



Willow Fields Primary School

Spelling Information for Parents

Why is spelling important at Willow Fields Community Primary?

Spelling is a key part of becoming a successful writer. We value the teaching of spelling as it -

-helps children to write more fluently as they can concentrate on being creative rather than the mechanical process of spelling

-gives our children strategies to attempt to read and write using a wider range of vocabulary which enriches their writing

-gives our children the opportunity to investigate and understand the true meaning of words

-develops our children into confident writers

-develops our children into confident and fluent readers

-gives children support and strategies when reading and writing new words

Reception And Year 1 Children

Reception and Year 1 children learn the following objectives and strategies -

- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Spell new words using phonics
- Segment sounds into their individual letters in order to spell them correctly
- Spell simple consonant-vowel- consonant words e.g. b-i-g, c-a-t, t-i-n
- Spell words which include common 2-letter sounds (digraphs) with consonants e.g. b-r-u-sh, c-r-u-n-ch
- Recognise and use sounds that sound the same but can be spelt in different ways e.g. ae, ai, ay, a-e or ee, ea, e
- Use knowledge of common word endings in spelling such as plurals, -ly and -er
- Read and spell two-syllable and three-syllable words

Year 2 Children

Year 2 children learn the following objectives and strategies -

- Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns including common word endings and use of double letters.

By the end of Reception, your child should be aiming to read and spell all of the following words.

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	Mum
but	put	will	that	this	then
them	with	see	for	now	down
look	too	the	to	I	no
go	into	he	she	we	me
be	was	you	they	all	are
my	her				
.....and for those looking for a challenge:					
went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

If the children cannot spell the words, why not turn it into a game and place them around the house for your child to find and spell regularly?

By the end of Year 2, your child should be aiming to read and spell all of the following words.

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could	water	away	good	want	over
how	did	man	going	where	would
or	took	school	think	home	who
didn't	ran	know	bear	can't	again
cat	long	things	new	after	wanted
eat	everyone	our	two	has	yes
take	thought	dog	well	find	more
I'll	round	tree	magic	shouted	us
other	food	fox	through	way	been
stop	must	red	door	right	sea
these	began	boy	animals	never	next
first	work	lots	need	that's	baby
fish	gave	mouse	something	bed	may
still	found	live	say	soon	night
narrator	small	car	couldn't	three	head
king	town	I've	around	every	garden
fast	only	many	laughed	let's	much
suddenly	told	another	great	why	cried
keep	room	last	jumped	because	even
am	before	gran	clothes	tell	key
fun	place	mother	sat	boat	window
sleep	feet	morning	queen	each	book
it's	green	different	let	girl	which
inside	run	any	under	hat	snow
air	trees	bad	tea	top	eyes
fell	friends	box	dark	grandad	there's
looking	end	than	best	better	hot
sun	across	gone	hard	floppy	really
wind	wish	eggs	once	please	thing
stopped	ever	miss	most	cold	park
lived	birds	duck	horse	rabbit	white
coming	he's	river	liked	giant	looks
use	along	plants	dragon	pulled	we're

For words that they cannot spell, why not turn these words into flash cards and place them around the house for your child to spell regularly?



Websites we recommend for Reception and KS1 children

Online word searches focusing on words and key sounds.

<http://www.ictgames.com/hybrid.html>

A huge variety of spelling games to learn your spellings in different ways

<http://www.ictgames.com/literacy.html>

BBC Bitesize activities aimed at practising a range of KS1 spelling techniques

<http://www.bbc.co.uk/schools/ks1bitesize/literacy>

A variety of games suitable for up to year 2. Includes print out worksheets for pen and paper practice.

<http://www.bbc.co.uk/schools/wordsandpictures>

SPELLADROME from the makers of Mathletics. This requires the purchase of a license for home use

www.spelladrome.co.uk

SPELLING CITY - this requires registration but many features are available without purchase. Customers can pay to upgrade and access the full range of activities if they so wish.

www.spellingcity.com

Spelling in Key Stage 2 (Years 3-6)

Step 3

Children will learn the following -

- How the spelling of verbs change when 'ing' is added
e.g. shop -> shopping
- investigate and learn the spelling pattern 'le'
- recognise and spell common prefixes (word beginnings)
e.g. un, dis, de, re, pre
- use their knowledge of prefixes to generate new words from root words
e.g. prefix + root = new word : dis + establish = disestablish
- how words change when 'er' and 'est' are added on the end
- how words change when 'y' is added on the end
- investigate and identify basic rules for changing the spelling nouns when 's' is added
e.g. brush -> brushes; pencil -> pencils
- investigate, spell and read words with silent letters
- recognise and generate compound words
e.g. motor + cycle = motorcycle; tooth + paste = toothpaste
- recognise and spell common suffixes (word endings) and understand how they influence word meanings
e.g. 'ly', '_ful' and 'less'
- use their knowledge of suffixes to generate new words from root words
- use the apostrophe to spell shortened forms of words
- recognise and spell the prefixes 'mis', 'non', 'ex', 'co-' and 'anti-'
- use their knowledge of these prefixes to generate new words from root words
e.g. mis + understood = misunderstood
- use the apostrophe to spell contracted forms of words.
- explore homonyms (words which look the same but with multiple meanings) and explain how the meanings can be distinguished by context.
e.g. shoot the arrow using the bow.
Bow to your audience.
Pirates are seen on the bow of the ship.
Tie that ribbon with a bow.

See appendix 1 for examples

Step 4

Children will learn the following objectives and strategies -

- spell two-syllable words containing double consonants
e.g. shopper, yellow
- distinguish between the spelling and meanings of common homophones (words which sound the same but are spelt differently and mean different things)
e.g. their / they're / there
- spell regular verb endings - 's', 'ed' and 'ing'
- spell irregular tense changes e.g. are -> were
- recognise and spell the suffixes (word endings) 'al', 'ary', 'ic', 'ship', 'hood', 'ness', 'ment'
- investigate the ways in which nouns and adjectives can be made into verbs by the use of suffixes 'ate', 'ify' e.g. simple -> simplify, pollen -> pollenate
- investigate spelling patterns and generate words to explain the patterns
- investigate what happens to words ending in 'f' when suffixes are added e.g. shelf -> shelves
- spell words with common endings
- recognise and spell the prefixes (word beginnings) 'al_', 'af_', 'ad_', 'a_'
- explore the occurrence of certain strings of letters within words and work out some of the rules for using them at the beginnings, middles and endings of words
- spell words with common letter strings but different pronunciations e.g. ough -> **cough**, **thought**, **though**
- collect and classify words with common roots and investigate origins and meanings
- practise extending and compounding words through adding parts
- revise and investigate links between meaning and spelling
- recognise and spell suffixes 'ible', 'able', 'ive', 'tion', 'sion'
- distinguish the two forms of its (possessive no apostrophe) and it's (contracted form of it is) and use them accurately in own writing
- investigate compound words and recognise that they can aid spelling even when pronunciation obscures
- understand how diminutives are formed e.g. -ish changes the original word to take on a slightly lesser strength of its original meaning e.g. mannish, boyish

See appendix 2 for examples

Step 5

Children will learn the following objectives and strategies -

- words ending in vowels other than 'e'
- pluralisation - adding 's', 'es', 'f ->ves', 'y -> ies'
- collect and investigate the meaning and spelling of words using the following prefixes (word beginnings) 'auto', 'circum', 'bi', 'trans', 'tele'
- identify where modified root words come from and spelling pattern
- explore spelling patterns of consonants and formulate rules: double consonants when adding ing
- explore spelling patterns of consonants and formulate rules; 'll' in full becomes 'l' when used as a suffix (word ending)
- explore spelling patterns of consonants and formulate rules; soft 'c'
- investigate words that have common letter strings but different pronunciations
- distinguish between homophones (words which sound the same but are spelt differently)
- the correct use and spelling of possessive pronouns
e.g. their dog was called Max
- recognise and spell the suffix 'cian' etc
- spell unstressed (hard to hear) vowels in polysyllabic words
- investigate and learn spelling rules; words ending in modified e-drop e when adding 'ing' ; words ending in modified e - keep e when adding a suffix beginning with a consonant; words ending in y preceded by a consonant change y to ie when adding suffix 'i' before 'e' except after 'c'
- transform words by changing tenses
- recognise the spelling and meaning of the prefixes 'in-', 'im-', 'ir-', 'il-', 'pro-' and 'sus-'

See appendix 3 for examples

Step 6

Children will learn the following objectives and strategies -

- use root words and prefixes (word beginnings) and suffixes (word endings) as a support for spelling
- investigate meanings and spellings of connectives (words which join parts of a sentence together or words which connect a sentence with the one before)
- revise and extend work on spelling patterns for unstressed vowels (those vowels which aren't easily heard) in words with several syllables from Year 5
- Revise and consolidate work from Year 5 with particular focus on
 - learning and inventing spelling rules
 - inventing and using mnemonics (e.g. OCEAN = only cats eyes are narrow) for irregular or difficult spellings
 - unstressed vowel spellings in polysyllabic words
 - invent words using root words, prefixes and suffixes e.g. vacca + phobe = someone who has a fear of cows
- Revise and learn the spelling of words in preparation for SATs spelling test

See appendix 4 for examples

See Year 6 spelling words sheet for spelling patterns and words which have been included in Year 6 SAT spelling tests



Websites we recommend for KS2 children

SPELLADROME from the makers of Mathletics. This requires the purchase of a license for home use

www.spelladrome.co.uk

SPELLING CITY - this requires registration but many features are available without purchase. Customers can pay to upgrade and access the full range of activities if they so wish.

www.spellingcity.com

The Times spelling bee - a whole site full of practice games for all levels

<http://timesspellingbee.co.uk>

The Spellits - a series of spelling activities taking place within the context of mystery solving, adventures and challenges

<http://www.bbc.co.uk/schools/spellits/index.shtml>

<http://www.learner.org/interactives/spelling/index.html>

Year 6 Spelling words

Words in bold have occurred in more than one SAT test

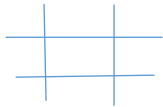
<u>Plurals</u> <u>Add s</u>	<u>Plurals</u> <u>Y to an i and</u> <u>add es</u>	<u>Verb endings</u> <u>ing</u>	<u>Verb endings</u> <u>Drop e and</u> <u>add ing</u>	<u>Verb endings</u> <u>Double last</u> <u>letter add ing</u>	<u>Superlatives</u>
Attempts Carriages Castles Creatures Engines Foundations Hedges Materials Pieces Selects Stripes Structures visitors	Bodies Cities families	According Building Climbing Extinguishing Fighting Gleaming Interesting Sprawling Spreading vanishing	Challenging Escaping Exciting Including Moving Raising wrestling	Beginning Planning Stopping swimming	Biggest Largest Nastiest Tallest widest
<u>Verb endings</u> <u>ed</u>	<u>Verb endings</u> <u>Double</u> <u>letter add</u> <u>ed</u>	<u>Verb endings</u> <u>Change y to</u> <u>an I and add</u> <u>ed</u>	<u>Verb endings</u> <u>Just add d</u>	<u>'ly' words</u>	<u>'c' makes 's'</u>
Absorbed Camped Delivered Designed Developed Disappeared Disturbed Echoed Finished Rehearsed Remained Stretched Transformed Transported uncoiled	Grabbed Occurred Planned Slipped Stopped trapped	Carried Qualified satisfied	Arrived Disguised Excited Illuminated Injured Involved Judged Released Replaced required	Actually Approximately Carefully Extremely Frequently Generally Gently Gingerly Gradually Highly Importantly Particularly Perfectly Physically Smoothly Thoroughly	Audience Centre Century Excellent Exciting Necessary Notice Silence

<u>'tion' sound</u>	<u>'ive' words</u>	<u>'al' words</u>	<u>'ee' sound</u>	<u>homophones</u>	<u>suffixes</u>
Completion Destination Direction Foundations Generation Invention Pollution Question	Apprehension Destruction Expensive	Digital Festival Individual Original Special	Accuracy Emergency Noisy Ready sunny	Heard Practice Weight Where	Beautiful Carefully Colourful Effortless Hopeful Regardless Successful Wonderful
<u>prefixes</u>	<u>Compound words</u>	<u>Double letters</u>	<u>Silent letter</u>	<u>I before e</u>	<u>Other words</u>
Advertise Almost Believe Destructive Disappeared Disturbed Encounter Encourage Ensure Important Injured Inspecting Invention Involved Preserve Prevent Produce Together Transformed Transported Uncoiled Unusual	Countryside Headquarters Themselves Throughout	Apprehensive Common Different Difficult Excellent Follow Million Opposite Passenger Pollution Press Slippery Still Successful Sunny	Castles Climbing Designed Different Environment Hedges Interesting Knowledge Known Participate Should Strength Stretched Surprise Wrestling	Believe Pierce	Amongst Anchors Audience Aware Between Breeze Capable Change Complete Crawl Crept First Future Journey Moment Most Mysterious Perform Press Purpose Realistic Serious Shook Silence Sneeze Symbol Technique Top Tumble

Spelling Games to Help You to Help Your Child to Learn Their Spellings At Home

Tic-Tac-Toe

This game is similar to noughts and crosses but with key words. With two players, each player picks up a word that is the most complex in the list and then covers it up. In each space, the child writes the word. They must make a row of three to win.



This game encourages children to focus upon words which they find problematic and practice spelling them in a meaningful challenge.

I Spy With My Little Eye

This activity can be used with any child and focuses upon either the first letter of the word (as per the traditional game) or more complicated method by picking a specific spelling pattern to think of. E.g. "I spy with my little eye, a word containing '-ea' etc e.g. peach etc

This game supports children in listening to spelling patterns and thinking of words which would fit that pattern.



Sand, Paper and Paint

Using sand, children write their spellings into the sand. This can be used alongside the look, say, cover, write and check method. Children can use paint on paper in the same way and write their words with their finger or paintbrush instead. Children can also write their spelling words using water and a paintbrush on the ground or on a wall too.



SPELLMEADOODLE

Using one word, the children draw a picture using that word over and over again to make the lines of their picture. E.g. if the focus of the word was house, the children might draw a house where the walls and windows are constructed with the word written over and over again.



This activity allows children to repeatedly write the word and is basically the same as look, say, cover, write, check but in a more interesting way.

Holding Words To The Left

In learning new words, research has shown that in order to remember spellings, words should be held above and to the left of the child. This allows the brain to process and can therefore recall the word. As your child becomes better at spelling more complex words, they will recall the word- their eyes will revert to the same place as where the word was introduced - observing the invisible word.



Number Plates

A game similar to Countdown. On a car journey observe the numberplates of cars e.g. DG72TRC

The aim of the game is to take the group of three letters and keeping them in the same order, make the longest word possible. E.g. from this numberplate you could make the following words - track

trace

terrific

tracing



Countdown Conundrums

This boardgame can be purchased but can be set up at home. Make two packs of vowels and consonants. From the two packs randomly select a mixture of 8 vowels and consonants. Choose a time limit and try to beat the clock while making the longest words you can.



And the obvious ones....

Hangman

Word searches

Junior scrabble

Boggle

Lotto

Word Snap



Key steps to Becoming a Better Speller

- ✓ Know your prefixes / suffixes / root words
- ✓ Know related and similar words e.g. exude -> exuberance
- ✓ Apply learnt sounds - ch, sh, i_e, silent letters
- ✓ Sound it out (letters / syllables)
- ✓ Learn spelling rules e.g. I before e except after c
- ✓ Know compound words e.g. earache
- ✓ Memory hooks - mnemonics or silly sayings
- ✓ Knowledge from learning other languages e.g. beautiful
- ✓ Reading and writing with variety and frequency

Appendix 1 - Stage 3 words

Common Prefixes - spelling words may include the following					
Un	unaware	unarmed	uncertain	unbeaten	unbelievable
	unbreakable	uncomfortable	unusual	unsociable	unhappy
dis	disable	disagree	disclose	discover	disgrace
	disobey	disorder	disown	distrust	dislike
de	demist	deflate	deice	defrost	decode
	debug	demolish	destruct	deposit	decontaminate
re	refill	reform	refresh	refuse	repay
	replace	return	reuse	revisit	replay
pre	precise	prefer	prehistoric	premature	prepare
	prescription	present	preserve	pretend	prevent
mis	misbehave	misfire	mishear	mislead	misread
	misspell	mistake	misunderstand	misuse	misplace
non	non-drip	non-smoker	non-starter	non-stick	nonsense
	non-stop	non-toxic	non-breathing	non-living	non-uniform
ex	example	exclaim	exercise	exhale	exit
	explain	explode	explore	export	extend
co	co-ordinate	co-operate	co-operative	co-pilot	co-ordinated
	co-writer	co-operation	co-captain	co-worker	coincidence
anti	antifreeze	antibody	anticlockwise	antivirus	anti-bullying
	antidote	antibiotic	anti-gravity	anticlockwise	antique
er	brighter	farmer	faster	lighter	neater
	prouder	reader	starter	stronger	worker
est	brightest	fastest	kindest	neatest	slowest
	strongest	weakest	closest	largest	latest
Adding 'y'	comfortably	cuddly	gently	grumbly	horribly
	possibly	probably	simply	terribly	wriggly
Adding 's'	Pencil - pencils	Cable - cables	Apple - apples	Scrape - scrapes	Spring - springs
	Stroke - strokes	Throne - thrones	Shrug - shrugs	Tap - taps	Song - songs
Silent letter words	knee	kneel	knew	knight	knit
	bomb	lamb	numb	thumb	debt
Compound words	motorcycle	toothbrush	bedroom	cloakroom	blackbird

	bonfire	toothpaste	goodnight	handbag	outside
Words ending in 'ly'	blindly	bravely	fairly	kindly	lively
	lonely	proudly	sadly	slowly	suddenly
Words ending in 'ful'	beautiful	careful	cheerful	forgetful	hopeful
	painful	powerful	respectful	thankful	truthful
Words ending in 'less'	ageless	careless	endless	fearless	helpless
	homeless	hopeless	lifeless	powerless	useless
Apostrophe for contractions	Can't	Don't	Didn't	I'll	She'll
	He'll	Won't	Couldn't	Shouldn't	Wouldn't

Appendix 2 – Stage 4 words

Double consonants	shopper	yellow	address	butter	rubber
	common	ladder	puppet	rabbit	supper
homophones	their	there	They're	were	where
	wear	two	too	to	Hear / here
Words ending in 's'	boats	chairs	coins	goals	rooms
	teams	bikes	shapes	pages	noises
Words ending in 'ed'	asked	blocked	camped	killed	Packed
	picked	rocked	sacked	tricked	walked
Words ending in 'ing'	beating	boiling	coaching	fishing	painting
	floating	preaching	sleeping	teaching	thinking
Irregular verbs	are	were	said	like	have
	out	our	what	when	came
Starting with 'al'	almighty	almost	alone	along	already
	also	altogether	always	aloud	alphabet
Words ending in 'ary'	centenary	dictionary	library	February	military
	salary	primary	ordinary	stationary	voluntary
Words ending in 'ic'	angelic	athletic	atomic	electric	gigantic
	heroic	historic	horrific	organic	poetic
Words ending in 'ship'	friendship	partnership	membership	ownership	fellowship
	dictatorship	craftsmanship	championship	apprenticeship	Spaceship
Words ending in 'hood'	brotherhood	childhood	fatherhood	knighthood	motherhood
	neighbourhood	sisterhood	adulthood		
Words ending in 'ment'	achievement	advertisement	amusement	arrangement	document
	employment	enjoyment	environment	excitement	movement
Words ending in 'ate'	pollenate	separate	evaporate	recreate	isolate
	inflate	elevate	evaluate	accelerate	educate
Words ending in 'ify'	simplify	unify	verify	modify	clarify
	glorify	jollify	petrify	terrify	qualify
Prefix 'al'	alcove	almost	always	allude	allures
	alkalis	alright	alphabet	allotted	allergy
Prefix 'af'	afar	affair	affect	affected	affection
	affirm	affix	affixable	affluent	affordable

Prefix 'ad'	adapt	adopt	advise	advice	adverb
	advert	adult	admit	adores	advent
Words containing 'ough'	cough	thought	though	bought	brought
	dough	doughnut	drought	plough	rough
Words ending in 'ible'	accessible	audible	credible	destructible	edible
	flexible	horrible	impossible	invincible	reliable
Words ending in 'able'	vegetable	valuable	sociable	respectable	miserable
	enjoyable	disposable	capable	adorable	enjoyable
Words ending in 'ive'	abrasive	active	additive	adhesive	alive
	archive	argumentative	assertive	attractive	perspective
Words ending in 'tion'	addition	ambition	competition	condition	devotion
	education	fiction	fraction	investigation	question
Words ending in 'sion'	collision	confusion	decision	division	erosion
	explosion	extension	invasion	revision	television
Possessive apostrophe	Adam's	Sarah's	Children's	Dog's	Cat's
	Teacher's	Colleague's	Michael's	Friend's	Mrs Davison's
Contracted apostrophe	Can't	Don't	Didn't	I'll	She'll
	He'll	Won't	Couldn't	Shouldn't	Wouldn't
Words ending in 'ish'	boyish	vanish	famish	banish	varnish
	selfish	British	distinguish	horseradish	establish

Appendix 3 – Stage 5 words

Words ending on vowels other than e	hero	also	buffalo	gorilla	vanilla
	alfresco	confetti	graffiti	concerto	plateau
Plurals ending 'es'	benches	lunches	beaches	peaches	gases
	brushes	wishes	fishes	foxes	glasses
Plurals ending 'ves'	calves	halves	elves	knives	leaves
	lives	loaves	ourselves	scarves	selves
Plurals ending 'ies'	armies	babies	centuries	cities	countries
	diaries	enemies	fairies	factories	families
Double consonants adding 'ing'	appalling	cancelling	quarrelling	tunnelling	labelling
	levelling	patrolling	controlling	shovelling	travelling
Words ending in 'ful'	beautiful	careful	cheerful	forgetful	grateful
	hopeful	painful	powerful	respectful	thankful
homophones	Accessory-accessary	Dew-due	Leach-leech	rung-wrung	sale-sail
	Discreet-discrete	Draft-draught	bare-bear	base-bass	Allowed-aloud
Possessive pronouns	mine	yours	his	hers	ours
	theirs	whose	my	your	our
Words ending in 'cian'	musician	politician	optician	clinician	electrician
	physician	dietician	beautician	mathematician	technician
Drop 'e' to add 'ing'	Shake-shaking	Come-coming	Wait-waiting	Hope-hoping	Drive-driving
	Smile-smiling	Rule-ruling	Wake-waking	Take-taking	Solve-solving
Changing 'y' to 'ie'	applies	bullies	cries	denies	fries
	lies	relies	replies	qualifies	spies
I before e except after c	achieve	belief	believe	chief	fiend
	fiery	grief	piece	pier	shield
Prefix 'in'	increase	inside	include	increase	inactive
	inadequate	incapable	incomplete	incorrect	invisible
Prefix 'im'	imbalance	immature	impartial	impatient	imperfect
	impolite	important	impossible	improper	imperfect
Prefix 'ir'	irrational	irregular	irresistible	irresponsive	irreversible
	irate	irrational	irrelative	irresponsible	irreproachable
Prefix 'il'	illegal	illegible	illiterate	illogical	ill-gotten

	illogical	illuminate	illusion	illustrate	illustrator
Prefix 'pro'	probation	procedure	proceed	process	procession
	proclaim	prodigal	prodigy	produce	promote
Words ending in 'us'	abacus	advantageous	adventurous	airbus	anxious
	aqueous	arduous	callous	campus	circus

Appendix 4 – Stage 6 words

Unstressed vowels	alcohol	assistance	business	camera	chocolate
	consonant	definite	diamond	different	interesting
	jewellery	journalist	listening	margarine	mathematics
	miniature	mystery	parliament	prisoner	secretary
	separate	signature	temperature	valuable	vegetable
Words containing 'ph'	agoraphobia	arachnophobia	cacophony	claustrophobia	hydrophobia
	paragraph	pharaoh	pharmacist	phenomenon	phlegm
	phobia	physical	physicist	physiotherapy	sympathy
Words containing 'ci'	ancient	artificial	commercial	conscious	delicious
	especially	financial	musician	official	precious
	social	special	suspicious		
Words containing 'cc'	accelerate	accent	accept	access	success
	staccato	soccer	raccoon	preoccupied	piccolo
Words containing 'xc'	exceed	excel	excellent	except	exceptional
	excite	exclaim	exclude	excavate	unexciting
Words beginning with 'acq'	acquaintance	acquire	acquisition	acquit	acquaint
	acquittal	acquirers	acquiesce	acquisitive	acquirable
Words ending 'ious'	anxious	conscious	delicious	furious	glorious
	gracious	infectious	luscious	luxurious	obvious
Words with foreign origin	champagne	sovereign	spaghetti	describe	antique
	foreign	grotesque	cheque	torrential	confidential
Words beginning with 'circ'	circumference	circumnavigate	circumspect	circumstances	circle
	circumstantial	circumvent			
Words beginning with 'hypo'	hypochondriac	hypocrite	hypodermic	hypothermia	hypothesis
	hydraulic	hydroelectric	hydrofoil	hydrogen	hydroplane
Words beginning with 'au'	audible	audience	audit	audition	auditorium
	auditory	audacity	audiotape	audiobook	Audio-visual
Words ending in 'ally'	accidentally	actually	annually	automatically	brutally
	critically	equally	fatally	finally	originally
Words containing 'dge'	badge	edge	hedge	lodge	sledge
	lodger	budget	fudge	trudge	smudge
Words	chaos	character	chemist	choir	chemical

containing 'ch'	chord	chorus	ache	anchor	stomach
Words containing 'gh'	bought	brought	caught	fought	naughty
	plough	although	thoughtless	laugh	tough
Words containing soft 'c'	celebrate	centimetres	certificate	concert	cylinder
	advance	electricity	innocent	magnificent	vacancy
Words ending in 'or'	author	calculator	collector	dictator	doctor
	inventor	mirror	reflector	tractor	visitor
Words containing 'our'	armour	colour	favour	favourite	harbour
	humour	journey	labour	rumour	saviour
Words ending in 'ure'	adventure	capture	creature	figure	Furniture
	future	mixture	nature	puncture	temperature
Words ending in 'ssion'	admission	aggression	discussion	expression	mission
	permission	profession	session	succession	percussion
Words containing 'sc'	scenario	scene	scenery	science	scientist
	scissors	conscience	biscotti	descends	biscuits
Words beginning with 'trans'	transaction	transatlantic	transfer	translate	transmit
	transparent	transport	transporting	transported	transmitted
Words beginning with 'bi'	bicentenary	biceps	bicycle	bifocal	bilingual
	bimonthly	binoculars	biopsy	biplane	bisect
Words beginning with 'aero'	aerobatics	aerobics	aeroplane	aerodrome	aerodynamic
	aeronaut	aeronautical	aerosol	aerofoil	aerolite
Words beginning with 'oct'	octagon	October	octogenarian	octopus	octane
	octuplets	octagonally	octahedron	octopuses	octuplet
Words beginning with 'aqua'	aquaplane	aquarium	aquatic	aqueduct	aquatics
	aqualungs	aquaplaning	aquamarine	aquatically	aqualungs
Words beginning with 'tele'	telegraph	telepathy	telephoto	teleport	television
	telecoms	televise	telephony	telepathy	telescope
Words beginning with 'auto'	autograph	autobiography	autopilot	autopsy	automotive
	automatic	automatically	autonomy	automated	autonomous
Connective words	whoever	nonetheless	therefore	furthermore	whereas
	nevertheless	alternatively	meanwhile	notwithstanding	consequently