

# Year 6 SATs Spelling Quiz 5

1. She \_\_\_\_\_ eating fruit to chocolate.
2. She was delighted to \_\_\_\_\_ flowers.
3. It was \_\_\_\_\_ money to last a lifetime.
4. There was no \_\_\_\_\_ he could do it.
5. The Queen was given great \_\_\_\_\_ by her mother.

# Spelling Quiz 5 Answers

Spelling Objective	In a sentence	Word
adding suffixes beginning with vowel letters to words ending in -fer	She preferred eating fruit to chocolate.	<b>preferred</b>
words with the /i:/ sound spelt 'ei' after 'c'	She was delighted to receive flowers.	<b>receive</b>
words containing the letter string 'ough'	It was enough money to last a lifetime.	<b>enough</b>
words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	There was no doubt he could do it.	<b>doubt</b>
homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)	The Queen was given great advice by her mother.	<b>advice</b>

## Adding suffixes beginning with vowel letters to words ending in -fer

When adding suffixes that start with a vowel (-ed, -ing, -ence) to words ending in -fer (such as differ and offer) there is sometimes a change in the spelling, for example:

prefer + ed = preferred (change in spelling)  
differ + ing = differing (no change in spelling)

The spelling rule for this depends on the word stress. When we add a vowel suffix to a -fer word, the 'r' is doubled if -fer is stressed when the suffix is added. For example:

transfer + ing = transferring

But, if the -fer isn't the stressed part of the word after adding the suffix, we do not double the 'r'. For example:

prefer + ence = preference

### **Words with the /i:/ sound spelt ei after 'c'**

This follows the old 'l before e except after c' rule. Example words with this spelling pattern are:

conceit, ceiling, deceive, perceive, receipt, deceit, conceive, receive

### **Words containing the letter string ough**

This is a tricky spelling pattern as it can make several sounds which makes it difficult for children to master. The best way is to learn many of these words individually. -ough can be /ō/ as in snow (dough), /oo/ as in blue (through), /ow/ as in cow (bough), /uff/ as in cuff (rough) and /off/ as in blastoff (cough).

Words with this spelling pattern include:

dough, although, through, plough, tough, enough, cough, trough

### **Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**

These words often have to be learned individually as they have silent letters. Use spelling games to practise these words with your child. Words in this category include:

doubt, island, lamb, climb, solemn, thistle, knight, bomb, knowledge, castles, designed, sword, wrinkles, honest, thumb, rhubarb

### **Homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)**

Homophones are words that have the same sound but are spelt differently. For example; knight and night. Near homophones are words that almost have the same sound but are spelt differently with different meanings such as where and were. Children have to learn these words individually by learning which spelling is used in which context. Throughout KS2, your child will have practised homophones and near homophones on many occasions. It is an area that children need lots of practise in. For further activities on homophones, use the following resource:

[www.twinkl.co.uk/resource/t2-e-2487-year-4-spelling-homophones-and-near-homophones-activity-booklet](http://www.twinkl.co.uk/resource/t2-e-2487-year-4-spelling-homophones-and-near-homophones-activity-booklet)