

## Year 4 – 5 Summer Holiday Home Learning: English Grammar, Punctuation & Spelling

Dear Parents/Carers,

Enclosed is a summer learning pack to support your child in consolidating key spellings and learning from the year 4 English Grammar, Punctuation and Spelling curriculum. They will develop and build on these skills in year 5.

Over the course of the six-week period, they will have the opportunity to do at least two tasks per week: **one spelling task** and **one grammar task** as well as continuing to learn key spellings on a regular basis.

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1. Year 4 and 5 Spelling Lists
2. Spelling Strategies
3. Grammar Activities x 6
4. Spelling Activities x 6



### 1. Year 4 and 5 Spelling Lists

Please ensure your child knows how to spell all the key words for year 4. Then move on to the year 5 key words. Remember to focus on a small group of words at a time and to use a range of spelling strategies to make learning easier and fun. Don't forget to revise the trickier words!

EXTENSION IDEAS:

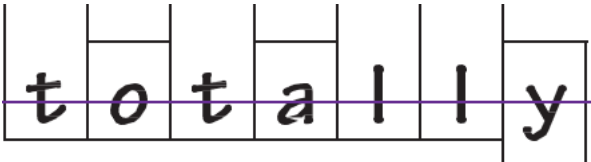
- Use the word in a sentence that shows what the word means.
- Choose 5 words and try to write a paragraph using them that makes sense.
- Write a story using as many of the words as you can.


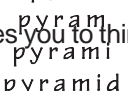
Year 4 Key Words								
Common Exception Words								
although	calendar	difficult	favourite	increase	natural	possession	separate	though
appear	caught	disappear	grammar	interest	opposite	possible	special	
breath	certain	exercise	group	island	ordinary	pressure	straight	
breathe	complete	experience	guard	knowledge	particular	probably	strength	
build	consider	experiment	guide	material	peculiar	recent	suppose	
busy	continue	extreme	imagine	medicine	position	regular	surprise	
business	different	famous	important	mention	possess	remember	therefore	

Year 5 Key Words								
Common Exception Words								
amateur	bruise	curiosity	equip	familiar	interfere	nuisance	queue	soldier
ancient	cemetery	desperate	equipped	foreign	language	occupy	recognise	stomach
apparent	communicate	determined	equipment	forty	leisure	occur	rhyme	temperature
available	community	develop	excellent	government	lightning	persuade	rhythm	twelfth
average	conscience	dictionary	existence	hindrance	muscle	physical	secretary	vegetable
bargain	convenience	environment	explanation	individual	neighbour	programme	shoulder	

## 2. Spelling Strategies

Here are some spelling strategies which your child may have learnt in year 4. Try each one and see which ones work best for your child.

<b>Look, say, cover, write, check</b>	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<b>Trace, copy and replicate (and then check)</b>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly, and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<b>Segmentation strategy</b>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<b>Quickwrite</b>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<b>Drawing around the word to show the shape</b>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

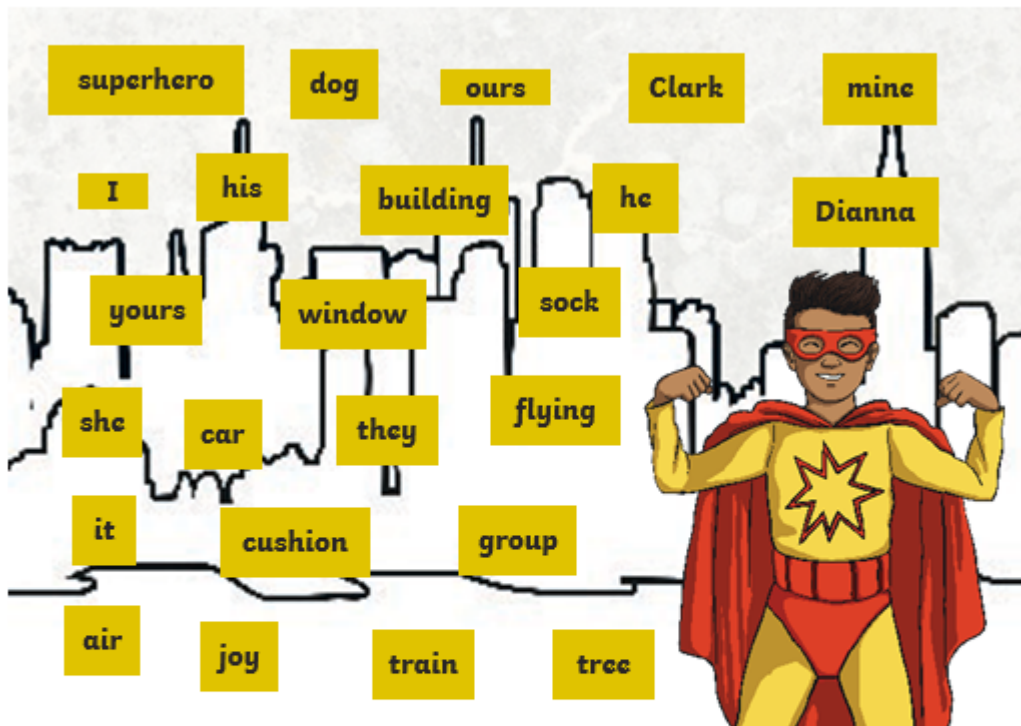
<b>Drawing an image around the word</b>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<b>Words without vowels</b>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<b>Pyramid words</b>	<p>This method of learning words forces you to think of each letter separately.</p>  <p>You can then reverse the process so that you end up with a diamond.</p>
<b>Other strategies</b>	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

## Grammar 1 - Pronouns

Pronouns are used in a sentence in place of a noun (object, person, idea etc). They help avoid repetition and make your meaning clearer to the reader.

Can you remember which words are pronouns?

Grammar Boy is on the hunt! Pronouns have been replacing nouns throughout the city. Please help Grammar Boy by spotting the pronouns and circling them.



**Challenge:** Well done for spotting all the pronouns. Now, choose two of the pronouns and use them in your own sentences.

1. \_\_\_\_\_

| \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

## Grammar 1 – Pronouns

**PRONOUNS:** Look at the sentence below:

The dog ate the food because the dog was hungry. Feeling tired, the dog then went to lie down in the dog's bed.



The noun phrase 'the dog' has been used too many times so the sentence doesn't sound right. Once the reader knows who we are talking about, we can replace some of the nouns with pronouns to avoid repetition. For example:

The dog ate the food because **he** was hungry. Feeling tired, **he** then went to lie down in **his** bed.

**Task:** Underline the repeated noun or noun phrase in each sentence, and then replace it with a pronoun to avoid repetition.

1. Jessica was running late for school so Jessica went on Jessica's bike to get there on time.

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2. The mouse was foraging for food when the mouse saw a fox. The mouse then rushed into the mouse's hole before the mouse was caught.

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---

3. The lion shook the lion's mane as the lion walked along the rock.

---

---

4. Jack and Jill went up the hill with Jack and Jill's pail to fetch some water. Jack and Jill's mum and had sent Jack and Jill because she needed water to cook with.

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5. "This was John's house before John moved. However, John has left some of his things here, which John will pick up. That's John's chair and those are John's CDs," said the estate agent.

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**Answers: Grammar Boy's Pronoun Hunt**

1. I	2. he	3. his	4. ours	5. mine	6. yours	7. she	8. it	9. they
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**Answers: Replace the noun**

1. Jessica was running late for school so she went on her bike to get there on time.
2. The mouse was foraging for food when he/she saw a fox. He/ She/It rushed into his/her/its hole before he/she/it was caught.
3. The lion shook his/her/its mane as he/she/it walked along the rock.
4. Jack and Jill went up the hill with their pail of water. Their mum had sent them because she needed water to cook with.
5. "This was John's house before he moved. However, he has left some of his things here, which he will pick up. That's his chair and those are his CDs," said the estate agent.



## Grammar 2 - Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you **place a comma after the fronted adverbial** in these sentences?

**For example:**

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.



3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the **time** and **place** of the action in your main clauses.

**time**

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**place**

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## Answers

1. Can you **place a comma after the fronted adverbial** in these sentences?

- a) Baffled by the mathematical problem, the professor felt frustrated.
- b) Under the bridge, the misunderstood troll waited patiently for his goat friends.
- c) Once a year, the people put on their costumes and partied at the carnival.
- d) Before the holidays, the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly, Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

**Through the bushes**, Kian searched and searched. **Under all of the rocks**, he hunted but he just couldn't find the potion. He sat down with his head in his hands. **Feeling depressed**, a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. **Confused**, he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. **Like a jack-in-the-box**, Kian leapt up and grabbed it. **As Kian hurriedly ran back**, his feet hurt and his lungs felt like they might explode. **Inside his hands**, he held the one thing that could save everyone in his village.



## Grammar 3 - Expanded Noun Phrases (1)

An **expanded noun phrase** gives **more detail** or information about a noun in a simple noun phrase. This is usually done by adding **adjectives** to describe the **noun** in the **noun phrase**, for example:

*She walked through the dark, mysterious forest.*

In the example above, the expanded noun phrase is 'the dark mysterious forest', the words 'dark' and 'mysterious' have been used to **expand** the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

### Exercise

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three large, black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.



## Grammar 3 - Expanded Noun Phrases (2)

Another way to create an expanded noun phrase is to add a *prepositional phrase* to add further information about the noun and to enable the writing to be more efficient. For example, where it takes two sentences to say:

*The man sat on the bench. He was wearing a red hat.*

We can write this more succinctly by *expanding the noun phrase* with:

*The man **with the red hat** sat on the bench.*

### Exercise

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

## Expanded Noun Phrases (1) Answers

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
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## Expanded Noun phrases (2) Answers

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
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## Grammar 4 -Plural s and Possessive -s

### Plural -s

Plural means 'more than one'. We add an -s to many words when there are more than one of them, for example:



dogs



biscuits



toys

How many different **plural words ending in -s** do you know?  
Write as many of them as you can on a whiteboard in 30 seconds.

### Possessive -s

An -s can be added to show possession of a **singular** noun, however it needs to have an apostrophe in the correct place to make it grammatically correct.



the dog's fur



the cake's icing



the toy's price

People disagree over whether to use an additional -'s with possession of a singular noun which already ends in -s (such as cactus, bus, James). Choose a rule and stay consistent.

e.g. James's pencil needed to be sharpened.

## Plural and Possessive -s

Now it is your turn. Add an -s to show the plural form of these singular nouns, then write a sentence which shows possession by the singular noun.

Singular	Plural -s	Singular Possessive -'s
dog	dogs	The dog's collar was red.
snake		
cupcake		
chicken		
train		
lemon		

## Grammar 5 - Apostrophes

**Complete this passage by adding apostrophes where appropriate:**

The tigers roar was so loud it could be heard all through the jungle. "Do you think its coming this way?" Timmy whispered to his sister.

"I dont think so," she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers teeth looked sharp, their claws deadly.

"Run!" shouted Timmy.

### Adding Apostrophes - Answers

**Complete this passage by adding apostrophes where appropriate:**

The tiger's roar was so loud it could be heard all through the jungle. "Do you think it's coming this way?" Timmy whispered to his sister.

"I don't think so," she said uncertainly. Timmy's heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers' teeth looked sharp, their claws deadly.

"Run!" shouted Timmy.



## Grammar 6 - Punctuating Direct Speech

# Missing Punctuation

I can punctuate direct speech.

Someone has removed all the punctuation from the extract below.  
Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	...	,	" "	.
Question mark	Ellipse	Comma	Inverted commas	Full stop

Don't forget to start a new line for each new speaker!  
You will need to rewrite the extract.



Can Dog sleep in the tent with us tonight Dad I ask grabbing Dog around the belly so that he can't run off after a frenzied squirrel We can't have that Bee Dad says The tent is for humans Dog wants to sleep outside where the air is fresh If any dog deserves to sleep inside it's him I say Plus it's raining Dog loves the rain says Dad Gloopy brain, gloopy brain he sings Dad is always singing to himself He's that sort of dad No Dog hates the rain I say defiantly as Dog breaks free and trots off cheerfully through the hammering drops into the underbrush He's having the time of his life says Dad Now get inside before you're soaked I'll lead Dog over to the others My furs are soggy and my tangled hair is full of drips I leave Dad to chase after Dog and I clamber into the tent

## Missing Punctuation Answers

"Can Dog sleep in the tent with us tonight, Dad?" I ask, grabbing Dog around the belly so that he can't run off after a frenzied squirrel.

"We can't have that, Bee," Dad says. "The tent is for humans. Dog wants to sleep outside, where the air is fresh."

"If any dog deserves to sleep inside, it's him," I say. "Plus, it's raining."

"Dog loves the rain," says Dad. "Gloopy brain, gloopy brain..." he sings. Dad is always singing to himself. He's that sort of dad.

"No, Dog hates the rain," I say defiantly as Dog breaks free and trots off cheerfully through the hammering drops into the underbrush.

"He's having the time of his life," says Dad. "Now, get inside before you're soaked. I'll lead Dog over to the others."

My furs are soggy and my tangled hair is full of drips. I leave Dad to chase after Dog, and I clamber into the tent.

## Spelling 1. Homophones

# Homophones Practice: They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over \_\_\_\_\_ on the shelf.
5. \_\_\_\_\_ bus was running late.
6. The cold wind made \_\_\_\_\_ teeth chatter.
7. Could they be in \_\_\_\_\_?
8. Blue sweets are the best; \_\_\_\_\_ my favourites.
9. Ava and Lucas put \_\_\_\_\_ hands up at the same time.
10. Are you sure \_\_\_\_\_ not real?
11. The new teacher got \_\_\_\_\_ books in a muddle.
12. I went \_\_\_\_\_ last summer too!
13. Is \_\_\_\_\_ a doctor anywhere near?





## Spelling 1. Homophones

# Homophones Practice: They're, There and Their **Answers**

1. "Look at the beautiful rainbow over there!" gasped Lydia.
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# Commonly Confused Words

### Where, Wear, Were, We're

Complete these sentences using the correct words. The first **four** have been done for you.

1. **Where** are you going?
2. Do you know what **we're** doing today?
3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is \_\_\_\_\_ I used to live.
6. The children \_\_\_\_\_ very tired after their day out.
7. I like to \_\_\_\_\_ red.
8. Hurry up, \_\_\_\_\_ going to be late.
9. We \_\_\_\_\_ freezing cold.
10. She will always \_\_\_\_\_ her hair in pigtails.
11. \_\_\_\_\_ very excited.
12. Do you know \_\_\_\_\_ I can find the dinner hall?
13. I am going to \_\_\_\_\_ my new shoes.
14. The children \_\_\_\_\_ very well behaved on the school trip.
15. I wonder \_\_\_\_\_ this path will take us.
16. \_\_\_\_\_ leaving in ten minutes.



## Spelling 3. Homophones

# Commonly Confused Words

### Your, You're

Complete these sentences using the correct words. The first **two** have been done for you.

1. Where did you get **your** shoes from?
2. **You're** trying really hard.
3. When is \_\_\_\_\_ birthday?
4. Is that \_\_\_\_\_ coat?
5. \_\_\_\_\_ welcome to share my colouring pencils.
6. Eat an apple if \_\_\_\_\_ hungry.
7. I saw \_\_\_\_\_ mum yesterday.
8. Do you know where \_\_\_\_\_ going on holiday?
9. Don't forget \_\_\_\_\_ manners.
10. \_\_\_\_\_ a lovely young girl.
11. On \_\_\_\_\_ marks, get set, go!
12. When \_\_\_\_\_ feeling better, we will go to the beach.

# Homophones 2 & 3 Answers

## Commonly Confused Words **Answers**

**Where, Wear, Were, We're**

1. **Where** are you going?
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3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is **where** I used to live.
6. The children **were** very tired after their day out.
7. I like to **wear** red.
8. Hurry up, **we're** going to be late.
9. We **were** freezing cold.
10. She will always **wear** her hair in pigtails.
11. **We're** very excited.
12. Do you know **where** I can find the dinner hall?
13. I am going to **wear** my new shoes.
14. The children **were** very well behaved on the school trip.
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## Commonly Confused Words **Answers**

**Your, You're**

1. Where did you get **your** shoes from?
2. **You're** trying really hard.
3. When is **your** birthday?
4. Is that **your** coat?
5. **You're** welcome to share my colouring pencils.
6. Eat an apple if **you're** hungry.
7. I saw **your** mum yesterday.
8. Do you know where **you're** going on holiday?
9. Don't forget **your** manners.
10. **You're** a lovely young girl.
11. On **your** marks, get set, go!
12. When **you're** feeling better, we will go to the beach.

## Spelling 4. Suffixes

What are the spelling rules for using 'ing' and 'er' suffixes? Have a go at the following activity:

I can add suffixes beginning with vowel letters to words of more than one syllable.



Spelling Rule	Example Words
1) The silent <b>-e</b> at the end of the root word is dropped when adding a suffix beginning with a <b>vowel letter</b> , except being.	nicest
2) When a word ends in a <b>y</b> , change the <b>y</b> to <b>i</b> before the suffix is added but not before <b>-ing</b> .	happiest
3) If you add a suffix that begins with a <b>vowel letter</b> to a word: ✓ that ends with <b>one vowel</b> and a <b>consonant</b> (e.g. -at, -en) ✓ that has more than <b>one syllable</b> (e.g. hello) ✓ where the last syllable of the word is <b>stressed</b> (e.g. forgot or channel) The final consonant is <b>doubled</b> before the vowel suffix is added. <b>Remember that the consonant is not doubled if the second syllable is not stressed.</b>	beginning     gardener

1. Use the rules to help you add the suffixes to the words below.

Root Word	Suffix	Final Word
adore	-ing	
forget	-ing	
commit	-ed	
improve	-er	
sunny	-er	
multiply	-ing	

## Spelling 5. -ture ending

# The -ture Word Ending

Rewrite these sentences using the correct spelling of the word from the choices given.

1. The unusual **creacher/creature** had six green ears.

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2. Grandma polishes her **furnitcher/furniture** every day.

---

3. The **teacher/teature** stayed behind to mark the books.

---

4. I painted a **picher/picture** of my family.

---

5. I love to visit the **nacher/nature** reserve.

---

6. "Let's go on an **advencher/adventure!**" shouted Lee.

---

7. Jake was the best **catcher/cature** the team had ever had.

---

8. The **temperacher/temperature** in this room is 24 °C.

---

9. The king was **richer/ricture** than all of his subjects.

---

10. They carried the wrestler out on a **stretcher/streture**.

---

## Suffixes Answers

1. Use the rules to help you add the suffixes to the words below.

Root Word	Suffix	Final Word
adore	-ing	<i>adoring</i>
forget	-ing	<i>forgetting</i>
commit	-ed	<i>committed</i>
improve	-er	<i>improver</i>
sunny	-er	<i>sunnier</i>
multiply	-ing	<i>multiplying</i>

1. The unusual **creature** had six green ears.
2. Grandma polishes her **furniture** every day.
3. The **teacher** stayed behind to mark the books.
4. I painted a **picture** of my family.
5. I love to visit the **nature** reserve.
6. Jake was the best **catcher** the team had ever had.
7. "Let's go on an **adventure**!" shouted Lee.
8. The **temperature** in this room is 24°C.
9. The king was **richer** than all of his subjects.
10. They carried the wrestler out on a **stretcher**.

## Spelling 6. Prefixes

### What is present **prefix**?

A prefix is a group of letters that is added to the **beginning** of a word to change its meaning.

It is similar to a **suffix**, which is added to the end of a word.

Prefixes are added to a **root word**, a word that makes sense on its own but can also have prefixes and suffixes added to it.

For example, the verb **'take'** can be made into **'mistake'** with a prefix and **'taking'** with a suffix.

### The in, im, il and ir prefixes

This group of prefixes all mean not or the opposite of.

The prefix that is used depends on the first letter of the root word (original word).

Here are the golden rules for using this group of prefixes.

Prefix	Use it when	Example
<u>ir</u>	The root word begins with 'r'.	irreversible
<u>im</u>	The root word begins with 'm' or 'p'.	immature impossible
<u>il</u>	The root word begins with 'l'.	illegal
in	The root word begins with any other letter.	incapable inefficient inadequate



## Using the Prefixes in, im, il and ir

### The Golden Rules

All of these prefixes mean 'not' or 'the opposite of'.

Follow the golden rules to help you use the right one.

Prefix	Use it when	Example
il	The root word begins with 'l'.	illegal
ir	The root words begins with 'r'.	irreversible
im	The root word begins with 'm' or 'p'.	immature impossible
in	The root word begins with <b>any</b> other letter.	incapable inefficient inadequate

## Spelling 6. Prefixes

### Using the in, im, il and ir prefixes correctly

Can you add the correct prefix to each word, changing the meaning to 'not' or 'the opposite of'?

resistible \_\_\_\_\_

expensive \_\_\_\_\_

offensive \_\_\_\_\_

literate \_\_\_\_\_

mature \_\_\_\_\_

repairable \_\_\_\_\_

proper \_\_\_\_\_

distinct \_\_\_\_\_

logical \_\_\_\_\_

## Spelling 6. Prefixes

### Using the in, im, il and ir prefixes correctly



Use the correct prefixes to the root words (underlined) to complete the second sentences.

The words in the second sentences mean the opposite of the root words in the first sentences.

Charlie is an active boy, he plays hockey almost every day.

Ben is an \_\_\_\_\_ boy, he hardly does any sport.

It is probable that it will rain.

It is \_\_\_\_\_ that we will have a tornado.

Some changes to material are reversible.

Some changes to material are \_\_\_\_\_.

If I am going to read your story, your writing has to be legible.

I cannot read your story because your writing is \_\_\_\_\_.

If something is mortal, one day it will die.

If something is \_\_\_\_\_, it will never die.

Louise is capable of fixing the chair herself.

Morgan is \_\_\_\_\_ of fixing the chair herself.

Read your sentences back and check and see if you were right!