noun ends in **–ency** instead of **-ence,** e.g. frequent / frequency, decent / decency.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| innocence |  |  |  |
| confidence |  |  |  |
| independence |  |  |  |
| obedience |  |  |  |
| absence |  |  |  |
| audience |  |  |  |
| condolence |  |  |  |
| disobedience |  |  |  |
| essence |  |  |  |
| excellence |  |  |  |
| impatience |  |  |  |
| offence |  |  |  |

Well done! You have achieved Unit Nine!

**** Unit Ten: Words ending with **–ant, -ance, -ancy.**

 A clue for spotting words ending in **–ant, -ance** or **–ancy** is if they have a related word with an **–ation** ending, e.g. observ**ant**, observ**ance**, observ**ation**.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| observant |  |  |  |
| observance |  |  |  |
| tolerant |  |  |  |
| tolerance |  |  |  |
| hesitant |  |  |  |
| hesitancy |  |  |  |
| expectant |  |  |  |
| expectance |  |  |  |
| expectancy |  |  |  |
| substance |  |  |  |
| dominance |  |  |  |
| dominancy |  |  |  |
| dominant |  |  |  |

Well done! You have achieved Unit Ten!

**** Unit Eleven: Words ending in -ible

 The **–ible** ending is normally found when the complete root word cannot be heard, e.g. horr**ible** (where you cannot hear horrid). However, there are some exceptions, e.g. sensible.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| forcible |  |  |  |
| legible |  |  |  |
| accessible |  |  |  |
| horrible |  |  |  |
| sensible |  |  |  |
| edible |  |  |  |
| diffusible |  |  |  |
| deductible |  |  |  |
| gullible |  |  |  |
| impossible |  |  |  |
| irresistible |  |  |  |
| plausible |  |  |  |
| invincible |  |  |  |
| invisible |  |  |  |

Well done! You have achieved Unit Eleven!

**** Unit Twelve: Words ending in -able

 When adding **–able** to words ending in **–ce** or **–ge,** we must keep the final **e** to keep the soft **c** and **g** sounds, e.g. noticeable, changeable.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| noticeable |  |  |  |
| changeable |  |  |  |
| acceptable |  |  |  |
| accountable |  |  |  |
| applicable |  |  |  |
| considerable |  |  |  |
| tolerable |  |  |  |
| culpable |  |  |  |
| forgettable |  |  |  |
| immovable |  |  |  |

Well done! You have achieved Unit Twelve!

**** Unit Thirteen: Words ending in –ibly and -ably

 Words ending in **–ably** are much more common than words ending in **–ibly.** You can usually hear a complete root word before an **–ably** ending, e.g. consider**ably.**

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| considerably |  |  |  |
| adorably |  |  |  |
| applicably |  |  |  |
| considerably |  |  |  |
| tolerably |  |  |  |
| forcibly |  |  |  |
| possibly |  |  |  |
| horribly |  |  |  |
| incredibly |  |  |  |
| sensibly |  |  |  |
| visibly |  |  |  |
| audibly |  |  |  |
| irresistibly |  |  |  |

Well done! You have achieved Unit Thirteen!

**** Unit Fourteen: Words with *ie* or *ei*

 The **ee** sound is spelt **ei** if it comes after the letter **c.** “I before e, except after c, but sometimes the rule is broken!”

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| alien |  |  |  |
| belief |  |  |  |
| friend |  |  |  |
| fierce |  |  |  |
| deceive |  |  |  |
| conceive |  |  |  |
| receive |  |  |  |
| perceive |  |  |  |
| ceiling |  |  |  |
| conscience |  |  |  |
| achieve |  |  |  |
| foreign |  |  |  |
| mischievous |  |  |  |
| sufficient |  |  |  |

Well done! You have achieved Unit Fourteen!

**** Unit Fifteen: Words containing -ough

 The **–ough** sound is one of the hardest to learn because it covers so many different sounds. If you learn the first six words on the list, you will know all of the possibilities!

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| though |  |  |  |
| through |  |  |  |
| rough |  |  |  |
| cough |  |  |  |
| thought |  |  |  |
| bough |  |  |  |
| ought |  |  |  |
| although |  |  |  |
| plough |  |  |  |
| thorough |  |  |  |
| tough |  |  |  |

Well done! You have achieved Unit Fifteen!

**** Unit Sixteen: Homophones (part one)

 In some homophones nouns end in **–ce** and verbs end **–se,** e.g. advice is the noun and advise is the verb.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| advice |  |  |  |
| advise |  |  |  |
| device |  |  |  |
| devise |  |  |  |
| licence |  |  |  |
| license |  |  |  |
| practice |  |  |  |
| practise |  |  |  |
| prophecy |  |  |  |
| prophesy |  |  |  |
|  |  |  |  |

Well done! You have achieved Unit Sixteen!

**** Unit Seventeen: Homophones (part two)

 Coming up with your own memory tricks or learning the word in a sentence can help you to remember the different meanings.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| affect |  |  |  |
| effect |  |  |  |
| altar |  |  |  |
| alter |  |  |  |
| ascent |  |  |  |
| assent |  |  |  |
| bridal |  |  |  |
| bridle |  |  |  |
| cereal |  |  |  |
| serial |  |  |  |
| compliment |  |  |  |
| complement |  |  |  |

Well done! You have achieved Unit Seventeen!

**** Unit Eighteen: Homophones (part three)

 Why not create a word search or crossword puzzle for a friend to help you to become more familiar with the different meanings of homophones?

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| farther |  |  |  |
| father |  |  |  |
| guessed |  |  |  |
| guest |  |  |  |
| heard |  |  |  |
| herd |  |  |  |
| lead |  |  |  |
| led |  |  |  |
| morning |  |  |  |
| mourning |  |  |  |
| past |  |  |  |
| passed |  |  |  |
| precede |  |  |  |
| proceed |  |  |  |

Well done! You have achieved Unit Eighteen!

**** Unit Nineteen: Homophones (part four)

 Homophones are words that sound the same but have different meanings.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| principal |  |  |  |
| principle |  |  |  |
| profit |  |  |  |
| prophet |  |  |  |
| stationary |  |  |  |
| stationery |  |  |  |
| steal |  |  |  |
| steel |  |  |  |
| wary |  |  |  |
| weary |  |  |  |
| who’s |  |  |  |
| whose |  |  |  |

Well done! You have achieved Unit Nineteen!

**** Unit Twenty: Homophones (part five)

 More tricky words that sound the same but have different meanings!

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| descent |  |  |  |
| dissent |  |  |  |
| desert |  |  |  |
| dessert |  |  |  |
| draft |  |  |  |
| draught |  |  |  |
| their |  |  |  |
| they’re |  |  |  |
| there |  |  |  |
| isle |  |  |  |
| I’ll |  |  |  |
| aisle |  |  |  |

Well done! You have achieved Unit Twenty!

**** Unit Twenty-One: Words with *shus* spelt –cious

 If the root word ends in **–ce,** the *shus* ending is usually spelt **–cious**, e.g. gra**ce**, gra**cious**.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| vicious |  |  |  |
| precious |  |  |  |
| conscious |  |  |  |
| delicious |  |  |  |
| malicious |  |  |  |
| suspicious |  |  |  |
| ferocious |  |  |  |
| atrocious |  |  |  |
| precocious |  |  |  |
| tenacious |  |  |  |

Well done! You have achieved Unit Twenty-One!

**** Unit Twenty-Two: Words with *shus* spelt –tious

 If the root word ends in **–tion,** the *shus* ending is usually spelt **–tious**, e.g. cau**tion**, cau**tious**.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| cautious |  |  |  |
| ambitious |  |  |  |
| fictitious |  |  |  |
| infectious |  |  |  |
| nutritious |  |  |  |
| pretentious |  |  |  |
| scrumptious |  |  |  |
|  |  |  |  |
| Exception |  |  |  |
| anxious |  |  |  |

Well done! You have achieved Unit Twenty-Two!

**** Unit Twenty-Three: Words with *shul* spelt –cial or –tial

 **-cial** normally comes after a vowel and **–tial** usually comes before a consonant. However, there are exceptions, such as ini**tial** and finan**cial**!

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| official |  |  |  |
| special |  |  |  |
| artificial |  |  |  |
| partial |  |  |  |
| confidential |  |  |  |
| essential |  |  |  |
| initial |  |  |  |
| financial |  |  |  |
| confidential |  |  |  |
| crucial |  |  |  |
| potential |  |  |  |
| circumstantial |  |  |  |
| facial |  |  |  |

Well done! You have achieved Unit Twenty-Three!

**** Unit Twenty-Four: Adding suffixes to words ending –fer

 We need to think about where the stress comes in the word to decide whether the **r** is doubled, e.g. pre**fer**red, trans**fer**ring.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| transferring |  |  |  |
| referred |  |  |  |
| referral |  |  |  |
| preferring |  |  |  |
| preferred |  |  |  |
| transferring |  |  |  |
| transferred |  |  |  |
| reference |  |  |  |
| referee |  |  |  |
| preference |  |  |  |
| transference |  |  |  |

Well done! You have achieved Unit Twenty-Four!

**** Unit Twenty-Five: Using a hyphen

 Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word also begins with one.

|  |  |  |  |
| --- | --- | --- | --- |
| Target Word | Date: | Date: | Date: |
| co-ordinate |  |  |  |
| re-enter |  |  |  |
| co-operate |  |  |  |
| co-own |  |  |  |
| re-sign |  |  |  |
| all-inclusive |  |  |  |
| cross-reference |  |  |  |
| X-ray |  |  |  |
| micro-organism |  |  |  |
|  |  |  |  |
|  |  |  |  |

Well done! You have achieved Unit Twenty-Five!



Silent Letters Chart

|  |  |  |
| --- | --- | --- |
| Silent Letter | Top Tip | Examples |
| **k** | **K** used to be sounded before the letter n in these words. | knew, knowledge, knot, knight, knife, knee, kneel, knock |
| **g** | **G** used to be sounded before the letter n in these words. | gnat, gnarl, gnaw, gnome |
| **t** | Say the silent **t** quietly to yourself when you spell these words. | fasten, listen, soften, castle, rustle, bustle, wrestle, whistle |
| **b** | **B** is silent when it follows m or comes before t at the end of a word. | crumb, climb, comb, lamb, thumb, debt, doubt, subtle |
| **u** | **U** is silent when it follows g and comes before a vowel | guess, guest, guide, guilt, guitar |
| **l** | Silent letter **l** follows the vowel letters **a** or **o** | salmon, clam, half, calf, talk, yolk, folk |
| **n** | **N** is silent when it follows **m** at the end of a word | hymn, autumn, solemn, column |

**Year 5 and 6 Spelling Expectations:**

**By the end of Year 6 you should be able to spell all of the following words:**

accommodate accompany according

achieve achieve aggressive

amateur ancient apparent

appreciate attached available

average awkward bargain

bruise category cemetery

committee communicate community

competition conscience conscious

controversy convenience correspond

criticise curiosity definite

desperate determined desperate

determined develop dictionary

dictionary disastrous embarrass

environment equipped especially

exaggerate excellent existence

explanation familiar foreign

forty frequently government

guarantee harass hindrance

identity immediately individual

interfere interrupt language

leisure lightning marvellous

mischievous muscle necessary

neighbour nuisance occupy

occur opportunity parliament

persuade physical prejudice

privilege profession programme

pronunciation queue recognise

recommend relevant restaurant

rhyme rhythm sacrifice

secretary shoulder signature

sincere soldier stomach

sufficient suggest symbol

system temperature thorough

twelfth variety vegetable

vehicle yacht