

Contents

How does it work?	4
Top tips for spelling success	5
Unit 1 <i>–cious or –tious?</i>	6
Unit 2 <i>–cial or –tial?</i>	10
Revision 1	14
Unit 3 <i>–ant or –ent? –ation words</i>	18
Unit 4 <i>–ant or –ent? soft /g/, soft /c/ and qu</i>	22
Unit 5 <i>Other –ent and –ant words</i>	26
Revision 2	30
Unit 6 <i>–able or –ible? –ation words</i>	34
Unit 7 <i>–able and –ably with complete root words</i>	38
Unit 8 <i>–able or –ible after –ce and –ge</i>	42
Revision 3	46
Unit 9 <i>Suffixes after –fer</i>	50
Unit 10 <i>Hyphens to join prefixes</i>	54
Unit 11 <i>The /ee/ sound spelt ei and ie</i>	58
Unit 12 <i>Other sounds spelt ei and ie</i>	62
Revision 4	66
Unit 13 <i>/or/, /uff/ and /off/ sounds spelt ough</i>	70
Unit 14 <i>/oh/ and /oo/ sounds spelt ough</i>	74
Unit 15 <i>/uh/ and /ow/ sounds spelt ough</i>	78
Unit 16 <i>Silent letters</i>	82
Revision 5	86
Unit 17 <i>Homophones 1</i>	90
Unit 18 <i>Homophones 2</i>	94
Unit 19 <i>Homophones 3</i>	98
Unit 20 <i>Homophones 4</i>	102
Unit 21 <i>Homophones 5</i>	106

Contents

Revision 6		110
Unit 22	Homophones 6	114
Unit 23	Homophones 7	118
Unit 24	Homophones 8	122
Unit 25	Homophones 9	126
Revision 7		130
Unit 26	Spelling list: doubling letters	134
Unit 27	Spelling list: <i>-tion</i> words	138
Unit 28	Spelling list: words with the /uh/ sound	142
Unit 29	Spelling list: more words with the /uh/ sound	146
Revision 8		150
Unit 30	Spelling list: <i>g</i> sounds	154
Unit 31	Spelling list: <i>c</i> sounds	158
Unit 32	Spelling list: the /sh/ sound spelt <i>ci</i>	162
Unit 33	Spelling list: <i>qu</i> and <i>gu</i>	166
Revision 9		170
Unit 34	Spelling list: silent consonants	174
Unit 35	Spelling list: silent vowels	178
Unit 36	Spelling list: double <i>c</i>	182
Unit 37	Spelling list: other tricky words	186
Revision 10		190
Answers		194
Index		241

The /ee/ sound spelt *ei* and *ie*

The /ee/ sound can be spelt in many ways, including *ei* and *ie*.

Think of the saying *i before e, except after c*.

If the /ee/ sound comes immediately after *c*, use *ei*, as in *deceive*, *conceive* and *ceiling*.

If it doesn't, use *ie*, as in *believe* and *achieve*.

There are some exceptions to this rule, like *protein*, *caffeine* and *seize*, which have to be learnt.

Long ago, in a magical land, a young boy named Thelon searched for someone to call a friend. One evening, while watching the night sky, he **perceived** a rush in the darkness. Looking around curiously, he noticed that he had **received** a visitor.

"I am the mystical genie of companionship," said a voice in the void. "I have come to help you **achieve** your quest for friendship."

Thelon looked up to the **ceiling** and saw the outline of a figure. He could not **believe** the image in front of him.

"Do my eyes **deceive** me?" he asked in wonder.

"If you can **conceive** it, it is true," answered the genie.

Stepping closer to the stranger, Thelon **seized** his hand.

"Bring me a friend, please," he begged.

"But I am here," was the reply that reverberated around the hall.

And they became friends for life.



Focus words

perceived

received

achieve

ceiling

believe

deceive

conceive

seized



Name _____

Class _____

Learn

I Write each word in the correct column.

seize perceived received ceiling believe
deceive conceive achieve caffeine

/ee/ sound spelt <i>ie</i>	/ee/ sound spelt <i>ei</i> after <i>c</i>	/ee/ sound spelt <i>ei</i> (exception)

2 Circle the correct spelling of each word.

- a. believe / beleive
- b. caffeine / caffiene
- c. cieling / ceiling
- d. receive / recieve
- e. percieve / perceive

The /ee/ sound is usually spelt *ei* after *c*.



3 Match each word to its meaning. Use a dictionary to help you.

- | | |
|-------------|--|
| a. seize | to become aware of |
| b. conceive | to take hold of in a quick, forceful way |
| c. perceive | to form an idea of |
| d. deceive | to mislead |

Start with the meanings you already know.





Name _____

Class _____

Apply

I Fill in the gaps with *ei* or *ie* and then write each word in a sentence

bel__ve prot__n c__ling dec__ve rec__ve

a. _____

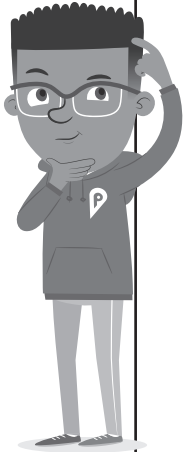
b. _____

c. _____

d. _____

e. _____

Can you spot
the exception
to the rule?



2 Write three words that do not follow the rule.

3 Use a thesaurus to find a synonym for each of the following words.

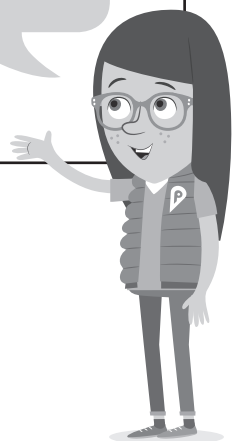
a. conceive _____

b. seize _____

c. receive _____

d. perceive _____

A *synonym* is a word that
has the same meaning as
another word.





Name _____

Class _____

Consolidate

Write your own myth using at least five words from this unit. You could write:

- a myth about a strange island
- a myth about a visit from a mysterious creature
- a myth about a magic box.

Myths are fantasy stories, so use your imagination!



A large, light gray scroll with rounded corners and decorative swirls at the top and bottom. It contains ten horizontal lines for writing.

Answers

Page 59

/ee/ sound spelt ie	/ee/ sound spelt ei after c	/ee/ sound spelt ei (exception)
believe achieve	received perceived deceive conceive ceiling	seize caffeine

Practise saying these words aloud.
Can you hear the /ee/ sound?

- 2 a. believe b. caffeine c. ceiling
d. receive e. perceive
- 3 a. seize – to take hold of in a quick, forceful way
b. conceive – to form an idea
c. perceive – to become aware of
d. deceive – to mislead

Page 60

- 1 For example:
a. Can you **believe** the weather today?
b. Olivia ate the fish because it contained lots of **protein**.
c. The **ceiling** needs painting.
d. Don't **deceive** your mother!
e. I prefer to give rather than to **receive** presents.
- 2 For example: caffeine; protein; seize; heinous; weird
- 3 a. conceive – imagine b. seize – take
c. receive – get d. perceive – see

If your word isn't in this list, look it up in a dictionary to check your spelling.

Your synonyms might be slightly different. Look your synonyms up in a dictionary to check the meaning.

Page 61

Use this checklist to mark your answer.

My myth ...

- ☐ ... is set in a fantasy world
- ☐ ... includes interesting characters
- ☐ ... uses at least five words from this unit, spelt correctly.

Use a thesaurus to make your descriptions more interesting.



**We hope your children
had fun using this
Pinpoint sample pack!**

If you would like to purchase the
entire resource, please visit:
pearsonprimary.co.uk/pinpointbuy

We have lots of more resources available to
target specific needs in Maths and English. The
range so far includes **Spelling, Comprehension,
Grammar and Punctuation, Problem Solving
and Reasoning, Word Problems** and **Times
Tables**, with lots more coming soon!

