Apples and Pears
The one stop programme for spelling, punctuation and grammar.
Ideal for group work and individual tutoring.

Getting started:

Which pupils will benefit from Apples and Pears?
Apples and Pears can be used with pupils of any age from 4 onward. It can be used with pupils of all abilities, including those with special needs. It can be used for one-on-one teaching, or it can be used with groups of pupils who are well-matched for ability. You should always use the placement tests to determine the appropriate starting point. Any pupil with a spelling age of less than 10 years will almost certainly benefit greatly from the programme.

Does it take any special training to use Apples and Pears?
Almost anyone with a bit of common sense can teach a child to spell with Apples and Pears. It is designed so that classroom assistants and parents can use it successfully, even with children who have reading problems. However, you must read these notes carefully. We are always happy to give advice by telephone or e-mail.

How does Apples and Pears work?
Apples and Pears is a direct instruction programme. The Teacher’s Notes are scripts which tell the teacher what to say to the pupils. The pupils each have their own workbook. The constant interaction between teacher and pupil ensures a very high percentage of time-on-task, and it enables the teacher to correct mistakes immediately.

Why does Apples and Pears work?
Learning to write well puts a considerable load on a pupil’s memory. If pupils do not have a firm grasp of spelling, punctuation and grammar, they will have less attention available for the content of their work. At least 35% of all pupils in Britain are very poor at spelling—poor enough so that even a spell checker is of limited value. Grammar checkers are all but useless if you do not have a basic grasp of punctuation and grammar. Apples and Pears works on these principles:

1. Carefully planned structure ensures that material is taught in a logical order.
2. Every task is broken down into the smallest possible steps.
3. Continuous reinforcement ensures that no time is wasted by teaching skills that are eventually forgotten.
4. Pupils are trained to hear each sound in a word—this greatly reduces memory load required to learn to spell.
5. Memory load is drastically reduced by a ‘morphemic’ strategy—pupils learn interchangeable building blocks in words. Each morpheme in the word “except-ion-aly” can be used in dozens, if not hundreds, of other words. They also learn the rules for **dropping the ‘e’** (hoping, hopeless); **doubling** (fitting, fitness) and **changing the ‘y’ to ‘i’** (studied, studying).

6. Irregular words are introduced at a controlled rate. Pupils with learning difficulties find these the most difficult to master.

7. Extensive dictation exercises give pupils an understanding of correct sentence structure and punctuation, and assists transfer of skills to other written work.

8. Multi-sensory techniques work with all pupils, regardless as to their individual strengths and weaknesses.

**How often should I use Apples and Pears?**

Ideally, you should use it every school day. With special needs pupils, this is all but essential. With other pupils, three lessons per week is the minimum. Each lesson will take about 10 to 20 minutes, depending upon the skill of the pupils and the experience of the teacher.

**The Teacher’s Notes:**

At first glance, these may seem a bit daunting, but they all follow fairly standard patterns. Once you get used to them, you will only need to glance at them occasionally. You do not have to follow them word-for-word, and you should adapt the notes to your own style. **There are three golden rules:**

1. **Keep you eyes on your pupils and their workbooks.** If necessary, use a sheet of paper so you don’t lose your place in the Teacher’s Notes.

2. **Correct all mistakes immediately, if not sooner.**

3. **Keep the pace cracking along.** Don’t let pupils distract you—the others will get bored and lose the thread.

**Correcting errors:**

The best way to correct an error is to spell the word orally as the pupil writes down the letters. Then have the pupil cover the work and spell it orally, or write it (whichever is easiest).

When teaching groups, it is usually best to ask a pupil who has spelled the word correctly to spell it aloud, while others correct their work. When correcting their work, pupils must rewrite the whole word, not modify odd letters.

* A morpheme is the smallest unit of a word that has a meaning. e.g., the morphemes in ‘watering’ are *water* + *ing*, but its syllables are wah’ter ing.
**Reviewing problem spellings: individual tutoring**

Each time the pupil makes a mistake and is unable to self-correct immediately, underline the word in your Teacher's Notes, and use the correction procedure outlined above. At the end of the lesson—and at the beginning of the next lesson—use the following procedure:

1. Make a list of the problem words. Spell each one out loud, and have the pupil write them down (on a whiteboard or a blank sheet of paper), reading what they have just written.

   Example: *Teacher:* “Write b-r-o-w-n....*what word?*”
   *Pupil:* “brown”

2. Ask the pupil to look at each word, and point to each letter and spell it out loud.

   Example: *Teacher:* “*Spell the word brown. Point to each letter as you say it.*”
   *Pupil:* “b-r-o-w-n”

3. Cover the work, and dictate each word as the pupil writes it from memory. Intervene and correct as soon as the pupil makes a mistake.

4. Cover the work, and ask the pupil to spell each word out loud from memory.

With special needs pupils, you should not do more than 3 or 4 words at a time. If you have more words on your list, do it in two goes. Otherwise, they may forget the spellings and make errors. The whole point of this exercise to make sure they don’t make mistakes.

With very young pupils who have not learned letter names, it will be necessary for them to use letter sounds when spelling orally.

**How fast should I go?**

Most pupils can do a level each day with very little trouble. However, dyslexic pupils may need to go slower—perhaps half a level a day. **But if a pupil is not getting at least 90% of his spellings right, you are going too fast.**

**Mastery Tests:**

If a pupil fails a Mastery Test, you **must** go back. Do not give the pupil the benefit of the doubt in borderline cases. Otherwise, your pupil will keep making more and more mistakes, and this will destroy confidence and enthusiasm. Children seldom mind having to repeat material—usually, they are relieved to be working at the appropriate level.
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Teaching groups:
Teaching groups is a far more efficient use of a teacher’s time, and it is more fun. Competitions will keep your pupils keenly engaged. Always have all the pupils seated facing you—you cannot teach the back of a child’s head. Ideally, you want to be able to see every worksheet without having to move more than a few steps. Do not be afraid to mix children from different years. Do not include children who are slow writers—the rest of the group will get bored waiting for them.
(At the beginning of each lesson, write the day and date on the white board. For instance, write Wednesday, 5 January 2011.)

At the beginning of each lesson, you will copy the day and date into your workbook. Write the day and the date in your workbook.

1. Morphemes:
   A morpheme is the smallest part of a word that has meaning.
   - What do we call the smallest part of a word that has meaning? (A morpheme) (Repeat until letter perfect.)
   - What is the first morpheme in reporting? (re)
   - What is the next morpheme in reporting? (port)
   - And the next? (ing)

Now we will do some oral drills.

   - What is the first morpheme in slider? (slice)
   - And the next? (er)

Repeat for the following words:

- relaxing = re + lax + ing
- hurrying = hurry + ing
- powerful = power + ful
- helper = help + er
- delightful = de + light + ful
- uselessly = use + less + ly
- unrewarding = un + re + ward + ing

2. Key sentence review:
   (Prompt the pupil if necessary when he reads the sentence. He then copies it onto line 1, check spelling and punctuation. Cover the work and dictate the sentence, if the pupil gets stuck or makes a mistake, show him the original.)

Find Part 2 in your workbook. Read the first sentence.

My uncle got angry because we spent his change.

Copy the sentence onto line 1.

Now cover your work and write it again from dictation on line 2. (Dictate the sentence.)

* Make this standard procedure for all written work. This is a simple and virtually fool-proof method of teaching children to spell the days and months. It is also essential training for writing formal letters.
2. Continued:
Read the second sentence.

The Queen has two hundred swans in her front garden.
Copy the sentence onto line 1.
Now cover your work and write it again from dictation on line 2.

3. The vowel letters:
   • What are the vowel letters? \((a, e, i, o, u)\)
Find Part 3 in your workbook, circle all the vowel letters.

4. The ‘e’ rule:
When a word ends with ‘e’ and the next morpheme begins with a vowel, you must drop the ‘e’.
Look at Part 4 in your workbook.
   • When do you drop the ‘e’ from a word?
     (When the next morpheme begins with a vowel.)
Now cover your workbook.
   • When do you drop the ‘e’ from a word?
     (When the next morpheme begins with a vowel.)
     (Repeat until letter-perfect.)

5. The ‘e’ rule—word sums:
Look at Part 5 in your workbook.
The first word-sum is hope + ing.
   • Does ing begin with a vowel? (Yes.)
   • Do we drop the ‘e’ when we write hoping? (Yes.)
   • Spell hoping aloud. (h-o-p-i-n-g)
Now write hoping.
The next word-sum is hope + less.
   • Does less begin with a vowel? (No.)
   • Do we drop the ‘e’ when we write hopeless? (No.)
   • Spell hopeless aloud. (h-o-p-e-l-e-s-s)
Now write hopeless.
Do the rest of the word-sums on your own.

     driving     lovely     bravest     hopeful
6. Copying the letters in words:
   I’ll spell some words and you write them down.
   Then tell me what words I spelled.

   heavy switch ground already
   fold size tune stretch

   Now cover your work and write these words again on the lines below.
   *(Dictate the words.)*

7. Word search:
   *(Pupils should read the words in the puzzle before they start. Imposing a time limit prevents the pupil using it to waste time.)

   Read the words before you start.
1. Doubling words:
   This is the rule about doubling words:
   **Doubling words have only one vowel.**
   • How many vowels do doubling words have? **(One)**
   **That vowel must be second from the end.**
   • Where is the vowel in a doubling word? **(Second from the end)**
   *(Repeat until letter perfect.)*

Find Part 1 in your workbook. Circle every vowel in each word.
• How many vowels are there in *lost*? **(One)**
• Is the vowel second from the end. **(No)**
• So is *lost* a doubling word? **(No)** Cross out the word *lost*.
• How many vowels are there in *strip*? **(One)**
• Is the vowel second from the end. **(Yes)**
• So is *strip* a doubling word? **(Yes)** Circle the word *strip*.
• How many vowels are there in *broom*? **(Two)**
• So is *broom* a doubling word? **(No)** Cross out the word *broom*.
• How many vowels are there in *never*? **(Two)**
• So is *never* a doubling word? **(No)** Cross out the word *never*.
• How many vowels are there in *sad*? **(One)**
• Is the vowel second from the end. **(Yes)**
• So is *sad* a doubling word? **(Yes)** Circle the word *sad*.

```
lost    strip    broom    never    sad
```
2. Key sentence review:
   Find Part 2 in your workbook. Read the first sentence.

   *Can you spare enough money to hire their donkey?*

   Copy the sentence onto line 1.
   Now cover your work and write it again from dictation on line 2.

   Read the second sentence.

   *Where shall we hang my friend’s pretty picture?*

   Copy the sentence onto line 1.
   Now cover your work and write it again from dictation on line 2.

3. The Doubling Rule:
   Find Part 3 in your workbook.
   • When do you double the last letter in a doubling word?
     (When the next morpheme begins with a vowel.)
   • When do you double the last letter in a doubling word?
     (When the next morpheme begins with a vowel.)
   (Repeat until letter perfect.)

4. Doubling exercises:
   Look at Part 4 in your workbook.
   The first example is *run + er*.
   • Is *run* a doubling word? (Yes) Circle it.
   • Does *er* begin with a vowel? (Yes) Circle it.
   • Do we double the final *N* in *runner*? (Yes)
   • So how do you spell *runner*? (r-u-n-n-e-r)
   Write *runner* on your worksheet.

   The second example is *sweep + ing*.
   • Is *sweep* a doubling word? (No) Cross it out.
   • Do we double the final *P* in *sweeping*? (No)
   • So how do you spell *sweeping*? (s-w-e-e-p-i-n-g)
   Write *sweeping* on your worksheet.
4. Continued:

The third example is *mad + ness*.
- Is *mad* a doubling word? *(Yes)* Circle it.
- Does *ness* begin with a vowel? *(No)* Cross it out.
- Do we double the final *D* in *madness*? *(No)*
- So how do you spell *madness*? *(m-a-d-n-e-s-s)*

Write *madness* on your worksheet.

Do the rest of the word-sums on your own.

- feeling
- really
- hidden

- scrapped
- hopeless
- fired

- goodness

5. Copying the letters in words:

I’ll spell some words and you write them down.

Then tell me what words I spelled.

- earth
- moist
- safe
- smoke

- watch
- argue
- circle
- gentle

Now cover your work and write these words again on the lines below.

*(Dictate the words.)*
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(Write the day and date on the white board.)
Copy the day and the date into your workbook.

1. **Key sentence review:**
   (Try to get the pupil to remember the whole sentence before he starts writing, as this will help to improve his memory. If he can’t, dictate it in chunks—avoid dictating one word at a time.)
   Write the following sentences:
   1. Which one should we buy?
   2. My uncle got angry because I spent his change.
   3. Some people are always happy.

2. **Key sentence:**
   (On the first line the sentence is partially written with a dash for each missing letter. The pupil traces the sentence, filling in the blanks as he goes. Make sure he starts with a capital letter, spells each word correctly, and finishes with a full stop. The pupil then copies the sentence onto line 2, checks spelling and punctuation. Cover the work and dictates the sentence, if the pupil gets stuck on a key word, mistake, show him the original.)
   The sentence should say ‘I promise to study my English next month.’
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

3. **Spelling patterns:**
   You are going to write words spelled with ‘oi’, ‘tch’ and ‘er’.
   When I say each word, point to the spelling pattern you will use and then write the word.
   - watch
   - rather
   - coin
   - scotch
   - spoil
   - danger
   - paper
   - point
   - moist
   - stretch
   - switch
   - summer
4. Copying the letters in words:
I’ll spell some words and you write them down. Then tell me what words I spelled.

   early        circle        bread
   easy         gentle        office

Now cover your work and write these words again on the lines below. (Dictate the words.)

5. Spelling test:
(Dictate each word. If the pupil is confused by homophones such as whole/hole, put the word in context.)

   water        money        front        spare        who
   does         worth        very         pencils       world
   whole        said         word         know          done
   warm         saw          worry         over          hundred
   when         happy        people       many          warn

6. Word sum dictation:
(This exercise introduces the morphemic principle in spelling. Pupils learn to spell the building blocks of more complex words and to join them together.)

• What is the first morpheme in altogether? (al)
  Write al in the first blank in Part 6.

• What is the next morpheme in altogether? (together)
  Write together in the next blank.
  Now write altogether in the third blank.
  (Repeat for the following words:)

  sure + ly = surely        mis + fire = misfire
  cure + ed = cured         weak + ness = weakness
  size + able = sizable     any + thing = anything
  mis + take + en = mistaken
7. **Word sums:** *(Optional)*
Make at least 8 real words from the following morphemes.
*(Teacher may suggest words if necessary.)*

\[ be- \quad come \quad long \quad have \quad fore \quad -ing \quad -ed \]

8. **Crossword:**
*(Pupils should read the words in the puzzle before they start. Imposing a time limit prevents the pupil using it to waste time.)*

Read the words before you start.

```
r    a    b    b    i    t    s
a    e    e    e
i    n    s    t    e    a    d
n    e    e    o
i    t    t    i    n    t
```
(Write the day and date on the white board.)
Copy the day and the date into your workbook.

1. **Key sentence:**
The sentence should say ‘I promise to study my English next month.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. **Contractions:**
In Part 2, you are going to match these contractions to their meanings.

- you’re—you are
- we’re—we are
- they’re—they are
- where’s—where is
- I’m—I am
- don’t—do not

3. **Substituting contractions:**
Rewrite the sentences in Part 3 using the above contractions.

1. I **don’t** know what **I’m** doing now.
2. **Where’s** that donkey going?
3. You’re going to the same place that **we’re** going to.
4. **They’re** the first people we have seen today.

Now cover your work and write the sentences from dictation.

4. **Writing contractions:**
Write these contractions from dictation.

- aren’t
- I’ve
- wasn’t
- what’s
- let’s
- it’s
- can’t
- she’s
5. Sentence dictation:

1. I don’t know why they’re smiling.
2. I’m not sure why you’re so angry.
3. We’re going to eat the whole loaf of bread.
4. I don’t think they’re ready to go quite yet.

6. The Doubling Rule:

   - When do you double the last letter in a doubling word?
   
     *(When the next morpheme begins with a vowel.)*

   Repeat until letter perfect.

   Look at Part 6 in your workbook.

   The first example is *bed + ing*.

   - Is *bed* a doubling word? *(Yes)* Circle it.
   - Does *ing* begin with a vowel? *(Yes)* Circle it.
   - Do we double the final *D* in *bedding*? *(Yes)* 

   - So how do you spell *bedding*? *(b-e-d-d-i-n-g)*

   Write *bedding* on your worksheet.

   The second example is *kiss + ed*.

   - Is *kiss* a doubling word? *(No)* Cross it out.
   - Do we double the final *S* in *kissed*? *(No)*
   - So how do you spell *kissed*? *(k-i-s-s-e-d)*

   Write *kissed* on your worksheet.

   The third example is *spot + less*.

   - Is *spot* a doubling word? *(Yes)* Circle it.
   - Does *less* begin with a vowel? *(No)* Cross it out.
   - Do we double the final *T* in *spotless*? *(No)*

   - So how do you spell *spotless*? *(s-p-o-t-l-e-s-s)*

   Write *spotless* on your worksheet.

Do the rest of the word-sums on your own.

- gladly
- cupful
- tapped
- destroyer
- starless

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5. Sentence dictation:

1. I don’t know why they’re smiling.
2. I’m not sure why you’re so angry.
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   - So how do you spell *bedding*? *(b-e-d-d-i-n-g)*

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   - Do we double the final *S* in *kissed*? *(No)*
   - So how do you spell *kissed*? *(k-i-s-s-e-d)*

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   - Do we double the final *T* in *spotless*? *(No)*

   - So how do you spell *spotless*? *(s-p-o-t-l-e-s-s)*

   Write *spotless* on your worksheet.

Do the rest of the word-sums on your own.

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**Apples and Pears**

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2. I’m not sure why you’re so angry.
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   - When do you double the last letter in a doubling word?

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   Repeat until letter perfect.

   Look at Part 6 in your workbook.

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   - Is *bed* a doubling word? *(Yes)* Circle it.
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   - Do we double the final *S* in *kissed*? *(No)*
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   Write *kissed* on your worksheet.

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   - So how do you spell *spotless*? *(s-p-o-t-l-e-s-s)*

   Write *spotless* on your worksheet.

Do the rest of the word-sums on your own.

- gladly
- cupful
- tapped
- destroyer
- starless
7. Word Bingo:
(Although this game is designed for a group of pupils, it is always enjoyed in one-to-one lessons—not least because the pupil always wins.
Dictate the words to the pupils, who can write them in any square of the grid. Then, call out the words in a different order and nominate a different pupil to spell each word. Pupils cross off each word they have spelled correctly. The winner is the first pupil with four crosses in a row.)

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1. Key sentence:
The sentence should say ‘I promise to study my English next month.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:
Read the words in Part 2. (Prompt if necessary.)
Copy them onto line 2.
Now cover your work and write them from dictation on line 3.

- learn
- search
- heard
- choice
- dance

3. Word sums:
Review morphemes ‘en’, ‘de’ and ‘ful’.
Add these morphemes together:
- careful
- desirable
- delightful
- weaken
- useful
- wooden
Read the words you have written.
Now turn the page and write the words from dictation.

4. Filling in the blanks:
Trace the words, filling in the blanks.
- office
- match
- earth
- because
- gentle
- point

5. Morpheme analysis:
Fill in the blanks to show the morphemes in each word.

- week + end
- sure + ly
- take + ing
- to + day
- care + ing
- notice + ed
6. Writing words:
   office    match    earth
   because   gentle   point

7. Spelling test:
   friend   aren’t   early   where   you’re
   read     I’m      school   we’re   chance

8. Sentence dictation:
Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!
(Suggestion: Keep a record of individual or team efforts for a special prize.)

1. I’m not sure why we’re taking such a big chance.
2. Aren’t you going to read the notice by the school office?
3. You’re a little early for the match today.
4. Where will you meet all of your friends next weekend?

9. Word bingo:
(See page 18 for instructions.)
   gang    soap    happy    people
   jungle  ladder  slice    worry
   felt    owl     really   hanging
   walk    girl    good     light
1. Possessives:

Look at the first example in Part 1:

That is my friend’s picture.

We have added an apostrophe to the word friend’s. This shows that the picture belongs to my friend.

- What did we add to the word friend’s? (an apostrophe) (Repeat until firm.)
- Why did we add an apostrophe to the word friend’s? (because the picture belongs to my friend)

Look at the second example:

Did you see my brother’s car?

We have added an apostrophe to the word brother’s. This shows that the car belongs to my brother.

- What did we add to the word brother’s? (an apostrophe) (Repeat until firm.)
- Why did we add an apostrophe to the word brother’s? (because the car belongs to my brother)

2. Inserting apostrophes:

The first sentence in Part 2 is ‘I ate the dog’s dinner.’

- Who did the dinner belong to? (the dog)
- What do we add to the word dog’s? (an apostrophe)
  
  We put an apostrophe in front of the ‘s’.
  
  Where do we put the apostrophe? (in front of the ‘s’)
  
  Now put an apostrophe in the word dog’s.

The second sentence is ‘I want to go to Tom’s party.’

- Who does the party belong to? (Tom)
- What do we add to the name Tom’s? (an apostrophe)
  
  We put an apostrophe in front of the ‘s’.
  
  Where do we put the apostrophe? (in front of the ‘s’)
  
  Now put an apostrophe in the name Tom’s.
3. **Sentence dictation:**
Now cover up your work and write these sentences from dictation—and don’t forget the apostrophes.

1. *That is my friend’s picture.*
2. *Did you see my brother’s car.*
3. *I ate the dog’s dinner.*
4. *I want to go to Tom’s party.*

4. **Crossword:**
Read the words before you start.

```
  n o t h i n g  b
  o h n r e
  b r i g h t e s t
  o n a y r
  d k l e a
y e s t e r d a y
```
1. New word introduction:
(Write these words on a white board.)

huge large change charge horse else

Read each word and then spell it out loud.
(Prompt if necessary—then erase the words.)

Now spell the words out loud again.
(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)

Now write the words in Part 1.
(Dictate the words in a different order.)

2. Word sum dictation:
• What is the first morpheme in become? (be)
  Write be in the first blank in Part 2.
• What is the next morpheme in become? (come)
  Write come in the next blank.
  Now write become in the third blank.
  (Repeat for the following words:)
  wrong + ly = wrongly any + thing = anything
  be + fore = before broke + er = broker
  week + ly = weekly be + cause = because
  wash + es = washes

Now cover your work and write these words from dictation.
(Dictate the words.)

become wrongly anything before broker weekly because washes
3. Key sentence:
The sentence should say ‘I promise to study my English next month.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

4. Possessives:
Look at the first example in Part 4:

You must not take your mother’s apples.

We have added an apostrophe to mother’s. This shows the apples belongs to your mother.

• What did we add to the word mother’s? (an apostrophe) (Repeat until firm.)
• Why did we add an apostrophe to the word mother’s? (because the apples belongs to your mother)

Words that show belonging are called possessives.

• What do we call words that show belonging? (possessives)

The rest of the sentences in Part 4 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. (Check pupils’ workbooks.)

Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

1. You must not take your mother’s apples.

2. Mark’s dog will bite your legs.

3. The girls left in my uncle’s car.

4. There are two hundred donkeys in the farmer’s barn.
5. Homophones:
Choose the correct word for each sentence in Part 5.

1. Have you seen **their** castle?
2. When did you **meet** him?
3. I am going **to** school today.

Now cover your work and write these sentences from dictation.

6. Doubling Rule:
Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

<table>
<thead>
<tr>
<th>Stoppable</th>
<th>wishing</th>
<th>strongest</th>
</tr>
</thead>
<tbody>
<tr>
<td>sadly</td>
<td>hopping</td>
<td>shredded</td>
</tr>
<tr>
<td>missed</td>
<td>swimmer</td>
<td>powerful</td>
</tr>
</tbody>
</table>

7. Word search:
Read the words before you start.
(Write the day and date on the white board.)
Copy the day and the date into your workbook.

1. **Key sentence review:**
   Write the following sentences:
   1. The Queen has two hundred swans in her front garden.
   2. Can you spare enough money to hire their donkey?
   3. Where shall we hang my friend’s pretty picture?

2. **Key sentence:**
   The sentence should say ‘I promise to study my English next month.’
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

3. **Spelling patterns:**
   You are going to write words spelled with ‘ow’, ‘ay’ and ‘igh’.
   When I say each word, point to the spelling pattern you will use and then write the word.
   
   - brighter paying delayed downed
   - powerful delighted rightful mislay
   - howling slightly clay owls

4. **Copying the letters in words:**
   I’ll spell some words and you write them down.
   Then tell me what words I spelled.
   
   - charge easy joint
   - argue ready scotch

   Now cover your work and write these words again on the lines below. *(Dictate the words.)*
5. Spelling test:

there    circle    people    trouble    paper
always   done       gentle    jungle     rather
does     who        nothing    simple    better
other    ladder     how       over      silver
danger   many        mobile     skill     table

6. Word sum dictation:

• What is the first morpheme in bigger? (big)
Write big in the first blank in Part 6.

• What is the next morpheme in bigger? (er)
Write er in the next blank.
Write bigger in the third blank.
Remember to use your rules.
(Repeat for the following words:)
water + ed = watered
life + less = lifeless
cure + able = curable
un + true = untrue
sure + ly = surely
smoke + ing = smoking
re + fine + ed = refined

7. Word sums: (Optional)
Make at least 8 real words from the following morphemes.
(Teacher may suggest words if necessary.)
un-     mis-     fire     take     load     -ed     -ing

8. Crossword.
Read the words before you start.

\[
\begin{array}{cccccc}
  d & e & l & a & y & e \\
  e & & w & & r \\
  f & i & n & a & l & l \\
  e & & s & & \\
  r & i & g & h & t & l \\
\end{array}
\]
Sentence dictation:
(These sentences will provide additional review and reinforcement. Many pupils will find it tiring to write all twelve sentences in one go, so here are some suggestions:

1. If you are working one-to-one, you can try our points system. We award one point for remembering capitals and full stops, one point for remembering the words in the sentence without continual prompts, one point for neat handwriting, two points for no spelling errors, or one point for only one spelling error. Once they have earned 24 points, they are finished with the exercise.

2. Working with groups, we often pit the boys against the girls, and see which group makes the fewest mistakes. You can vary this with individual competitions, and you can give special prizes for neat handwriting. You will no doubt think of other ideas—if you come up with any good ones, let us know!

Every sentence must end with a full stop or a question mark.

What do you put at the end of a sentence? (A full stop or a question mark)

All names and titles begin with a capital letter.
• What do all names and titles begin with? (A capital letter)

1. The earth was still moist after the heavy rain.

2. Don’t argue with your teacher because she might get angry.

3. We searched all over the house before we found my watch.

4. Where did you hide your uncle’s huge white rabbit?

5. Does anyone know who broke my spare kettle?

6. My friends have heard about the dance already.

7. If you drive carefully, we will get home quite safely.

8. Father drank a whole glass of ale because he was thirsty.

9. Mark’s horses have all learned how to jump over the fence.
10. Thank goodnes your swan behaved himself this weekend!
11. If you’re very gentle, it’s easy to ride a donkey.
12. The smoke from your fire spoiled my nice clean washing.
1. Silent ‘e’:
You are going to write some words that end with the letter ‘e’.
• What letter will these words end with? (‘e’)
Listen to each word and you will hear a letter name.
The first word is bake.
• What letter name do you hear in bake? (A)
Now write bake.
The next word is cake.
• What letter name do you hear in cake? (A)
Write cake.
(Repeat this procedure for the following words:)

- scare
- bike
- side
- wide
- line
- write*
- close
- rode
- drove
- cute
(*Write this word on the board.)

2. Word sum dictation:
• What is the first morpheme in baking? (bake)
Write bake in the first blank in Part 2.
• What is the next morpheme in baking? (ing)
Write ing in the next blank.
Now write baking in the third blank.
Remember the rule about dropping the ‘e’.
(Repeat for the following words:)

- wide + ness = wideness
- scare + ed = scared
- re + line = reline
- bike + er = biker
- write + ing = writing
- close + ly = closely
- side + walk = sidewalk
- cake + ed = caked
- cute + est = cutest
2. Continued:
Now cover your work and write these words from dictation:

- baking
- wideness
- scared
- reline
- biker
- writing
- closely
- sidewalk
- caked
- cutest

3. Writing words:
Write these silent ‘e’ words:

- roped
- tuneful
- lovable
- whitest
- purely
- fired
- whole
- cured
- quite

4. Sentence dictation:
Write these sentences:

1. My brother is writing a letter to Uncle Max.
2. My little sister rode her bike down the sidewalk.
3. Are you sure Miss Smith knows how to bake a cake?
4. Your friend Josh has the cutest little rabbit.

5. Key sentence:
The sentence should say ‘Open the door while the young children go through.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.
6. **Homophones:**
   Choose the correct word for each sentence in Part 6.

1. *It’s no good making a fuss!*

2. *My sister likes to sit in the sun all day.*

3. *Switch on the light if it gets too dark.*

   Now cover your work and write these sentences from dictation.

---

7. **Crossword:**
   Read the words before you start.

```
  s l i c k e r
  o n e
  s o m e o n e
  s w f
  d e f u s e s
```
1. **Possessives:**

Look at the first example in Part 1:

*My friends learned how to ride my brother’s horse.*

We have added an **apostrophe** to the word *brother’s*. This shows that the horse belongs to my brother.

- What did we add to the word *brother’s*? *(an apostrophe)*
  *(Repeat until firm.)*

- Why did we add an apostrophe to the word *brother’s*? *(because the horse belongs to my brother)*

Words that show belonging are called **possessives**.

- What do we call words that show belonging? *(possessives)*

The rest of the sentences in Part 1 all have possessive words, but the apostrophes are missing. Put the apostrophes where it belongs in each sentence. *(Check pupils’ workbooks.)*

Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

1. *My friends learned how to ride my brother’s horse.*

2. *I don’t like my sister’s rabbits.*

3. *Fred’s car and Matt’s van both got wrecked.*

4. *My mother’s kettle has a black plug.*

**Word sums:**

Add the morphemes together:

- learner
- wrongful
- anyone
- because
- officer
- weakness
- belong
- wanted
3. Homophones:
Choose the correct word for each sentence in Part 3.

1. They’re going in the red car.

2. You’re sure to meet your dad.

3. I don’t know who won the match.

Now cover your work and write these sentences from dictation.

4. Key sentence:
The sentence should say ‘Open the door while the young children go through.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

5. The Doubling Rule:
- When do you double the last letter in a doubling word?
  (When the next morpheme begins with a vowel.)
  (Repeat until letter perfect.)
Look at Part 5 in your workbook.
The first example is grit + ed.
- Is grit a doubling word? (Yes) Circle it.
- Does ed begin with a vowel? (Yes) Circle it.
- Do we double the final T in gritted? (Yes)
- So how do you spell gritted? (g-r-i-t-t-e-d)
Write gritted on your worksheet.
The second example is fast + er.
- Is fast a doubling word? (No) Cross it out.
- Do we double the final T in faster? (No)
- So how do you spell faster? (f-a-s-t-e-r)
Write faster on your worksheet.
5. Continued:  
The third example is *sad + ness*.
  • Is *sad* a doubling word? **(Yes)** Circle it.
  • Does *ness* begin with a vowel? **(No)** Cross it out.
  • Do we double the final *D* in *sadness*? **(No)**
  • So how do you spell *sadness*? *(s-a-d-n-e-s-s)*

Write *sadness* on your worksheet.

Do the rest of the word-sums on your own.

*covered*  *farmer*  *lighter*  
*getting*  *shopping*  *skipping*  

6. Sentence dictation:  
Write these sentences:

1. Would you mind getting my lighter down from the shelf?
2. The roads were gritted when they were covered with ice.
3. The old farmer went shopping in town.

7. Mystery message:  
Which witch has the broom?
1. Key sentence:
The sentence should say ‘Open the door while the young children go through.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:
Read the words in Part 2. (Prompt if necessary.)
Copy them onto line 2.
Now cover your work and write them from dictation on line 3.

   write  wreck  wrap
   wrote  wrist  police

3. Word sums:
New morpheme ‘al’.
Add these morphemes together:

   final  normal  postal
   verbal  rental  formal

Read the words you have written.
Now cover your work and write the words from dictation.

4. Filling in the blanks:
Trace the words, filling in the blanks.

   next  we’re  father
   could  know  where

5. Morpheme analysis:
Fill in the blanks to show the morphemes in each word.

   get + ing  Sun + day  be + have
   argue + ed  teach + er  circle + ing
6. Writing words:

   next       we’re       father
   could      know       where

7. Spelling test:

   early      letter     chance     least     large
   glass      please     water      Coke      where

8. Sentence dictation:
   Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!
   (Suggestion: Keep a record of individual or team scores. There is a special prize.)
   Do you know where we’re going next Sunday?
   2. Last your father could write a letter to our teacher.
   3. Could we have a large Coke and a glass of water, please?
   4. If we behave, we might have a chance of getting off early.

9. Word search:
   Read the words below to start.
Test to be used after Level 10:
(See the instructions for Mastery Tests on page 5.)

<table>
<thead>
<tr>
<th>chance</th>
<th>promise</th>
<th>charge</th>
<th>glue</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful</td>
<td>learning</td>
<td>bigger</td>
<td>madness</td>
</tr>
<tr>
<td>children</td>
<td>through</td>
<td>getting</td>
<td>moist</td>
</tr>
<tr>
<td>month</td>
<td>broken</td>
<td>dancing</td>
<td>office</td>
</tr>
<tr>
<td>safest</td>
<td>study</td>
<td>quite</td>
<td>early</td>
</tr>
<tr>
<td>taking</td>
<td>watch</td>
<td>wasn’t</td>
<td>bedding</td>
</tr>
</tbody>
</table>

Scoring:

Mastery:
- 0-4 errors— pass
- 5-7 errors— review spelling patterns and retest the following day.
- 8+ errors— go back to Level 1.
Apples and Pears

(Write the day and date on the white board.)
Copy the day and the date into your workbook.

1. **Key sentence review:**
   Write the following sentences:
   
   1. *I never use blue pencils.*
   2. *My uncle got angry because we spent his change.*
   3. *I promise to study my English next month.*

2. **Key sentence:**
   The sentence should say *‘Open the door while the young children go through.’*
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

3. **Spelling patterns:**
   You are going to write words spelled with *‘ear’, ‘-ce’ and ‘-ge’.*
   When I say each word, point to the spelling pattern you will use and then write the word.
   
   notice        large        chance        large
   heard         off          change        learn
   huge          earth        search        since

4. **The Doubling Rule:**
   Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.
   
   watered   smaller   snapping   badly
   skimmed   manly     crisply    shrugged
5. Word sum dictation:
   Remember to use your rules.
   • What is the first morpheme in *scoreless*? *(score)*
     Write *score* in the first blank in Part 5.
   • What is the next morpheme in *scoreless*? *(less)*
     Write *less* in the next blank.
   Now write *scoreless* in the third blank.
   *(Repeat for the following words:)*

   - **tune + ing = tuning**
   - **slip + er = slipper**
   - **care + ful = careful**
   - **mis + take = mistake**
   - **spoil + ed = spoiled**
   - **dream + ing = dreaming**
   - **stretch + able = stretchable**

6. Copying the letters in words:
   I’ll spell some words and you write them down.
   Then tell me what words I spelled.

   - **danger**
   - **world**
   - **trouble**
   - **shore**
   - **other**
   - **rifle**

   Now turn the page and write these words again.
   *(Dictate the words.)*

7. Spelling test:

   - **walk**
   - **mind**
   - **word**
   - **fold**
   - **until**
   - **tore**
   - **warn**
   - **talk**
   - **scotch**
   - **war**
   - **ripped**
   - **look out**
   - **fighting**
   - **heavy**
   - **worst**
   - **skill**
   - **paid**
   - **almost**
   - **warm**
   - **stir**
   - **ghost**
   - **worry**
   - **again**
   - **skin**
   - **lamp**
   - **soak**
   - **stuff**
   - **left**

8. Mystery message:

   *She sells sea shells by the sea shore.*
1. **Key sentence:**
The sentence should say ‘There are several reasons for my answer.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. **Contractions:**
In Part 2, you are going to match these contractions to their meanings.

- you’ll—you will
- we’ll—we will
- he’ll—he will

- I’ll—I will
- he’ll—he will
- they’ll—they will

3. **Substituting contractions:**
Rewrite the sentences in Part 3 using contractions.

1. I don’t think he’ll find your socks.
2. You’ll be the first to know about it.
3. They’ll be taking a huge chance, betting on that horse.
4. I think we’ll be leaving early this weekend.

Now cover your work and write the sentences from dictation.

4. **Writing contractions:**
Write these contractions from dictation.

- we’re
- he’s
- they’re
- she’ll
- they’ll
- aren’t
- don’t
5. **Sentence dictation:**

1. *I think they’ll be writing to your uncle.*
2. *Does anyone know if we’re riding their horses?*
3. *She’ll have left long before they’re out of bed.*
4. *I’ll make sure he’s done painting the fence.*

6. **The Doubling Rule:**

Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

- wrapped
- frontal
- quickly
- swanning
- runner
- glasses
- stuffing
- hottest

7. **Word search:**

Read the words before you start.
1. Possessives:

Look at the first example in Part 1:

*Mark’s shirt really needs a good wash.*

We have added an **apostrophe** to the name *Mark’s*. This shows the shirt belongs to Mark.

• What did we add to the name *Mark’s*? (**an apostrophe**) *(Repeat until firm.)*

• Why did we add an apostrophe to the name *Mark’s*? *(because the shirt belongs to Mark)*

Words that show belonging are called **possessives**.

• What do we call words that show belonging? (**possessives**)  

The rest of the sentences in Part 1 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*

Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

1. *Mark’s shirt really needs a good wash.*

2. *My brother ate all of the donkey’s apples.*

3. *My mother’s cat is rather large.*

4. *The police took all of the children’s names.*

**Word sums:**

Add the morphemes together:

writer rightful policing define

wildest really jointed research

sample
3. **Homophones:**
Choose the correct word for each sentence in Part 3.

1. *Their* boat is made from *wood*.
2. *It’s* time you got on with *your* studying.
3. *Did you* write a letter for *your* sister?

Now cover your work and write these sentences from dictation.

4. **Key sentence:**
The sentence should say ‘There are several reasons for my answer.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

5. **The Doubling Rule:**
Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

- spotted dreaming madly
- harmful shredding helpless
- likely stopping anyone

6. **Sentence dictation:**
Write these sentences:

1. *When are we* stopping for dinner?
2. *She is madly in love with her little rabbit.*
3. *Fred’s dog* shredded up all the paper.

7. **Mystery message:**
*When the cat is away, the mice will play.*
1. Key sentence:
   The sentence should say ‘There are several reasons for my answer.’
   Trace the sentence, filling in the blanks.
   Copy the sentence onto line 2.
   Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:
   Read the words in Part 2. (Prompt if necessary.)
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.
   
   edge badge judge
   hedge woman

3. Word sums:
   Review morphemes ‘be’, ‘less’ and ‘able’.
   Add these morphemes together:
   ride became smokeless
   beside sizable nameless
   Read the words you have written.
   Now turn the page and write the words from dictation.

4. Filling in the blanks:
   Trace the words, filling in the blanks.
   wrote lined while
   month picture else

5. Morpheme analysis:
   Fill in the blanks to show the morphemes in each word.
   
   scare + ed  wrap + er  wrist + watch
   wreck + ing  wring + er  police + man
6. **Writing words:**
   - wrote
   - lined
   - while
   - month
   - picture
   - else

7. **Spelling test:**
   - write
   - always
   - cake
   - leave
   - promise
   - page
   - drove
   - ghosts
   - close
   - bike

8. **Sentence dictation:**
   Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!
   
   1. **At night, my friends are always scared of ghosts.**
   2. **I didn’t like it when that car drove so close to my bike.**
   3. **If you bake a cake, I promise to leave some for my brother.**
   4. **You should always write your name at the top of the page.**

9. **Word bingo:**
   *(See page 18 for instructions.)*
   
   - want
   - castle
   - dead
   - life
   - war
   - when
   - scotch
   - hundred
   - who
   - skip
   - shore
   - firework
   - said
   - watch
   - simple
   - bird
1. Key sentence review:
Write the following sentences:

1. Which one should we buy?
2. Can you spare enough money to hire their donkey?
3. I promise to study my English next month.

2. Key sentence:
The sentence should say ‘There are several reasons for my answer.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

3. Spelling patterns:
You are going to write words spelled with ‘oa’, ‘wor’ and ‘sk’.
When I say each word, point to the spelling pattern you will use and then write the word.

skip worry goal skid
worth loan sketch world
soap skill word loaf

The Doubling Rule:
Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

jaebd spinning setter fearless
grimly loaned opening rotten
5. **Word sum dictation:**
   - What is the first morpheme in *cured*? *(cure)*
     Write *cure* in the first blank in Part 5.
   - What is the next morpheme in *cured*? *(ed)*
     Write *ed* in the next blank.
     Now write *cured* in the third blank.
     Remember to use your rules.
     *(Repeat for the following words:)*

     | Example 1               | Example 2        |
     |------------------------|------------------|
     | fold + er = folder      | large + est = largest |
     | time + less = timeless  | hop + ing = hopping |
     | argue + ing = arguing  | care + less = careless |
     | mis + match + ed = mismatched |

6. **Copying the letters in words:**
   I’ll spell some words and you write them down.
   Then tell me what words I spelled.

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>danger</td>
<td>world</td>
<td>trouble</td>
</tr>
<tr>
<td>shore</td>
<td>other</td>
<td>rifle</td>
</tr>
</tbody>
</table>

   Now turn the page and write these words again on the lines below.
   *(Dictate the words.)*

7. **Spelling test:**

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
<th>Word 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>else</td>
<td>June</td>
<td>judge</td>
</tr>
<tr>
<td>quite</td>
<td>woman</td>
<td>line</td>
<td>police</td>
</tr>
<tr>
<td>safe</td>
<td>white</td>
<td>bite</td>
<td>young</td>
</tr>
<tr>
<td>scare</td>
<td>wreck</td>
<td>smile</td>
<td>belong</td>
</tr>
<tr>
<td>fire</td>
<td>force</td>
<td>rope</td>
<td>easy</td>
</tr>
<tr>
<td>through</td>
<td>watch</td>
<td>write</td>
<td>bread</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the door</td>
<td>with a pencil</td>
<td>third</td>
<td></td>
</tr>
</tbody>
</table>
Sentence dictation:
(See page 28 for instructions.)
Bonus points for spotting the commas!

1. The policewoman told the judge about the wreck.
2. The youngest children will be studying English.
3. I promise I will write several letters next month.
4. The earth was still moist because it rained last night.
5. The pretty women all loved the cute little horses.
6. The cakes I’m baking aren’t quite done.
7. They’re all biking over to the dance at Jack’s house.
8. Early on Sunday, the police searched their house.
9. Does she want to paint a picture of that huge castle?
10. Here’s the place where we can go through the fence.
11. Father drove all of my friends out to my uncle’s lake.
12. Hide behind the hedge while the police drive by.
1. Silent ‘e’:
   You are going to write some words that end with the letter ‘e’.
   • What letter will these words end with? (‘e’)
   Listen to each word and you will hear a letter name.
   The first word is trade.
   What letter name do you hear in trade? (A)
   Now write trade.
   The next word is spoke.
   What letter name do you hear in spoke? (O)
   Write spoke.
   (Repeat this procedure for the following words:)
   shake stone pride prune late
   state alone tube hike wine

2. Word sum dictation:
   Remember the rule about dropping the ‘e’.
   What is the first morpheme in spokes? (spoke)
   Write spoke in the first blank in Part 2.
   What is the next morpheme in spokes? (s)
   Write s in the next blank.
   Now write spokes in the third blank.
   (Repeat for the following words:)
   hike + er = hiker trade + ed = traded
   tube + less = tubeless late + ly = lately
   prune + ing = pruning state + ed = stated
   late + ness = lateness pride + ful = prideful
   un + spoke + en = unspoken
   Now cover your work and write these words from dictation:
   spokes hiker traded tubeless
   lately pruning stated lateness
   prideful unspoken
3. Writing words:
   Write these silent ‘e’ words:
   
   bike  close  scare  bite  smile  
   pure  white  game  hope  lake

4. Sentence dictation:
   Write these sentences:
   1. He traded his prunes for some bright red apples.
   2. My bike has a stone stuck in the spokes.
   3. Shake the tube of sweets and see if there are any left.
   4. I had to hike home alone late last night.

Key sentence:
The sentence should say ‘Seven different persons have gone to London this morning.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation.

6. Homophones:
   Choose the correct word for each sentence in Part 6.
   1. I had four red marbles and a blue one.
   2. He rode through the woods on a white horse.
   3. Put on your sun-glasses if the light is too bright.

Now cover your work and write these sentences from dictation.
1. **Possessives:**
   Look at the first example in Part 1:
   
   *Who has Jim’s glasses?*
   
   We have added an **apostrophe** to the name *Jim’s*.
   This shows the glasses belong to Jim.
   
   • What did we add to the name *Jim’s*? **(an apostrophe)**
   
   *(Repeat until firm.)*
   
   • Why did we add an apostrophe to the name *Jim’s*? **(because the glasses belong to Jim)**
   
   Words that show belonging are called **possessives**.
   
   • What do we call words that show belonging? **(possessives)**
   
   The rest of the sentences in Part 1 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*
   
   Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

   1. *Who has Jim’s glasses?*
   
   2. *I think that woman’s wrist is broken.*
   
   3. *Bart has finished painting the judge’s office.*
   
   4. *Fred’s shirts are very clean.*

2. **Morpheme analysis:**
   
   Read the words in Part 2.
   
   Fill in the blanks to show the morphemes in each word.
   
   *scar + ed*  *hope + ing*  *goal + post*
   
   *cross + es*  *bliss + ful*  *scrape + ed*
3. Key sentence:
The sentence should say ‘Seven different persons have gone to London this morning.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

4. Homophones:
Choose the correct words for each sentence in Part 4.

1. I always write with my right hand.

2. The fur on my rabbit’s tail is very soft.

3. We’ll meet you in about an hour.

Now cover your work and write these sentences from dictation.

5. The Doubling Rule:
Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

hopping
swimmers
verbal
darkness
likable
getting
stopping
hoped
hopeless
hoping
6. **Sentence dictation:**
   All names and titles begin with a capital letter.
   • What do all names and titles begin with? *(A capital letter)*
   All place names begin with a capital letter.
   • What do all place names begin with? *(A capital letter)*
   Write these sentences:

   1. *Miss White is getting through those cakes at quite a rate.*

   2. *The police stopped the coach to London.*

   3. *Queen Bess is a very good swimmer.*

   4. *I was hoping to go to York with Lord North.*

7. **Mystery message:**

   *They’re pitching their tent over there.*
1. Key sentence:
The sentence should say ‘Seven different persons have gone to London this morning.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:
Read the words in Part 2. (Prompt if necessary.)
Copy them onto line 2.
Now cover your work and write them from dictation on line 3.

   new       few
   drew      knife

3. Word sums:
Add the morpheme ‘y’
Add these morphemes together:
   handy       bossy
   rainy       cloudy
   messy
Read the words you have written.
Now cover your work and write the words from dictation.

4. Filling in the blanks:
Read the words, filling in the blanks:

   several       wrap       choice
   month         sound       force

5. Morpheme analysis:
Fill in the blanks to show the morphemes in each word.

   search + ing       shake + en       drop + ing
   fine + al           scare + ed       police + woman
6. Writing words:
   several          wrap          choice
   month            sound         force

7. Spelling test:
   notes            wrote          wine           judge           children
   castle           women          drew           knife           picture

8. Sentence dictation:
   Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!

   1. A few of the children drew pictures of the castle.
   2. Several women were searching for a glass of wine.
   3. The policewoman wrote several notes to the judge.
   4. I dropped my new knife on my right knee.

9. Word search:
   Read the words before you start.
1. Key sentence review:
Write the following sentences:

1. Where shall we hang my friend’s pretty picture?
2. I promise to study my English next month.
3. There are several reasons for my answer.

2. Key sentence:
The sentence should say ‘Seven different persons have gone to London this morning.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

3. Spelling patterns:
You are going to write words spelled with ‘-dge’, ‘-wr’ and ‘-ir’.
When I say each word, point to the spelling pattern you will use and then write the word.

- edge, wrap, wrist, badge
- wring, judge, bird, write
- third, dirt, hedge, shirt

Copying the letters in words:
I’ll spell some words and you write them down. Then I’ll tell you what words I spelled.

- each, wash, gentle
- enough, angry, circle

Now cover your work and write these words again on the lines below. (Dictate the words.)
5. Spelling test:

saw  said  scar  warm  coin
when  how  buy  why  there
were  else  done  want  front
skip  pitch  wash  who  what
pencils  where  almost  water  many

6. Word sum dictation:

Remember to use the rules.

• What is the first morpheme in *switched*? (switch)
  Write *switch* in the first blank in Part 6.

• What is the next morpheme in *switched*? (ed)
  Write *ed* in the next blank.

Now write *switched* in the third blank.
(Repeat for the following words:)

real + ly = really
mix + es = mixes
spoke + en = spoken
def + serve = deserve

7. Word sums: (Optional)

Make at least 8 real words from the following morphemes.
(Teacher may suggest words if necessary.)

hope  time  tune  -ing  -less  -ful  -ed

8. Mystery message:

I was hoping he had hopped it.
Test to be used after Level 20:
(See the instructions for Mastery Tests on page 5.)

changing
women
judge
several
sadly
shrugged
Scoring:
Mastery:
1-4 errors—pass
5-7 errors—review spelling patterns and retest the following day.
8+ errors—go back to Level 11.

snapping
police
shaking
wreck
reason
spoken
answer
young
aren’t
he’s
verbatim
voice

Scoring:
Mastery:
1-4 errors—pass
5-7 errors—review spelling patterns and retest the following day.
8+ errors—go back to Level 11.

door
aren’t
widely
voice

normal
noticed

written
reason

SAMPLE FOR EVAUATION ONLY
1. **Key Sentence:**
The sentence should say ‘The second question is too difficult for me.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. **Contractions:**
In Part 2, you are going to match these contractions to their meanings.

   - you’ve—you have
   - we’ve—we have
   - they’re—they are
   - couldn’t—could not
   - wouldn’t—would not
   - they’ve—they have

3. **Substituting contractions:**
Rewrite the sentences in Part 3 using contractions.

   1. The new policeman **couldn’t** find his badge.

   2. **They’ve** found your knife in the hedge.

   3. **You’ve** got one more chance to get ready.

   4. Our teacher **wouldn’t** buy enough blue pencils.

   Now cover your work and write the sentences from dictation.

4. **Writing contractions:**
Write these contractions from dictation.

   - don’t
   - you’ll
   - I’ve
   - doesn’t
   - we’ll
   - aren’t
   - there’s
   - wouldn’t
5. **Sentence dictation:**

1. You’re sure to have enough money for a nice cake.
2. You’ll be quite safe, hiding in the bike shed.
3. I don’t think we’ll be in time for the dance.
4. The gentle donkey wasn’t very thirsty.

6. **The Doubling Rule:**
   Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

   - flattest
   - spotted
   - spinal
   - kissed
   - trapper
   - sprawling

**Word search:**
Read the words before you start.
1. **Key sentence:**
The sentence should say ‘The second question is too difficult for me.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. **Spelling patterns:**
Read the words in Part 2. *(Prompt if necessary.)*
Copy them onto line 2.
Now cover your work and write them from dictation on line 3.

   circle         certain         bridge
   city           grudge          nudge

3. **Word sums:**
New morpheme ‘pre’
Add these morphemes together:

   prepaid         preheat         preserve
   pretend         prevent         preschool

Read the words you have written.
Now cover your work and write the words from dictation.

4. **Filling in the blanks:**
Trace the words, filling in the blanks.

   uncle         wrote         postal
   knife         alone         different

5. **Morpheme analysis:**
Fill in the blanks to show the morphemes in each word.

   trade + ed         warn + ing         glass + es
   teach + er         fine + al          police + woman
6. Writing words:
   uncle   wrote   postal
   knife   alone   different

7. Spelling test:
   parents   blue   bikes   wine   new
   pencils   they’ve   donkey   enough   couldn’t

8. Sentence dictation:
   Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!

   1. They’ve traded their donkey for several new bikes.

   2. The policewoman gave my uncle his final warning.

   3. Our teacher couldn’t get enough blue pencils for all the children.

   4. My parents drank several different glasses of wine.

9. Crossword:
   Read the words before you start.

   Level 22:

   Sample for Evaluation Only

   FOR EVALUATION ONLY
1. **Possessives:**

   Look at the first example in Part 1:
   
   *That woman’s answers were all wrong.*

   We have added an **apostrophe** to the word *woman’s.*
   This shows the answers belong to that woman.

   • What did we add to the word *woman’s? (an apostrophe)*
     *(Repeat until firm.)*

   • Why did we add an apostrophe to the word *woman’s?*
     *(because the answers belong to that woman)*

   Words that show belonging are called **possessives.**

   • What do we call words that show belonging? *(possessives)*

   The rest of the sentences in Part 1 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*

   Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

   1. *That woman’s answers were all wrong.*
   2. *Wrap the children’s pictures in brown paper.*
   3. *She broke Miss White’s wrist in several places.*
   4. *Dad’s car was wrecked on London Bridge.*

2. **Word sums:**

   Add the morphemes together.

   *woody*  *inside*  *prevented*  *reload*

   *wrongly*  *whiter*  *newly*  *knifed*

3. **Key sentence:**

   The sentence should say ‘*The second question is too difficult for me.*’

   Trace the sentence, filling in the blanks.

   Copy the sentence onto line 2.

   Now cover up the sentence and write it from dictation on line 3.
4. Homophones:
Choose the correct word for each sentence in Part 4.

1. *Mother baked* **four** cakes last *week*.
2. *Put the* **wood** for the fire over *here*.
3. *The workmen dug* a big **hole** in the *road*.

Now cover your work and write these sentences from dictation.

5. The Doubling Rule:
Add the morphemes together—do not double unless the next morpheme begins with a vowel.

- **verbal**
- **hoped**
- **seats**
- **cutting**
- **strapped**
- **hopping**
- **safely**
- **pretend**
- **badly**

6. Sentence dictation:
Write these sentences:

1. *My father's knife is good for cutting up old rope.*
2. *I hoped he had seen my rabbit hopping over the hedge.*
3. *All the children are strapped safely into their seats.*

7. Mystery message:

The owl and the pussy cat went to sea.
1. Key sentence:
The sentence should say ‘The second question is too difficult for me.’
Trace the sentence, filling in the blanks.
Copy the sentence onto line 2.
Now cover up the sentence and write it from dictation on line 3.

2. Spelling patterns:
Read the words in Part 2. *(Prompt if necessary.)*
Copy them onto line 2.
Now cover your work and write them from dictation on line 3.

- low
- slow
- show
- grow
- health
- wealth

3. Word sums:
Review morphemes ‘al’, ‘pre’ and ‘y’
Add these morphemes together:

- healthy
- final
- prevent
- normal
- prepaid
- oily

Read the words you have written.
Now cover your work and write the words from dictation.

4. Filling in the blanks:
Trace the words, filling in the blanks.

- while
- through
- different
- women
- answer
- cute

5. Morpheme analysis:
Fill in the blanks to show the morphemes in each word.

- al + ready
- nudge + ing
- cross + ed
- knife + ed
- cake + s
- hand + write + ing
6. Writing words:

while  through  different  
women  answer  cute

7. Spelling test:

choice  circle  pride  found  certain  
aren’t  bridge  neat  city  road

8. Sentence dictation:

Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!

1. I’m certain we’ve crossed over that bridge already.
2. She takes a lot of pride in her neat handwriting.
3. My uncle found a new road into the city.
4. If you aren’t too late, you can have your choice of cakes.

9. Word bingo:

(See page 18 for instructions.)
1. Key sentence review:
   Write the following sentences:
   
   1. Can you spare enough money to hire their donkey?
   2. Open the door while the young children go through.
   3. Seven different persons have gone to London this morning.

2. Spelling out loud:
   I’ll spell some words out loud and you tell me what words I spelled.
   (If the pupil cannot identify the word, let him write it on scrap paper.)
   
   close        heard        tube
   each         moist        change

   Now write these words in Part 2.
   (Dictate the words.)

3. The morpheme ‘y’:
   Look at Part 3 on your worksheet.
   The morpheme ‘y’ is a vowel.
   If you add the morpheme ‘y’ to a word you must—
   • drop the ‘e’: spice + y = spicy,
   • double the final consonant of a doubling word: fun + y = funny.
   Add the word-sums together.
   
   muddy        shiny        smoky
   furry        daddy        choosy

   Now turn the page and write these words again on the lines below.
   (Dictate the words.)
4. **Spelling patterns:**
You are going to write words spelled with ‘ou’, ‘ir’ and ‘ea’.
When I say each word, point to the spelling pattern you will use and then write the word.

- heavy
- stir
- loud
- house
- mouth
- dead
- shirt
- bread
- thirsty
- round
- ready
- bird

5. **Word sum dictation:**
Remember to use the rules.
- What is the first morpheme in *lately*? *(late)*
Write *late* in the first blank in Part 5.
- What is the next morpheme in *lately*? *(ly)*
Write *ly* in the next blank.
Now write *lately* in the third blank.
(Repeat for the following words:)

- wealth + y = wealthy
- stretch + er = stretcher
- scare + ed = scared
- fire + ing = firing
- gentle + ness = gentleness
- un + want + ed = unwanted
- mis + take + en = mistaken

6. **Spelling test:**
- wash
- also
- pure
- white
- angry
- simple
- watch
- few
- knee
- when
- grew
- badge
- while
- tube
- reasons
- warm
- cute
- wide
- wrist
- notice
- learn
- who
- charge
- each
- wreck

7. **Word search**
Read the words before you start.
Sentence dictation:
(See page 28 for instructions.
Suggestions: Award bonus points for correct use of commas and apostrophes.)
Bonus points for spotting the commas and apostrophes!

1. Write your name carefully on the dotted line.
2. I’ll trade you my broken knife for your cute little goat.
3. At that point, the road to York is only seven feet wide.
4. Sam’s uncle drew a few new pictures to hang on the wall.
5. The careless driver wrecked several different cars.
6. The policeman’s wrist was broken when Vern closed the door on it.
7. They’re wrapping up the cakes we’ve just baked.
8. You’re just the person who can answer this difficult question.
9. I bet your mother couldn’t drink seven glasses of wine.
10. You’ve taken second place in the sack race.
11. Young children who aren’t healthy grow very slowly.
12. We haven’t seen that woman in London lately.
1. Silent ‘e’:
You are going to write some words that end with the letter ‘e’.
- What letter will these words end with? (‘e’)
Listen to each word and you will hear a letter name.
The first word is grade.
- What letter name do you hear in grade? (A)
Now write grade.
The next word is plane.
- What letter name do you hear in plane? (A)
Write plane.
(Repeat this procedure for the following words:)

<table>
<thead>
<tr>
<th>blame</th>
<th>snake</th>
<th>shine</th>
<th>wife</th>
</tr>
</thead>
<tbody>
<tr>
<td>ripe</td>
<td>price</td>
<td>crime</td>
<td>grade</td>
</tr>
</tbody>
</table>

2. Word sum dictation:
Remember to use the rules.
- What is the first morpheme in blameless? (blame)
Write blame in the first blank in Part 2.
- What is the next morpheme in blameless? (less)
Write less in the next blank.
Now write blameless in the third blank.
(Repeat for the following words:)

<table>
<thead>
<tr>
<th>shine + y = shiny</th>
<th>plane + ing = planing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ripe + en = ripen</td>
<td>chase + ing = chasing</td>
</tr>
<tr>
<td>price + y = pricy</td>
<td>globe + al = global</td>
</tr>
<tr>
<td>wife + ly = wifely</td>
<td>grade + ing = grading</td>
</tr>
</tbody>
</table>

mis + price + ed = mispriced

Now cover your work and write these words from dictation:

shiny	planing	ripen	blameless
chasing	pricy	global	wifely
grading	mispriced
3. Writing words:
   Write these silent ‘e’ words:
   prune     close     safe     quite     cute
   scare     whole     tube     cure     white

4. Sentence dictation:
   Write these sentences:
   1. I’m not quite sure who to blame for global warming.
   2. Your cute white rabbit will be safe here.
   3. My wife ate a whole box of ripe prunes.
   4. If you are scared, just close the door.

5. Word bingo:
   (See page 18 for instructions.)
   chance     foil     early     ale
   isn’t     wrong     easy     point
   office     never     fire     force
   spare     wait     paper     watch
1. **Possessives:**

   Look at the first example in Part 1:
   
   *My mother’s brother didn’t pick many grapes.*

   We have added an **apostrophe** to the word *mother’s*. This shows the brother belongs to my mother.

   - What did we add to the word *mother’s*? *(an apostrophe)*
   
   *Repeat until firm.*

   - Why did we add an apostrophe to the word *mother’s*?
   
   *(because the brother belongs to my mother)*

   Words that show belonging are called **possessives**.

   - What do we call words that show belonging? *(possessives)*

   The rest of the sentences in Part 1 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*

   Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

   1. *My mother’s brother didn’t pick many grapes.*
   2. *The judge’s wig is white.*
   3. *Bob’s donkey is quite safe in his new home.*
   4. *Are you scared of the policeman’s dog?*

**Word sums:**

Add the morphemes together.

- frightening
- anything
- causing
- nicest
- weekly
- before
- wanting

Now turn the page and write these words from dictation.
3. Homophones:
Choose the correct words for each sentence in Part 3.

1. There’s a deep hole in the road.
2. Maybe the sun will shine next week.
3. Is your boat made of steel or wood?

Now cover your work and write these sentences from dictation.

4. The Doubling Rule:
Add the morphemes together—do not double unless the next morpheme begins with a vowel.

- stopper
- warmer
- swimming
- wrapped
- sadly
- madness
- flatten
- hardest
- strapped

5. Sentence dictation:
Write these sentences:

1. Do you want your fish and chips wrapped or open?
2. We’ll go swimming when the water is warmer.
3. Are all the children strapped into their seats?

6. Mystery message:

They stripped the striped wall-paper off the wall.
1. **New word introduction:**

(Write these words on a white board.)

- draw
- paw
- knew
- known
- kneel
- knock

Read each word and then spell it out loud.
(Prompt if necessary—then erase the words.)

Now spell the words out loud again.
(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)

Now write the words in Part 1.
(Dictate the words in a different order.)

2. **Word sum dictation:**

• What is the first morpheme in *present*? **pre**

Write *pre* in the first blank in Part 2.

• What is the next morpheme in *present*? **sent**

Write *sent* in the next blank.

Now write *present* in the third blank.
(Repeat for the following words:)

- *mistake* = mistaken
- *shed* = shedding
- *rename* = renamed
- *stretch* = stretches
- *behave* = behaving

Now cover your work and write these words from dictation.

- *present*  
- *mistaken*  
- *shedding*
- *renamed*  
- *stretches*  
- *behaving*

3. **Sentence dictation using new words:**

Now you will write some sentences using the words you learned in Part 1.

1. **Could you draw a picture of those grapes?**
2. **If I’d known you were coming, I would have baked a cake.**
3. **Our dog can knock on the door with his left paw.**
4. **Copying letters in words:**
I’ll spell some words and you write them down. Then tell me what word I spelled.

- wealth
- certain
- grudge
- chase
- they’re
- wrist

Now cover you’re work and write these words from dictation on the lines below.

5. **Spelling patterns:**
You are going to write words spelled with ‘ai’, ‘old’ and ‘-le’.
When I say each word, point to the spelling pattern you will use and then write the word.

- castle
- fold
- hold
- apple
- afraid
- trail

Now write these sentences.

1. *I certainly wouldn’t fold my sheets like that.*

2. *Take the trail to the right and you will find the castle.*

3. *I’m afraid I can’t hold all those apples.*
Apples and Pears

1. Key sentence review:
Write the following sentences:

1. The Queen has two hundred swans in her front garden.
2. Does she have very many rabbits?
3. My uncle got angry because we spent his change.

2. Spelling out loud:
I’ll spell some words out loud and you tell me what words I spelled.
(If the pupil cannot identify the word, have him write it on scrap paper.)

kneel  circle  blame  knee
voice  earth  gallon

Now write these words in Part 2.
( dictate the words.)

3. Spelling patterns:
You are going to write words spelled with ‘ear’, ‘wa’ and ‘ue’.
When I say each word, point to the spelling pattern you will use and then write the word.

warmer  true  watched
early  learning  watering
searched  arguing  blue
a colour
earth  clueless  warning
4. Word sum dictation:

- What is the first morpheme in *anyone*? *(any)*
  Write *any* in the first blank in Part 4.
- What is the next morpheme in *anyone*? *(one)*
  Write *one* in the next blank.
  Now write *anyone* in the third blank.
  Remember to use the rules.
  *(Repeat for the following words:)*

\[
\begin{align*}
\text{match} + \text{ing} &= \text{matching} & \text{flip} + \text{er} &= \text{flipper} \\
\text{kind} + \text{ness} &= \text{kindness} & \text{smile} + \text{ing} &= \text{smiling} \\
\text{pre} + \text{vent} + \text{ed} &= \text{prevented} \\
\text{some} + \text{thing} &= \text{something} & \text{re} + \text{write} &= \text{rewrite}
\end{align*}
\]

Now cover your work and write these words from dictation.

- *anyone*  *matching*  *flipper*
- *kindness*  *smiling*  *prevented*
- *something*  *rewrite*

5. Spelling test:

- *kettle*  *already*  *least*  *charge*  *white*
- *bread*  *office*  *wrote*  *early*  *promise*
- *fence*  *simple*  *always*  *dream*  *horse*
- *verbal*  *else*  *huge*  *circle*  *while*
- *gentle*  *wreck*  *thirsty*  *young*  *through*
Scoring:
Mastery:
0-4 errors—pass
5-7 errors—review spelling patterns and retest the following day.
8+ errors—go back to Level 21.

Test to be used after Level 30:
(See the instructions for Mastery Tests on page 5.)
1. **New word introduction:**
   (Write these words on a white board.)

   chew  flew  screw  threw  crew  guess

   Read each word and then spell it out loud.
   (Prompt if necessary—then erase the words.)

   Now spell the words out loud again.
   (Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)

   Now write the words in Part 1.
   (Dictate the words in a different order.)

2. **Word sum dictation:**
   What is the first morpheme in *withdraw*? *(with)*
   Write *with* in the first blank in Part 2.

   • What is the next morpheme in *withdraw*? *(draw)*
   Write *draw* in the next blank.
   Now write *withdraw* in the third blank.
   (Repeat for the following words:)

   \[
   \begin{align*}
   \text{un} + \text{known} &= \text{unknown} \\
   \text{ripe} + \text{en} &= \text{ripen} \\
   \text{shine} + \text{y} &= \text{shiny} \\
   \text{globe} + \text{al} &= \text{global} \\
   \text{de} + \text{grade} + \text{ing} &= \text{degrading}
   \end{align*}
   \]

   Now cover your work and write these words from dictation.

   withdraw  unknown  ripen
   shiny  global  degrading

3. **Sentence dictation using new words:**
   Now you will write some sentences using the words you learned in Part 1.

   1. *The new crew flew the plane to England.*
   2. *Guess who threw the grapes at the rabbit?*
   3. *Please fix a screw to the wall so I can hang up this picture.*
4. Copying letters in words:
I’ll spell some words and you write them down. Then tell me what words I spelled.

- marble
- butter
- rifle

- silver
- ruler
- trouble

Now cover your work and write these words from dictation on the lines below.

5. Spelling patterns:
You are going to write words spelled with ‘wr’, ‘kn’ and ‘-tch’. When I say each word, point to the spelling pattern you will use and then write the word.

- knife
- wrong
- wrote

- scotch
- knew
- stretch

Now write these sentences.
1. My dad likes to stretch out with a drink of scotch.
2. I knew he had a knife.
3. You just wrote down the wrong word.
1. **Contractions:**
   In Part 1, you are going to match these contractions to their meanings.

   - shouldn’t—should not
   - doesn’t—does not
   - weren’t—were not
   - hasn’t—has not
   - haven’t—have not
   - I’d—I would

2. **Substituting contractions:**
   Rewrite the sentences in Part 2 using contractions.

   1. He *doesn’t* know that he *shouldn’t* do that.
   2. *I’d* rather be healthy than wealthy.
   3. They *weren’t* sure when their plane left.
   4. My mother *hasn’t* found out about our ghost.

   Now turn the page and write the sentences from dictation.

3. **Writing contractions:**
   Write these contractions from dictation.

   - they’re
   - we’ll
   - what’s
   - you’ve
   - it’s
   - wasn’t
   - couldn’t
   - don’t

4. **Sentence dictation:**

   1. It *doesn’t* pay to make a policeman angry.
   2. Those snakes *weren’t* very scary.
   3. If you *don’t* know the right answer, you *shouldn’t* guess.
   4. We *haven’t* known those people for very long.
5. The Doubling Rule:
Circle the doubling words, then add the morphemes together—do not double unless the next morpheme begins with a vowel.

opening  stunning  scared  writer
strapping  sadly  hottest  inner
parting  scarred

6. Word bingo:
(See page 18 for instructions.)
bake  children  writing  open
widest  loaf  while  through
go through the door
argue  young  spoil  purely
parents  behave  kitchen
hole
all of it
1. Words ending with consonant + y:

Look at Part 1 in your workbook. You are going to circle all the words that end in consonant plus y.

The first word is copy.

- Is P a consonant or a vowel? (a consonant)
- Does copy end with consonant plus y? (yes) Circle it.

The next word is stray.

- Is A a consonant or a vowel? (a vowel)
- Does stray end with consonant plus y? (no) Cross it out.

Go through the rest of the words in Part 1 and look at the last two letters of each one. If the word ends with consonant plus y, circle it. If it ends with vowel plus y, cross it out.

spray dry worry ready enjoy
heavy scary buy play pretty
study early happy smoky destroy

2. The y-to-i rule:

Look at Part 2 in your workbook.

Here is a new rule.

When a word ends in consonant plus y, you must change the ‘y’ to ‘i’ when you add another morpheme.

- When do you change the ‘y’ to ‘i’ in a word? (When the word ends in consonant plus y)

Now cover your worksheet.

- When do you change the ‘y’ to ‘i’ in a word? (When the word ends in consonant plus y)
(Repeat until letter-perfect.)
3. Word-sums using the y-to-i rule

Find Part 3 in your workbook.

The first word-sum is study + ed.

• Does study end with consonant plus y? (Yes) Circle it.
• So do we change the ‘y’ to ‘i’ when we write studied? (Yes)
• Let’s spell studied aloud: (s-t-u-d-i-e-d)

Now write studied on your worksheet.

The next word-sum is play + er.

Does play end with consonant plus y? (No) Cross it out
• So do we change the ‘y’ to ‘i’ when we write player? (No)
• Let’s spell player aloud: (p-l-a-y-e-r)

Now write player on your worksheet.

Go through the rest of the words in Part 3.

Circle every word that ends with consonant plus y.

Then add the word-sums together, following the rule about changing the ‘y’ to ‘i’.

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<td>destroy</td>
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4. Copying letters in words:

I’ll spell some words and you write them down. Then tell me what words I spelled.

happiness     fried     thirstier
enjoyed       stayed     wealthiest

Now cover your work and write these words from dictation on the lines below.
5. **Sentence dictation using new words:**
   Now you will write some sentences using the words you have just learned.
   1. *I really enjoyed the fried fish.*
   2. *My sister studied all night for the test.*
   3. *I am worried about your playful goat.*

6. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word. Remember, when you take these words apart, you have to change the ‘i’ back to an ‘y’.

   - happy + ness
   - study + es
   - dry + ed
   - pretty + er

   Now cover your work and write the words from dictation on the lines below.

   - happiness
   - studies
   - dried
   - prettier
1. **Spelling patterns:**
   Read the words in Part 1. *(Prompt if necessary.)*
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.
   
   dodge  fudge  fridge
   budge  throw  snow

2. **y-to-i review:**
   - When do you change the ‘y’ to ‘i’ in a word? *(When the word ends with consonant plus y.)* *(Repeat until letter-perfect.)*

   Find Part 2 in your workbook.
   The first word-sum is *angry + er.*
   - Does *angry* end with consonant plus y? *(Yes)* Circle it.
   - So do we change the ‘y’ to ‘i’ when we write *angrier?* *(Yes)*
   - Let’s spell *angrier* aloud: *(a-n-g-r-i-e-r)*
   - Now write *angrier* on your worksheet.

   The next word-sum is *sway + ed.*
   - Does *sway* end with consonant plus y? *(No)* Cross it out.
   - So do we change the ‘y’ to ‘i’ when we write *swayed?* *(No)*
   - Let’s spell *swayed* aloud: *(s-w-a-y-e-d)*
   - Now write *swayed* on your worksheet.

   Go through the rest of the words in Part 2.
   Circle every word that ends with consonant plus y.
   The add the word-sums together, following the rule about changing the ‘y’ to ‘i’.

   enjoyable  married  prettier
   stayed  sunnier  employable
3. Filling in the blanks:
   Trace the words, filling in the blanks.
   
   several  women  normal
   knock    while  through

4. Morpheme analysis:
   Fill in the blanks to show the morphemes in each word.
   
   health + y  un + known  snow + ed
   crew + ed    de + grade + ed
   un + wrap + ed

   Now cover your work and write these words from dictation on the lines below.
   
   healthy  unknown  snowed
   crewed   degraded   unwrapped

5. Writing words:
   
   several  women  normal
   knock    while  through

6. Word sums:
   New morpheme ‘ex’.
   Add these morphemes together:
   
   example  explain  express
   exact    exclaim  export

   Read the words you have written.
   Now turn the page and write the words from dictation.
7. Spelling test:

kindly  always  change  answer  teacher
kneel  ready  find  glasses  should

8. Sentence dictation:
Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!

1. Please kneel down and help me find my glasses.
2. Please have the exact change ready.
3. A teacher should always set a good example.
4. Would you kindly explain your answer?
1. **Possessives:**

   Look at the first example in Part 1:
   
   *The woman’s wrist was cut by broken glass.*

   We have added an *apostrophe* to the word *woman’s*. This shows the wrist belongs to the woman.

   - What did we add to the word *woman’s*? *(an apostrophe)*
     *(Repeat until firm.)*
   - Why did we add an apostrophe to the word *woman’s*? *(because the wrist belongs to the woman)*

   Words that show belonging are called *possessives*.

   - What do we call words that show belonging? *(possessives)*

   The rest of the sentences in Part 1 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*

   Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

   1. *The woman’s wrist was cut by broken glass.*
   2. *Who ate all of my father’s grapes?*
   3. *Why did you sit on our teacher’s glasses?*
   4. *Beth’s answers are always wrong.*

2. **The Doubling Rule:**

   Add the morphemes together—do not double unless the next morpheme begins with a vowel.

   
   striped  helping  madly
   flatten  harmed  boiled
   sadness  hopping  flopped

   Now turn the page and write these words from dictation.
3. Homophones:
Choose the correct word for each sentence in Part 3.

1. We had to wait for an hour to see the show.

2. That is a most unlikely tale!

3. They’re the first people to come here.

Now cover your work and write these sentences from dictation.

4. Sentence dictation:
Write these sentences:

1. The white rabbit went hopping down the road.

2. He had better watch out or a car will flatten him.

3. The old brown car went racing madly down our street.

5. Crossword:
Read the words before you start.

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Sentence dictation:
(See page 28 for instructions.
Suggestions: Award bonus points for correct use of commas and apostrophes.)
Bonus points for spotting the commas and apostrophes!

1. I gather he doesn’t know how to draw pictures.
2. Young children love to throw snowballs.
3. Did Miss White see the policeman’s badge?
4. Is the light in the fridge still shining when you have closed the door?
5. Would it be too much trouble to make some fudge for Queen Beth?
6. With all this rain, Carl’s grapes will never ripen.
7. I haven’t got a clue when Nick’s plane will land.
8. When I scored the winning goal, I hurt my knee.
9. You will never become wealthy if you don’t like to work.
10. Miss Black will certainly get lost, driving through the middle of London.
11. The coach to New York normally leaves every morning at seven.
12. Several other children couldn’t guess the answer.
1. **New word introduction:**
   (Write these words on a white board.)
   
   law     raw     lawn     yawn     jaw     dawn

   Read each word and then spell it out loud.  
   *(Prompt if necessary—then erase the words.)*

   Now spell the words out loud again.  
   *(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)*

   Now write the words in Part 1. 
   *(Dictate the words in a different order.)*

2. **Word sum dictation:**
   
   • What is the first morpheme in *exactly*? *(ex)*
     Write *ex* in the first blank in Part 2.
   
   • What is the next morpheme in *exactly*? *(act)*
     Write *act* in the next blank.
   
   • What is the next morpheme in *exactly*? *(ly)*
     Write *ly* in the next blank.
   
   Now write *exactly* in the last blank.  
   *(Repeat for the following words:)*

   pre + vent + ed = prevented

   mis + trust + ful = mistrustful

   snow + ball = snowball

   un + spoke + en = unspoken

   flat + en + ed = flattened

   Now cover your work and write these words from dictation.

   *exactly*                 *prevented*                 *mistrustful*

   *snowball*                 *unspoken*                 *flattened*
3. **Sentence dictation using new words:**
   Now you will write some sentences using the words you learned in Part 1.

   1. *I can’t yawn because I broke my jaw.*
   2. *It’s against the law to play on that lawn.*
   3. *My dad gets up at dawn and eats raw eggs.*

4. **Copying letters in words:**
   I’ll spell some words and you write them down. Then tell me what words I spelled.

   ```
   through    several    different
   verbal     while      difficult
   ```

   Now cover your work and write these words from dictation on the lines below.

5. **Spelling patterns:**
   You are going to write words spelled with ‘oo’, ‘mp’ and ‘wor’.
   When I say each word, point to the spelling pattern you will use and write the word.

   ```
   camping    workers    smoothest
   lamplight  worrying   choosing
   ```

   Now write these sentences.

   1. *When we go camping, I have to read by lamplight.*
   2. *The boss is always worrying about his workers.*
   3. *It’s no trouble, choosing the smoothest road.*
6. y-to-i review:
- When do you change the ‘y’ to ‘i’ in a word? (When the word ends with consonant plus y) 
  (Repeat until letter-perfect.)

Find Part 6 in your workbook.
The first word-sum is _pretty + est_.
- Does _pretty_ end with consonant plus y? (Yes) Circle it.
- So do we change the ‘y’ to ‘i’ when we write _prettiest_? (Yes)
- Let’s spell _prettiest_ aloud: (p-r-e-t-t-i-e-s-t)
Now write _prettiest_ on your worksheet.

The next word-sum is _stay + ed_.
- Does _stay_ end with consonant plus y? (No) Cross it out.
- So do we change the ‘y’ to ‘i’ when we write _stayed_? (No)
- Let’s spell _stayed_ aloud: (s-t-a-y-e-d)
Now write _stayed_ on your worksheet.

Go through the rest of the words in Part 6.
Circle every word that ends with consonant plus y.
Then add the word-sums together, following the rule about changing the ‘y’ to ‘i’.

_sentence dictation:_
Write these sentences:
1. Jane is the prettiest girl in our class.
2. Mike stayed up until dawn.
3. Mark threw away his jumper when the cat sprayed on it.
4. My uncle always tells the funniest jokes.

8. Crossword:
Read the words before you start.
1. y-to-i review:
   • When do you change the ‘y’ to ‘i’ in a word? (When the word ends with consonant plus y)
   (Repeat until letter-perfect.)

Find Part 1 in your workbook.
The first word-sum is study + ed.
   • Does study end with consonant plus y? (Yes) Circle it.
   • So do we change the ‘y’ to ‘i’ when we write studied? (Yes)
   • Let’s spell studied aloud: (s-t-u-d-i-e-d)
Now write studied on your worksheet.

The next word-sum is enjoy + able.
   • Does enjoy end with consonant plus y? (No) Cross it out.
   • So do we change the ‘y’ to ‘i’ when we write enjoyable? (No)
   • Let’s spell enjoyable aloud: (e-n-j-o-y-a-b-l-e)
Now write enjoyable on your worksheet.

Go through the rest of the words in Part 1.
Circle every word that ends with consonant plus y.
Then add the word-sums together, following the rule about changing the ‘y’ to ‘i’.

laziest displayed sunnier
 copied moneybags destroyer

2. Sentence dictation:
Write these sentences:

1. Jake studied his English last week.

2. He said that it was most enjoyable.

3. I think he copied my work.
3. Word sum dictation:
   • What is the first morpheme in heaviest? (heavy)
     Write heavy in the first blank in Part 3.
   • What is the next morpheme in heaviest? (est)
     Write est in the next blank.
     Now write heaviest in the last blank.
     (Repeat for the following words:)
     
     star + ed = starred
     early + er = earlier
     hope + ing = hoping
     lazy + est = laziest
     joy + ful = joyful

     Now cover your work and write these words from dictation.
     
     heaviest starred earlier
     hoping laziest joyful

4. Copying letters in words:
   I’ll spell some words and you write them down. Then tell me what words I spelled.
   
   dawn throw dodge
   healthy certain happiness

   Now cover your work and write these words from dictation on the lines below.

5. Sentence dictation using new words:
   Now you will write some sentences using the words you learned in Part 4.
   
   1. In the spring, dawn comes earlier every morning.
   2. My other brother is the laziest boy in his class.
   3. Who can throw the heaviest ball?
1. **Key sentence review:**

Write the following sentences:

1. The second question is too difficult for me.

2. There are several reasons for my answer.

3. Where shall we hang my friend’s pretty picture?

2. **y-to-i review:**

- When do you change the ‘y’ to ‘i’ in a word? *(When the word ends with consonant plus y)*

  (Repeat until letter-perfect.)

  Look at the first word-sum in Part 2.

  The first part of the word-sum is re + ply.

  - What word does re + ply make? *(reply)*

  Does reply end with consonant plus y? *(Yes)* Circle it.

  The whole word-sum is re + ply + es.

  - So do we change the ‘y’ to ‘i’ when we write replies? *(Yes)*

  - Let’s spell replies aloud: *(r-e-p-l-i-e-s)*

  Now write replies on your worksheet.

  Look at the next word-sum.

  The first part is re + play.

  What word does re + play make? *(replay)*

  - Does replay end with consonant plus y? *(No)* Cross it out.

  The whole word-sum is re + play + ed.

  - So do we change the ‘y’ to ‘i’ when we write replayed? *(No)*

  - Let’s spell replayed aloud: *(r-e-p-l-a-y-e-d)*

  Now write replayed on your worksheet.

  Look at the next word-sum.

  The first part is luck + y.

  What word does luck + y make? *(lucky)*

  Does lucky end with consonant plus y? *(Yes)* Circle it.

  The whole word-sum is luck + y + est.

  - So do we change the ‘y’ to ‘i’ when we write luckiest? *(Yes)*

  - Let’s spell luckiest aloud: *(l-u-c-k-i-e-s-t)*

  Now write luckiest on your worksheet.
2. **Continued:**
   Add the rest of the word-sums together.

   dismayed employed roomier fussiest

3. **Sentence dictation:**
   Write these sentences:
   
   1. *Have you had any replies to your question?*
   2. *I am the luckiest person in the world.*
   3. *When we replayed the match, we won.*

4. **Spelling out loud:**
   I’ll spell some words out loud and you tell me which words I spelled. *(If the pupil cannot identify the word, let him write it on scrap paper.)*

   persons English through
   month promise different

   Now write these words in Part 4. *(Dictate these words.)*

5. **Spelling patterns:**
   You are going to write words spelled with ‘oa’, ‘-ce’ and ‘-ge’.
   When I say each word, point to the spelling pattern you will use and then write the word.

   noise large chance soapy
   floating notice loafer charge
   change roamed huge force
6. Word sum dictation:
Remember to use the rules.
• What is the first morpheme in whitest? (white)
Write white in the first blank in Part 6.
• What is the next morpheme in whitest? (est)
Write est in the next blank.
Now write whitest in the third blank.
(Repeat for the following words:)

\[
\begin{align*}
tar + ed &= tarred \\
post + al &= postal \\
spot + less &= spotless \\
rent + al &= rental \\
study + ed &= studied \\
like + ness &= likeness \\
stab + ing &= stabbing
\end{align*}
\]

Now turn the page and write these words from dictation.

\[
\begin{align*}
whitest & \quad \quad tarred & \quad \quad studied \\
postal & \quad \quad likeness & \quad \quad spotless \\
stabbing & \quad \quad rental
\end{align*}
\]

7. Spelling test:
swans  angry  hire  donkey  pounded
friend  month  nothing  blue  hundred
trunk  young  person  around  headless
spare  mouse  count  bald  promise
gone  grounding  drift  London  danger

8. Crossword:
Read the words before you start.

\[
\begin{array}{cccccc}
\text{through} & \text{score} & \text{fire} & \text{ore} & \text{t} & \text{empest}
\end{array}
\]
1. **Spelling patterns:**
   Read the words in Part 1. *(Prompt if necessary.)*
   Copy them onto line 2.
   Now cover your work and write them from dictation on line 3.

   *fur*       *turn*       *burn*       *curve*       *church*       *four*

2. **y-to-i review:**
   - When do you change the ‘y’ to ‘i’ in a word? *(When the word ends with consonant plus y)*
     (Repeat until letter-perfect.)
   - Look at the first word-sum in Part 2.
     The first part of the word-sum is **might**.
     - What word does **might + y** make? *(mighty)*
     - Does **mighty** end with consonant plus y? *(Yes)* Circle it.
     - The whole word-sum is **might + y + er**.
     - So do we change the ‘y’ to ‘i’ when we write **mightier**? *(Yes)*
     - Let’s spell **mightier** aloud: *(m-i-g-h-t-i-e-r)*
     - Now write **mightier** on your worksheet.
   - Look at the next word-sum.
     The first part is **be + tray**.
     - What word does **be + tray** make? *(betray)*
     - Does **betray** end with consonant plus y? *(No)* Cross it out.
     - The whole word-sum is **be + tray + al**.
     - So do we change the ‘y’ to ‘i’ when we write **betrayal**? *(No)*
     - Let’s spell **betrayal** aloud: *(b-e-t-r-a-y-a-l)*
     - Now write **betrayal** on your worksheet.
   - Look at the next word-sum.
     The first part is **shake + y**.
     - What word does **shake + y** make? *(shaky)*
     - Does **shaky** end with consonant plus y? *(Yes)* Circle it.
     - The whole word-sum is **shake + y + est**.
     - So do we change the ‘y’ to ‘i’ when we write **shakiest**? *(Yes)*
     - Let’s spell **shakiest** aloud: *(s-h-a-k-i-e-s-t)*
     - Now write **shakiest** on your worksheet.
2. Continued:
   Add the rest of the word-sums together.
   With ‘sloppier’ and ‘grubbliest’ you will need to use the doubling rule and the ‘y’ to ‘i’ rule.
   
   sloppier  grubbliest  annoyed  decoyed

3. Morpheme analysis:
   Fill in the blanks to show the morphemes in each word.
   
   star + ing  like + ly  happy + ness
   scare + ing  write + er  match + es

   Now turn the page and write these words from dictation.
   
   starring  likely  happiness
   scaring  writer  matches

4. Copying letters in words:
   I’ll spell some words and you write them down.
   Then tell me what words I spelled.
   
   build  guess  through
   certain  question  preacher

   Now cover your work and write these words from dictation on the lines below.

5. Word sums:
   New morpheme ‘dis’.
   Add these morphemes together:
   
   display  disarm  discard
   disease  disagree  discovery

   Read the words you have written.
   Now cover your work and write the words from dictation.
6. Spelling test:

shall  snakes  throw  lawn  friendly
very  those  knife  teacher  little

7. Sentence dictation:

Some of these sentences may have a comma, or maybe none of them do. See if you can get it right!
(Suggestion: Keep a record of individual or team efforts for a special prize.)

1. Our teacher disarmed a boy who had a knife.

2. The preacher at our church is very friendly.

3. We discovered four little snakes on our lawn.

Shall we burn all those discarded matches?

8. Word bingo:
(See page 18 for instructions.)

second  found  difficult  badge
knife  hedge  ready  enough
hiding  latest  argue  blue
they’ve  longer  thirsty  would
Test to be used after Level 40:
(See the instructions for Mastery Tests on page 5.)

lower  drawing  dodge
strapping  replied  yawning
they’ve  studied  knock
fudge  chasing  player
wealthy  guesses  shiny
happiness  writer  express
graded  chewed  explain
knee  pretending  doesn’t

Scoring:

Mastery: 0-4 errors— pass
5-7 errors— review spelling patterns and retest the following day.
8+ errors— go back to Level 31.
1. Morpheme sums:
Add the morphemes together. Don’t forget your rules.

    station    action    question

Read the words you have just written.

2. Meanings:
Fill in the blank in each sentence using one of the words from Part 1.

1. Please answer the ________.
2. We will miss our train if we don’t hurry to the ________.
3. This match is boring—I want to see some ________!

Read the sentences.

3. Morpheme analysis:
Read the words in Part 3.
Fill in the blanks to show the morphemes in each word.

re + act + ion    quest + ion + able
state + ment    re + quest + ed

4. Writing words:

    station    action    question

5. Homophones:
Choose the right homophones for each sentence.

1. It’s not ________ to steal things.
2. Can we meet at your ________?

Now cover your work and write these sentences from dictation on the lines below.
6. **y-to-i review:**

- When do you change the ‘y’ to ‘i’ in a word?  
  *(When the word ends with consonant plus y)*  

  *(Repeat until letter-perfect.)*

Look at the first word-sum in Part 6.

The first part of the word-sum is *mud + y*.

- What word does *mud + y* make? *(muddy)*
- Spell *muddy* aloud: *(m-u-d-d-y)*

Does *muddy* end with consonant plus y? *(Yes)*  
Circle it.

The whole word-sum is *mud + y + est*.

- So do we change the ‘y’ to ‘i’ when we write *muddiest*? *(Yes)*
- Let’s spell *muddiest* aloud: *(m-u-d-d-i-e-s-t)*

Now write *muddiest* on your worksheet.

Look at the next word-sum.

The first part is *em + ploy*.

- What word does *em + ploy* make? *(employ)*
- Does *employ* end with consonant plus y? *(No)*

The whole word-sum is *em + ploy + ed*.

- So do we change the ‘y’ to ‘i’ when we write *employed*? *(No)*
  Cross it out.
- Let’s spell *employed* aloud: *(e-m-p-l-o-y-e-d)*

Now write *employed* on your worksheet.

Look at the next word-sum.

The first part is *ease + y*.

- What word does *ease + y* make? *(easy)*
- Spell *easy* aloud: *(e-a-s-y)*
- Does *easy* end with consonant plus y? *(Yes)*  
  Circle it.

The whole word-sum is *ease + y + est*.

- So do we change the ‘y’ to ‘i’ when we write *easiest*? *(Yes)*
- Let’s spell *easiest* aloud: *(e-a-s-i-e-s-t)*

Now write *easiest* on your worksheet.

Add the rest of the word-sums together.

```plaintext
hurried    buyer    relied
```
6. **Continued:**
Now write these sentences.

1. *Is your uncle still unemployed?*
2. *My boss gives me the easiest jobs.*
3. *That shark sure muddied the water.*

7. **Contractions:**
Write contractions for these words.

   - should’ve
   - could’ve
   - hadn’t

Now write these sentences.

1. *You should’ve dropped us off at the station.*
2. *If I hadn’t lost my book, I could’ve answered your question.*

8. **Word Bingo:**
(See page 18 for instructions.)

   - when
   - several
   - shirt
   - wash
   - children
   - ghost
   - dream
   - anyone
   - flight
   - reasons
   - really
   - wrote
   - leave
   - with
   - pen
   - round
   - whole
   - all of it
1. **Copying letters in words:**
   I’ll spell some words and you write them down. Then tell me what words I spelled.

   - curve
   - yawn
   - budge
   - threw
   - guess
   - knock
   - health
   - chase

   Now cover you’re work and write these words from dictation on the lines below.

2. **Morpheme analysis:**
   Fill in the blanks to show the morphemes in each word.

   - state + ment
   - quest + ion + ed
   - happy + ness
   - dodge + ing
   - un + known
   - chew + ed

   Now cover your work and write these words from dictation on the lines below.

   - statement
   - questioned
   - happiness
   - dodging
   - unknown
   - chewed

3. **Contractions:**
   Write contractions for these words.

   - would’ve
   - should’ve
   - I’d

   Now write these sentences.

   1. If I’d known you were coming, I would’ve cleaned the house.
   2. You should’ve been able to guess the answer to my question.
4. y-to-i review:

- When do you change the ‘y’ to ‘i’ in a word?
  (When the word ends with consonant plus y.)
  (Repeat until letter-perfect.)

Look at the first word-sum in Part 4.
The first part of the word-sum is skin + y.
- What word does skin + y make? (skinny)
- Spell skinny aloud: (s-k-i-n-n-y)
- Does skinny end with consonant plus y? (Yes) Circle it.
The whole word-sum is skin + y + er.
- So do we change the ‘y’ to ‘i’ when we write skinnier? (Yes)
- Let’s spell skinnier aloud: (s-k-i-n-n-i-e-r)
Now write skinnier on your worksheet.

Look at the next word-sum.
The first part is re + pay.
- What word does re + pay make? (repay)
- Does repay end with consonant plus y? (No) Cross it out.
The whole word-sum is re + pay + ment.
- So do we change the ‘y’ to ‘i’ when we write repayment? (No)
- Let’s spell repayment aloud: (r-e-p-a-y-m-e-n-t)
Now write repayment on your worksheet.

Look at the next word-sum.
The first part is sup + ply.
- What word does sup + ply make? (supply)
- Does supply end with consonant plus y? (Yes) Circle it.
The whole word-sum is sup + ply + es.
- So do we change the ‘y’ to ‘i’ when we write supplies? (Yes)
- Let’s spell supplies aloud: (s-u-p-p-l-i-e-s)
Now write supplies on your worksheet.

Add the rest of the word-sums together.

fanciest  soggier  dismayed  joyful
5. Rules practice:
Add these morphemes together, remembering your rules.

- reacted easiest enjoyable
- driver witness hopping
- avoid quickly policewoman

Now read the words you have just written.

6. Spelling test:

- blue always rabbits took teacher
- around each wreck lawn money

7. Sentence dictation:

1. The driver of the blue car reacted quickly to avoid the wreck.
2. The rabbits were hopping all around the lawn.
3. Your teacher always asks the easiest questions.
4. The policewoman took a statement from each witness.
1. Morpheme sums:
Add the morphemes together.

retracted  contractor  retractable

subtraction  attractive  protractor

Now cover your work and write these words from dictation on the lines below.

2. New word introduction:
(Write these words on a white board.)

eight  weight  climb  comb  bomb  freight

Read each word and then spell it out loud.
(Prompt if necessary—then erase the words.)

Now spell the words out loud again.
Write each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.

Now write the words in Part 2.
(Dictate the words in a different order.)

3. Definitions:
Insert one morpheme in each blank.
The new word must match the definition.

subtraction  statement  misbehave

4. Morpheme dictation:
• What is the first morpheme in station?  (state)
Write state in the first blank in Part 4.
• What is the next morpheme in station?  (i-o-n)
Write ‘i-o-n’ in the next blank.
(Always spell out ‘i-o-n’.)
Now write station in the last blank.
• Did you need to use a rule?  (dropping the ‘e’)

Level 43:
4. Continued:
(Repeat for the following words:)

at + tract + ion = attraction (no rules)
quest + ion + able = questionable (no rules)

5. Writing words:

subtraction statement misbehave
station attraction questionable

6. Rules practice:
Add the morphemes together, remembering your rules.

fatter prettiest railway
hired budging driveway
attracted older burner
enjoyable

Now read the words you have just written.

7. Spelling test:

near were father church
new found ladder couldn’t
knock yawn throw health

8. Sentence dictation:

1. The police found eight bombs near the railway station.
2. My father hired a contractor to lay our new driveway.
3. Older boys are attracted to the prettiest girls.
4. If I were any fatter, I couldn’t climb up this ladder.
1. **Morpheme sums:**
   Add the morphemes together.

   *objections*  *project*  *rejected*

Read the words you have just written.

2. **Meanings:**
   Fill in the blank in each sentence using one of the words from Part 1.

   1. *Did you get your* **project** *handed in on time?*
   2. *My story wasn’t bad, but they still** **rejected** *it.*
   3. *If you have any** **objections**, you had better say so now.

   Read the sentences.

3. **Morpheme analysis:**
   Read the words in Part 3.
   Fill in the blanks to show the morphemes in each word.

   *sub + ject  con + quest*
   *at + tract + ion  de + ject + ed*
   *con + tract + ion  re + act + ive*
   *re + in + state*

4. **Writing words:**
   *objections  project  rejected*
5. **Possessives:**

Look at the first example in Part 5:

*Do you think you can guess Mark’s weight?*

We have added an **apostrophe** to the name *Mark’s.*

This shows that the weight belongs to Mark.

- What did we add to the name *Mark’s?* (an **apostrophe**)
  (Repeat until firm.)

- Why did we add an apostrophe to the name *Mark’s?*  
  (because the weight belongs to Mark)

Words that show belonging are called **possessives.**

- What do we call words that show belonging? (possessives)

The rest of the sentences in Part 5 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*

Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

1. Do you think you can guess *Mark’s* weight.

2. You shouldn’t use your *mother’s* comb on the dog.

3. Will that *donkeys* climb up *Jill’s* hill?.

4. *Our team’s* shirts all have red stripes.

Now cover your work and write these sentences from dictation.

6. **Rules practice:**

Add these morphemes together, remembering your rules.

- studied
- getting
- attractive

- request
- turning
- playful

- madness
- usable
- global
- holiday

Now cover your work, and we will spell those words aloud. *(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors.)*
7. Spelling test:

<table>
<thead>
<tr>
<th>English</th>
<th>tune</th>
<th>circle</th>
<th>blame</th>
</tr>
</thead>
<tbody>
<tr>
<td>crew</td>
<td>kneel</td>
<td>doesn’t</td>
<td>jaw</td>
</tr>
<tr>
<td>crime</td>
<td>curve</td>
<td>known</td>
<td>four</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the number</td>
</tr>
</tbody>
</table>

8. Sentence dictation:

1. *I studied my English, and now it’s my best subject.*
2. *You should put in a request now if you want to hear that tune.*
3. *My mother is getting old, but she is still attractive.*
1. Meanings:
   Read the words in Part 1.
   Match the words to their meanings.

   retract = to take back
   projection = something that sticks out
   requested = asked

2. Morpheme sums:
   Add the morphemes together.

   objective      bomber      unquestionable
   conquest      contractor    underweight

   Now cover your work and write these words from dictation.

3. Sentence dictation:
   1. *The bombers destroyed their objective.*
   2. *That remark isn’t true and you should retract it.*
   3. *All of the children are requested to stay in their seats.*

4. Ordering alphabetically:
   Write the words in alphabetical order.

   bomb
   comb
   eight
   flew
   freight
   guess
   knock
   weight
5. Homophones:
Choose the correct homophone for each sentence in Part 5.

1. We answered their objections.
2. They’re all out climbing trees.
3. I left my comb over there.

Now cover your work and write these sentences from dictation.

6. Spelling test:

<table>
<thead>
<tr>
<th>pencils</th>
<th>south</th>
<th>worst</th>
<th>summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>tore</td>
<td>skip</td>
<td>twice</td>
<td></td>
</tr>
<tr>
<td>coming</td>
<td>people</td>
<td>paja</td>
<td>ruler</td>
</tr>
<tr>
<td>worry</td>
<td>scram</td>
<td>never</td>
<td>icing</td>
</tr>
<tr>
<td>over</td>
<td>moan</td>
<td>worth</td>
<td>cage</td>
</tr>
<tr>
<td>other</td>
<td>more</td>
<td>wave</td>
<td>waving</td>
</tr>
</tbody>
</table>

7. Puzzle:
Add the morphemes in each box to find the words that fit into the grid.
1. Morpheme sums:
Add the morphemes together. Don’t forget your rules.

- *entertainment*
- *detained*
- *container*

Read the words you have just written.

2. Meanings:
Fill in the blank in each sentence using one of the words from Part 1.

1. *The teacher* **detained** me for an hour after school.
2. *The rusty old* **container** is starting to leak.
3. *We will be showing a new film* for your **entertainment**.

Read the sentences.

3. Morpheme analysis:
Read the words in Part 3.

Fill in the blanks to show the morphemes in each word.

- at + tract + ive
- re + ject + ion
- quest + ion + ing
- ob + serve + er
- heavy + est
- re + act + ion
- re + tain + ed
- un + wrap + ed
- con + tract + or
- angry + er

Now cover your work and write these words from dictation.

- attractive
- rejection
- questioning
- observer
- heaviest
- reaction
- retained
- unwrapped
- contractor
- angrier
4. Homophones:
Choose the correct word for each sentence in Part 4.

1. *Should we wait for the eight o'clock train?*

2. *Can a bear climb a fir tree?*

3. *If you're not here soon, we'll leave without you.*

Now cover your work and write these sentences from dictation.

5. Writing words:

   - entertainment
   - detained
   - container

6. Rules practice:
Add these morphemes together, remembering your rules.

   - avoiding
   - project
   - statement
   - refer
   - flabby
   - earlier
   - requested
   - retractable

Now read the words you have just written.

7. Spelling test:

   - through
   - your
   - knife
   - wrist
   - go through the door
   - change
   - different
   - children
   - several
   - door
   - close
   - hedge

8. Sentence dictation:

1. *The contractor uses a retractable knife because it is safer.*

2. *My father requested a statement from the bank.*

3. *You must get up earlier to get your project done.*
1. **Morpheme sums:**
   Add the morphemes together.
   
   *construction*  *instructor*  *destructive*
   
   Now cover your work and write these words from dictation on the lines below.

2. **New word introduction:**
   *(Write these words on a white board.)*

   *build*  *thought*  *ought*  *fought*  *thumb*  *bought*
   
   Read each word and then spell it out loud.
   *(Prompt if necessary—then erase the words.)*

   Now spell the words out loud again.
   *(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)*

   Now write the words in Part 2.
   *(Dictate the words in a different order.)*

3. **Definitions:**
   Insert one morpheme in each blank.
   The new word must match the definition.

   *entertainment*  *construction*  *rejected*

4. **Morpheme dictation:**
   - What is the first morpheme in *earliest*? *(early)*
   Write *early* in the first blank in Part 4.
   - What is the next morpheme in *earliest*? *(est)*
   Write *est* in the next blank.
   Now write *earliest* in the last blank.
   - Did you need to use a rule? *(‘y’ to ‘i’)*
   *(Repeat for the following words:)*

   *thought* + *ful* = *thoughtful* *(no rules)*

   *re* + *late* + *ion* = *relation* *(dropping the ‘e’.)*
5. Writing words:

construction    instructor    destructive
earliest         thoughtful    relation

6. Rules practice:

This is a variation to the ‘y’ to ‘i’ rule.

Never change ‘y’ to ‘i’ when you add the morpheme ‘ing’.

Look at the example in Part 6.

study + ing = studiing  wrong
study + ing = studying  right
study + ed = studied    right

In English, you never have two ‘i’s together.

Add the morphemes together.

happier          worrying    copying    copier

Now, read the words you just written.

7. Spelling test:

uncle           unloaded    contractor    hired
freight         carried      heaviest     eight
container       shopping    shipping    weight

8. Sentence dictation:

1. Our instructor thought we ought to work harder.
2. My father hired a contractor to build our new house.
3. They unloaded the shipping container from the freight car.
4. When we went shopping, my uncle carried the heaviest weight.

9. Word search:

Read the words before you start.
1. Morpheme sums:
Add the morphemes together.

observer    deserving    preserve

Read the words you have just written.

2. Meanings:
Fill in the blank in each sentence using one of the words from Part 1.

1. The **observer** spent eight hours watching our class.

2. The easiest way to **preserve** meat is to freeze it.

3. We will give treats to all the **deserving** children.

Read the sentences.

3. Morpheme analysis:
Read the words in Part 3.

Fill in the blanks to show the morphemes in each word.

- *ob + struct + ion*
- *pre + vent + ed*
- *ob + tain + ed*
- *sub + tract + ion*
- *ob + ject + ive*
- *quest + ion + ing*
- *act + ive + ly*
- *state + ment*

4. Writing words:

observer    deserving    preserve
5. Possessives:
Look at the first example in Part 5:

All the girls enjoyed the entertainer’s act.

We have added an apostrophe to the word entertainer’s. This shows the act belongs to the entertainer.

- What did we add to the word entertainer’s?
  (an apostrophe) (Repeat until firm.)
- Why did we add an apostrophe to the word entertainer’s?
  (because the act belongs to the entertainer)

Words that show belonging are called possessives.

- What do we call words that show belonging? (possessives)

The rest of the sentences in Part 5 all have possessive words, but the apostrophes are missing. Put the apostrophe in each sentence. (Check pupils’ workbooks.)

Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

1. All the girls enjoyed the entertainer’s act.
2. Who took the instructor’s protractors?
3. The hammer hit both of Jack’s thumbs.
4. Miss Brown broke the observer’s glass.

Now cover your work and write these sentences from dictation.

6. Rules practice:
Add these morphemes together, remembering your rules.

reserved  nicest  cutting
hatless  eighty  rebuild
bomber  messier  carrying
thoughtless

Now cover your work, and we will spell those words aloud. (Dictate each word and write it on the board as the pupil(s) spell it, correcting errors.)
7. Spelling test:

- guess
- paw
- wife
- weight
  - it's heavy
- blame
- screw
- chase
- comb
- known
- globe
- through
  - go through the door
- fudge

8. Sentence dictation:

1. The obstruction in the road prevented us from getting home.
2. My mother reserved the nicest table for dinner.
3. The police obtained a statement by questioning that thug.
1. Meanings:
Read the words from Part 1.
Match the words to their meanings.

- **obstruction** = something that’s in the way
- **instructor** = a teacher
- **attractive** = good looking

2. Morpheme sums:
Add the morphemes together.

- preserving destruction containing
- pretended entertainment constructive

Now cover your work and write these words from dictation.

3. Sentence dictation:
1. She gave me a jug containing hot water.
2. Our instructor pretended that she was crying.
3. We got an order preserving our house from destruction.

4. Ordering alphabetically:
Write the words in alphabetical order.

- affect
- instruction
- instruct
- order
- prevent
- question
- rejection
- thumb
5. Homophones:
Choose the correct word for each sentence in Part 5.

1. Don’t you think it’s time for dinner?
2. The book has lost its cover.
3. It’s very damp in that room.

Now cover your work and write these sentences from dictation.

6. Spelling test:

- space
- rather
- don’t
- buy
  (in a shop)
- around
- junk
- stir
- sail
  (in a boat)
- mouth
- stamp
- afraid
- which
- enjoy
- does
- cloud
- almost
- can’t
- left
- place
- ghost
- destroy
- danger
- I’ve
- shirt

7. Crossword:

```
Level 49:

1. constructing
2. cutting
3. tricky
4. trickling
5. testing
6. watered
7. wrist
8. easy

1. constr
2. truc
3. cutti
4. tricki
5. test
6. wa
ered
7. wr
8. easy
```
1. Morpheme sums:
Add the morphemes together.

\[ \text{accepted} \quad \text{reception} \quad \text{exceptionally} \]

Now cover your work and write these words from dictation.

2. Meanings:
Fill in the blanks in each sentence using one the words from Part 1.

1. My older brother is \textit{exceptionally} tall.
2. The youngest children are in the \textit{reception} class.
3. My mother \textit{accepted} your gift with many thanks.

Read the sentences.

3. Morpheme analysis:
Read the words in Part 3.
Fill in the blanks to show the morphemes in each word.

\[ \text{ac} + \text{count} + \text{ed} \quad \text{de} + \text{cept} + \text{ive} + \text{ly} \]
\[ \text{con} + \text{cept} + \text{ion} \quad \text{inter} + \text{cept} + \text{ed} \]
\[ \text{per} + \text{cept} + \text{ive} \quad \text{sub} + \text{ject} \]
\[ \text{re} + \text{tract} + \text{able} \quad \text{de} + \text{tain} + \text{ed} \]

Now cover your work and write these words from dictation.

4. Homophones:
Choose the correct words for each sentence in Part 4.

1. I just had \textit{one piece} of cake, not the \textit{whole} thing.
2. Do you \textit{know} where to go?
3. The bus \textit{fare} to London is \textit{eight} pounds.

Now cover your work and write these sentences from dictation.
5. Writing words:

accepted  reception  exceptionally

6. Rules practice:

Add these morphemes together, remembering your rules.

woodworking  exceptionally
instructor  badly  copying
copier  scrapped  sunny

Now read the words you have just written.

7. Spelling test:

loose  difficult  shiny  wear
put on clothes
gone  second  stone  morning
we’ve  knife  circle  tube

8. Sentence dictation:

1. You look exceptionally smart when you wear your red coat.

2. Our rabbits got loose, but they are all accounted for now.

3. My woodworking instructor detained me after school.
Test to be used after Level 50:
(See the instructions for Mastery Tests on page 5.)

weren’t         returned         bomber

builder        crew           eighty

ought           thoughtful       dismayed

contained      dried           unstoppable

throwing       betrayed         subtraction

skinny          lawful

construction     attractive

thumb            objection        dawne

Scoring:

Mastery:
0-4 errors — pass
5-7 errors — review spelling patterns and retake the following day.
8+ errors — go back to Level 41.
1. **Morpheme sums:**
   Add the morphemes together.

   *unreliable  busiest  hurrying*

   Now cover your work and write these words from dictation on the lines below.

2. **New word introduction:**
   (Write these words on a white board.)

   *hurry  busy  copy  rely  deny  pity*

   Read each word and then spell it out loud.
   *(Prompt if necessary—then erase the words.)*

   Now spell the words out loud again.
   *(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)*

   Now write the words in Part 2.
   *(Dictate the words in a different order.)*

3. **Definitions:**
   Insert one morpheme in each blank.
   The new word must match the definition.

   *deceptive  prevent  constructive*

4. **Morpheme dictation:**
   • What is the first morpheme in *thoughtless*? *(thought)*
     Write *thought* in the first blank in Part 4.
   • What is the next morpheme in *thoughtless*? *(less)*
     Write *less* in the next blank.
     Now write *thoughtless* in the last blank.
   • Did you need to use a rule? *(No)*
     *(Repeat for the following words:)*

     *re + build + ing = rebuilding  (no rules)*

     *de + serve + ing = deserving  (dropping the ‘e’).*
5. Writing words:

- deceptive
- prevent
- constructive
- thoughtless
- rebuilding
- deserving

6. Rules practice:

Add these morphemes together, remembering your rules.

- matted
- weightlessness
- copied
- writing
- anything
- spaceship
- easier
- footballer
- unreliable
- fitting

Now read the words you have just written.

7. Spelling test:

- uncle
- because
- it’s
- moves
- bought
- doesn’t
- builder
- climbed
- London
- thumb
- guess
- fought
- had a fight

8. Sentence dictation:

1. My uncle’s old car is too unreliable to take to London.
2. Keep your mouth shut if you can’t say anything constructive.
3. A good footballer should have a variety of deceptive moves.
4. It’s easier to lift things on a spaceship because of the weightlessness.
Sentence dictation:
(See page 28 for instructions.
Suggestions: Award bonus points for correct use of commas and apostrophes.)
Bonus points for spotting the commas and apostrophes!

1. That rotten meat is attracting too many flies.
2. The building contractor climbed up Nick’s ladder.
3. The boxer fought exceptionally well.
4. At school, we always pretend to be busy.
5. You really ought to comb your little sister’s hair.
6. That container holds eight glasses of wine.
7. The destructive blast of the bomb flattened Vern’s house.
8. You can’t get away with it, so don’t deny it.
9. It’s a pity that Rob has to hurry home tonight.
10. Where did you learn to do subtraction?
11. The children in the reception year never get detained after school.
12. The driving instructor stopped in the middle of the road.
1. Morpheme sums:
Add the morphemes together.

received  conceived  deceiving

Read the words you have just written.

2. Meanings:
Fill in the blank in each sentence using one of the words from Part 1.

1. A spy must be good at deceiving other people.
2. We received a lovely present from my gran.
3. They conceived a new plan for winning the match.

Read the sentences.

3. Morpheme analysis:
Read the words in Part 3.
Fill in the blanks to show the morphemes in each word.

un + rely + able  con + struct + ive + ly
pre + vent + ion  ac + cept + able
pity + ful  con + ceive + able
de + ject + ed  pro + tract + or

4. Writing words:
received  conceived  deceiving
5. **Possessives:**

Look at the first example in Part 5:

You shouldn’t comb the judge’s wig.

We have added an **apostrophe** to the word *judge’s*. This shows the wig belongs to the judge.

- What did we add to the word *judge’s*? **(an apostrophe)**
  
  *(Repeat until firm.)*

- Why did we add an apostrophe to the word *judge’s*?
  
  **(because the wig belongs to the judge)**

Words that show belonging are called **possessives**.

- What do we call words that show belonging? **(possessives)**

The rest of the sentences in Part 5 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*

Now cover your work and write these sentences from dictation—don’t forget the apostrophes.

1. You shouldn’t comb the judge’s wig.

2. Nick’s parents are meeting me at the station.

3. We counted eight obstructions in the road to Fran’s house.

4. Who took the receptionist’s pencil?

Now cover your work and write these sentences from dictation.

6. **Rules practice:**

Add these morphemes together, remembering your rules.

- *losing*
- *business*
- *station*

- *receiver*
- *rotten*
- *madness*

- *denied*
- *weighted*

Now cover your work, and we will spell those words aloud. *(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors.)*
7. Spelling test:

- crime
- team
- everyone
- match
- build
- doesn’t
- kneel
- fought
- had a fight
- draw
- thumb
- hurry
- pity

8. Sentence dictation:

1. How many stations can you get on your receiver?
2. Our team was dejected after losing the match.
3. Crime prevention is everyone’s business.

9. Puzzle:

Add the morphemes and fit the words into the grid:

```
  d  e  s  e  r  v  i  n  g
  o  i  i  i  e
  i  o  l  i  c
  n  e  e  e
  g  a  t  t  e  r  e  r  e
```

For Evaluation Only
1. Meanings:
Read the words in Part 1. Match the words to their meanings.

- prevention  =  stopping things happening
- objective  =  what you’re aiming for
- protracted  =  long and drawn out

2. Morpheme sums:
Add the morphemes together.

- unacceptable  preserving  inconceivable
- invention  receptionist  accounted

Now cover your work and write these words from dictation.

3. Sentence dictation:

1. My sister got a job as a receptionist at the office.
2. All of the children were accounted for.
3. My uncle made a lot of money from his clever invention.

4. Ordering alphabetically:
Write the words in alphabetical order.

accept,
busy
copy
deny
except
hurry
pity
rely
5. Homophones:
Choose the correct word for each sentence in Part 5.

1. *The contractor is building their new home.***
2. *They’re all exceptionally clever children.***
3. *Where there is muck, there is brass.*

Now cover your work and write these sentences from dictation.

6. Spelling test:

   garden  scotch  head  pound  
   size     fold     warn     
   until    front    stretch  ready  
   tune     warm     myself  swan    
   hundred  water    catch   we     
   eat      mine     what’s  told   

7. Mystery Bonus Sentence:
This is your mystery bonus sentence. If you spell every word correctly, you will get a bonus point.
(You may use your imagination to think of a special incentive.)

   *If we had more money, we could’ve bought a new car.*

To get the bonus, you will have to remember that *could’ve* is a contraction of *could have*; ‘could of’ is wrong. You will also have to remember when to use a comma.

You will have more mystery bonus sentences in your next book. All of them will have *should’ve*, *would’ve* or *could’ve*.

8. Puzzle:
Arrange the words in the square so that it reads the same down and across.

```
  past
axle
slur
term
```
1. Morpheme sums:
Add the morphemes together.

proposal  supposed  disposed

Now cover your work and write these words from dictation.

2. Meanings:
Fill in the blank in each sentence using one of the words from Part 1.

1. Don’t you think it’s time you disposed of that rotten fish?
2. The voters rejected the proposal to build a new road.
3. I think we are supposed to be in school now.

Read the sentences.

3. Morpheme analysis:
Read the words in Part 3.
Fill in the blanks to show the morphemes in each word.

im + pose + ing  de + com + pose + ed
ex + cept + ion  mis + con + ceive + ed
re + tract + able  per + cept + ive
at + tain + ment  ob + struct + ive

Now cover your work and write these words from dictation.

imposing  decomposed  exception
misconceived  retractable  perceptive
attainment  obstructive
4. Homophones:
Choose the correct word for each sentence in Part 4.

1. Which coats are we supposed to wear today?
2. When meat decomposes, it starts to smell.
3. My grandfather fought in the last war.

Now cover your work and write these sentences from dictation.

5. Writing words:

proposal  supposed  disposed

6. Rules practice:
Add the morphemes together, remembering your rules.

misconceived  imposing  putting
everything  building  wealthy
exceptions  badly

Now read the words you have just written.

7. Spelling test:

rule  because  wrong  lake
weight  copies  thought  flew
the  snake  grape  wife

8. Sentence dictation:

1. The wealthy man is putting up an imposing building.
2. You should never make exceptions to the rules.
3. Everything went wrong because our plan was badly misconceived.
1. **Morpheme sums:**
Add the morphemes together.

- physically
- exposing
- deposed

Now cover your work and write these words from dictation on the lines below.

2. **New word introduction:**
(Write these words on a white board.)

- phone
- photo
- graph
- phrase
- physic
- mobile

Read each word and then spell it out loud.
(Prompt if necessary—then erase the words.)

Now spell the words out loud again.
(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors—then erase the words.)

Now write the words in Part 2.
(Dictate the words in a different order.)

3. **Definitions:**
Insert one morpheme in each blank.
The new word must match the definition.

- decomposing
- conceivable
- deception

4. **Morpheme dictation:**
What is the first morpheme in *pitiful*? *(pity)*
Write *pity* in the first blank in Part 4.
• What is the next morpheme in *pitiful*? *(ful)*
Write *ful* in the next blank.
Now write *pitiful* in the last blank.
• Did you need to use a rule? *(‘y’ to ‘i’)*
(Repeat for the following words:)

- copy + ing = copying (exception to ‘y’ to ‘i’)
- ex + pose + ed = exposed (dropping the ‘e’)

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5. Writing words:

- decomposing
- conceivable
- deception
- pitiful
- copying
- exposed

6. Rules practice:

Add these morphemes together, remembering your rules.

- overexposed
- photograph
- physical
- reception
- conceivable
- training
- deception
- denied

Now cover your work and write these words in dictation on the lines below.

7. Spelling test:

- phone
- through
- difficult
- mobile
- physical
- receive
- thought
- eight
- the number
- phrase
- graph
- war
- bomb
- serious fighting

8. Sentence dictation:

1. My mobile phone doesn’t have very good reception.
2. If you are feeling weak, you should do some physical training.
3. That photograph is overexposed.
4. They used every conceivable deception to win the war.
1. **Morpheme sums:**
   Add the morphemes together.

   
   composed     exposed     conceivable

   Read the words you have just written.

2. **Meanings:**
   Fill in the blank in each sentence using one of the words from Part 1.

   1. *We had to turn off the mains when the builders exposed a bare wire.*

   2. *The songwriter composed a new tune.*

   3. *The other team used every conceivable trick.*

   Read the sentences.

3. **Morpheme analysis:**
   Read the words in Part 3.
   Fill in the blanks to show the morphemes in each word.

   busy + ness       deny + al
   pro + pose + al       re + tract + ion
   de + ceive + ed       thought + ful
   con + struct + ion     enter + tain + ment

4. **Writing words:**

   composed     exposed     conceivable
Apples and Pears

5. Possessives:

Look at the first example in Part 5:

*The snake’s skin is bright and shiny.*

We have added an **apostrophe** to the word *snake’s*.
This shows the skin belongs to the snake.

- What did we add to the word *snake’s*? **(an apostrophe)**
  *(Repeat until firm.)*
- Why did we add an apostrophe to the word *snake’s*?
  **(because the skin belongs to the snake)**

Words that show belonging are called **possessives**.

- What do we call words that show belonging? **(possessives)**

The rest of the sentences in Part 5 all have possessive words, but the apostrophes are missing. Put the apostrophe where it belongs in each sentence. *(Check pupils’ workbooks.)*

Now cover your work and write these sentences from dictation—
don’t forget the apostrophes.

1. *the snake’s skin is bright and shiny.*

2. *You are not supposed to use Kim’s mobile number.*

3. *The player’s physical shape is exceptionally good.*

4. *My father’s business is doing very well.*

Now cover your work and write these sentences from dictation.

6. Rules practice:

Add these morphemes together, remembering your rules.

- *trainee*  *teaching*  *contractor*
- *business*  *building*  *objective*
- *disposed*  *detaining*

Now cover your work, and we will spell those words aloud. *(Dictate each word and write it on the board as the pupil(s) spell it, correcting errors.)*
7. Spelling test:

father  difficult  hole  physical
mobile  phrase  phone  crew
weren’t  dodge  photograph  chase

dug with a spade

8. Sentence dictation:

1. My father went into business as a building contractor.
2. Our objective is teaching you how to spell difficult words.
3. Have you disposed of all the trainers with holes in them?
1. Meanings:
Read the words in Part 1.
Match the words to their meanings.

*mobile* = can move around
*deceiving* = tricking
*composer* = writer (usually of music)

2. Morpheme sums:
Add the morphemes together.

*supposed, immobile, disposed*
*photograph, inconceivable, contractor*

Now cover your work and write these words from dictation.

3. Sentence dictation:
1. I was immobile for two months after I broke my leg.
2. The contractor is supposed to start building our house.
3. How many copies of this photograph do you want?

4. Ordering alphabetically:
Write the words in alphabetical order.

deny
given
mobile
ought
physical
rely
thumb
5. Homophones:
Choose the correct word for each sentence in Part 5.

1. Your donkey isn’t very gentle.
2. I think your mobile is ringing.
3. You’re the third person to tell me that joke.

Now cover your work and write these sentences from dictation.

6. Spelling test:

<table>
<thead>
<tr>
<th>donkey</th>
<th>bread</th>
<th>circle</th>
<th>whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>argue</td>
<td>watch</td>
<td>spoil</td>
<td>aren’t</td>
</tr>
<tr>
<td>pure</td>
<td>enough</td>
<td>gentle</td>
<td>glue</td>
</tr>
<tr>
<td>each</td>
<td>kindness</td>
<td>fire</td>
<td>change</td>
</tr>
<tr>
<td>castle</td>
<td>least</td>
<td>altogether</td>
<td>third</td>
</tr>
<tr>
<td>joke</td>
<td>kettle</td>
<td>angry</td>
<td>white</td>
</tr>
</tbody>
</table>

7. Puzzle:
Arrange the words in the square so that it reads the same down and across.

```
  s  p  u  n
  p  o  r  e
  u  r  g  e
  n  e  d  d
```
1. **Morpheme sums:**
   Add the morphemes together.

   division television supervisor

Now read the words you have written.

2. **Meanings:**
   Fill in the blank in each sentence using one of the words from Part 1.

   1. Most people watch far too much **television**.
   2. Our **supervisor** told us to get on with our work.
   3. Some schools don’t teach long **division** because they think it is too difficult.

Read the sentences.

3. **Morpheme analysis:**
   Read the words in Part 3.
   Fill in the blanks to show the morphemes in each word.

   tele + scope  di + vise + ion
   tele + phone  pro + pose + al
   un + rely + able  re + cept + ion
   ob + struct + ive  in + con + ceive + able

   Now cover your work and write these words from dictation.

4. **Homophones:**
   Choose the correct words for each sentence in Part 4.

   1. It takes **two hours** to drive to London.
   2. Our teacher is very strict, but she is **fair**.
   3. When was the last time you flew in a jet **plane**?

   Now cover your work and write these sentences from dictation.
5. Writing words:

- division
- television
- supervisor

6. Rules practice:

Add these morphemes together, remembering your rules.

- unhurried
- attention
- supervision
- reliable
- tried
- division
- telephone
- splitting

Now read the words you have just written.

7. Spelling test:

- mobile
- learn
- someone
- steal
  - what theives do
- eighty
- building
- deny
- thumb
- busy
- thought
- climb
- guess

8. Sentence dictation:

1. If you are reliable, you can work without supervision.

2. Someone tried to steal my mobile telephone.

3. If you pay attention in your maths class, you will learn division.
Mastery Test:

Test to be used after Level 59:
(See the instructions for Mastery Tests on page 5.)

objective  combed  exposed
mobile     imposing  projection
bought     photograph  statement
dropping   reception  destructive
drugged    reliable  weight
television  heaviest  hurried
detained   exception  physical
supported  business  receive

Scoring:
Mastery:
0-4 errors — pass
5-7 errors — review spelling patterns and retest the following day.
8+ errors — go back to Level 51.
Apples and Pears A

Apples and Pears A starts by introducing the pupil to correct letter formation and writing single-letter sounds. Children are taught to segment and spell CVC words, unambiguous digraphs (e.g. ‘ar’ and ‘sh’) are gradually introduced. Common, less predictable spelling patterns, such as he, she, we and my, by, why are added at a controlled rate. The morphemic principle is introduced in the second half of the book and the correct use of capital letters, full stops and question marks is emphasised throughout. Carefully designed distributed practise and varied exercises ensures that nothing is forgotten.

Apples and Pears B

Apples and Pears B extends the morphemic strategy, teaching the pupil why we drop the ‘e’ from ‘hope’ when we write ‘hoping’, but not when we write ‘hopeless’. It also covers the doubling rule, explaining why we double the ‘r’ in ‘starring’, but not in ‘starless’.

The correct use of the comma and apostrophe are major elements of Apples and Pears. In this level, contractions are introduced. Pupils also are introduced to silent ‘e’ words. A range of new spelling patterns and irregular spellings are taught.

Apples and Pears D

We do not recommend that pupils start at this level. However, for older pupils it is very important to carry on with book D because the number of words the pupil learns to spell increases enormously. At this stage, the pupil will progress very rapidly. More importantly, the continued use of the morphemic strategy will enable the pupil to remember new spelling much more easily.

This dictation exercise shows the level of proficiency expected at the end of Apples and Pears D:

- The author’s characters were not believable.
- We had a terrible night’s sleep on the mountainside.
- The captain said that we will resume our voyage as soon as the anchor is up.
- It’s possible that my father will assist your studies at university.
- That chemist’s shop normally does very good business.
- He reversed the automobile into the garage with great caution.
- The planning officials consistently refused to approve the scheme.

All these books can all be viewed in full at www.SoundFoundationsBooks.co.uk