

All of the Antonyms

The old woman wearily carried the heavy basket.

Six vicious dogs scoffed the huge bones.

A colossal explosion violently shook the crumbling tower.

My sweet friend generously held the door.

The enjoyable show entertained the minute crowd.

Word Families

gram

mit

sign

gest

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. Which adjective is an antonym of the adjective delighted? Tick **one**.

- pleased
- ecstatic
- dismayed
- reappeared

(1 mark)

2. Circle the two words that are **synonyms** in the passage below.

The overcrowded and eagerly-awaited train pulled into the station.
Commuters on the congested platform raced towards the doors.

(1 mark)

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SATs-Style Answers

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- ecstatic
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- reappeared

2. Circle the two words that are **synonyms** in the passage below.

The **overcrowded** and eagerly-awaited train pulled into the station.
Commuters on the **congested** platform raced towards the doors.

Vocabulary & Standard English: Session 1

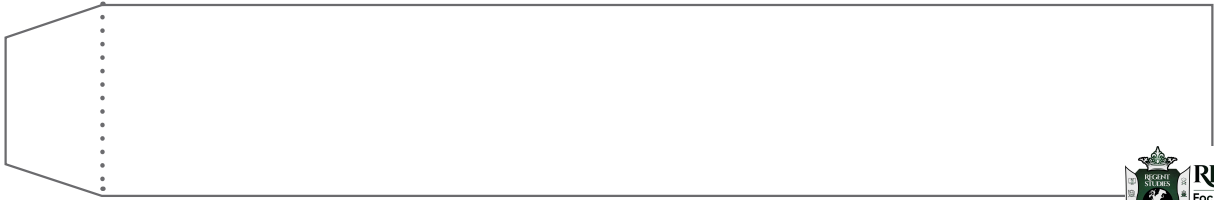
<p>Preparation</p>	<p>Print: Family Mind Maps sheet, Super Synonyms strips, All of the Antonyms activity and SATs–Style Questions sheet.</p> <p>Trim: Super Synonyms strips and All of the Antonyms activity cards.</p> <p>Source: Pencils, strips of paper and thesaurus.</p>
<p>Warm-Up</p>	<p>Family Mind Maps</p> <p>Remind the children of the different word families they should have covered so far. These could include but are not limited to: play; sign; real; spec; act; struct; sort; press; gest; temp; inter; mit; gram. Encourage the child to think of examples of words which belong to each family discussed, for example ‘react’, ‘counteract’ and ‘actor’ would all be part of the ‘act’ word family.</p> <p>Provide the child with the Family Mind Maps sheet. Support the child with thinking of at least three examples of words which would belong to each of the four listed word families. You may wish to use some of the following answers:</p> <p>gram: programme, telegram, hologram, diagram, grammar, grammatical, monogram, programmer, program, parallelogram.</p> <p>mit: commit, committee, transmit, submit, commitment, emit, permit, intermittent, omit, unremitting.</p> <p>sign: signature, assign, design, designate, significant, resignation, resign, insignificant, assignment, signal.</p> <p>gest: suggest, digest, congestion, gesture, gestation, gesticulate.</p> <p>Can the child identify and recall words belonging to common word families?</p>
<p>Input</p>	<p>Super Synonyms</p> <p>Recap the concept of synonyms: words which have the same (or a very similar) meaning. Play a verbal game where you give the child a simple word and they must give you a word which means the same thing. You may wish to use the words: shut; wrong; hard; look; find.</p> <p>Explain that, sometimes, synonyms can be used to give a really clear meaning when describing an item. For example, you might think that something is better than ‘good’ but not quite ‘spectacular’ so you might choose the adjective ‘excellent’. Explain that this is called ‘shades of meaning’.</p> <p>Using the Super Synonyms strips and strips of paper, create paper chains of words which have the same (or a very similar) meaning. These can be from the child’s own knowledge or using a thesaurus. Base words have been provided for you. You may wish to add:</p>

	<p>good: great, excellent, terrific, fantastic, wonderful.</p> <p>bad: awful, terrible, inferior, atrocious, disgraceful.</p> <p>pretty: fetching, appealing, beautiful, gorgeous, ravishing.</p> <p>big: huge, large, sizeable, enormous, massive.</p> <p>happy: cheerful, merry, jolly, gleeful, elated.</p> <p>smart: clever, intelligent, bright, brainy, genius.</p> <p>hot: sizzling; blistering; boiling; scorching; roasting.</p> <p>sad: sorrowful, depressed, downcast, miserable, blue.</p> <p>Is the child able to generate synonyms for common adjectives?</p>
<p>Apply</p>	<p>All of the Antonyms</p> <p>Recap with the child that an antonym is a word which is opposite in meaning to another, for example 'bad' and 'good'. Play a verbal game where the child must give you a word that is opposite in meaning to the word you have said. You may wish to use the same words as the previous activity: shut; wrong; hard.</p> <p>Provide the child with the All of the Antonyms activity. Explain that they must edit and improve the sentence using antonyms to give the sentence the opposite meaning but the actions in the sentence must remain the same. For example, 'The old woman wearily carried the heavy basket' could become, 'The young woman energetically carried the light basket'.</p> <p>Support the child with replacing the adjectives in each sentence with antonyms. You may also wish to encourage the child to replace verbs such as 'scoffed' with antonyms such as 'nibbled'.</p> <p>Is the child able to provide antonyms for given words?</p>
<p>Assess & Review</p>	<p>SATs-Style Questions</p> <p>Provide the child with the SATs-Style Questions sheet. Explain that these are the types of questions about synonyms and antonyms that you would expect to see on a SATs paper. Ask the child to complete the questions, encouraging them to pay particular attention to how the question should be answered, e.g. tick the box, circle the word, underline the answer. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently answer SATs-style questions on synonyms and antonyms?</p>











Find the Family

Highlight all of the words in the passage below which are part of the 'spec' word family.

Inspector Robert examined each aspect of the specimen. The prospect of being able to speculate about the identity of the culprit was more than he had ever expected. As raucous spectators began to gather at the scene expecting a result, Inspector Robert reminded them to be respectful and allow justice to be served.



disown

disappear

defend

dehumidify

misspell

mislead

overconfident

overcrowded

rewrite

retrace

superhuman

antisocial

autograph

to separate yourself
from owning something

to be away from sight
or to not be seen

to try to keep harm or
danger away from you

to remove the humidity
from the area

to spell something
incorrectly

to give someone the
wrong idea

to have too
much confidence

containing too
many people

to write the same thing
again

to return back along the
same path

to have powers beyond
a normal human

to do something which
goes against being sociable

to sign something
yourself

dis-

away, separate
or not

de-

off, down,
away or from

mis-

wrong or
incorrect

over-

to excess or too
much

re-

again or back

super-

above or over

anti-

against or
opposing

auto-

self

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. The **prefix** dis- can be added to the word obey to make the word disobey.

What does the word **disobey** mean? Tick **one**.

- to obey quickly
- not to obey
- to obey more than once
- to be obeyed

(1 mark)

2. Which one **prefix** can be added to all three words below to make their antonyms?

Write the prefix in the box.

behave

place

count

(1 mark)

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Write the prefix in the box.

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mis

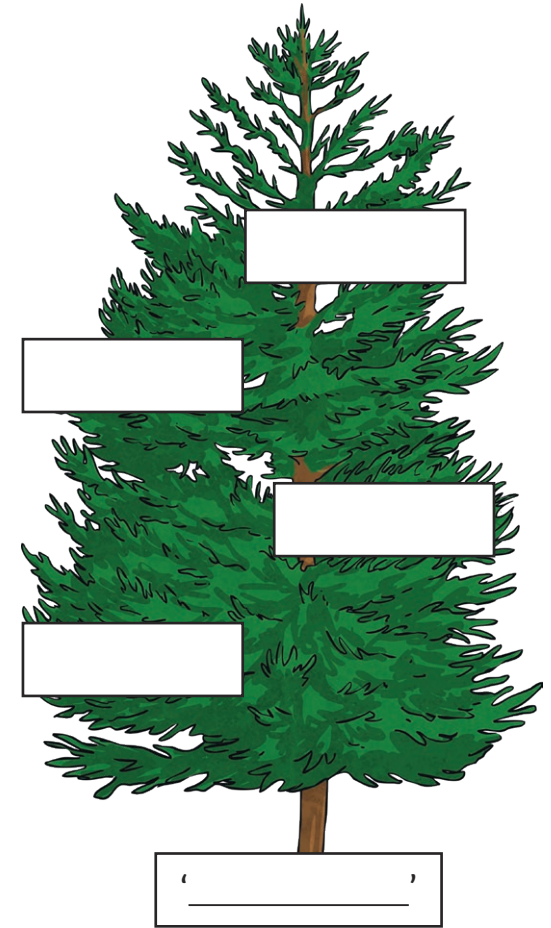
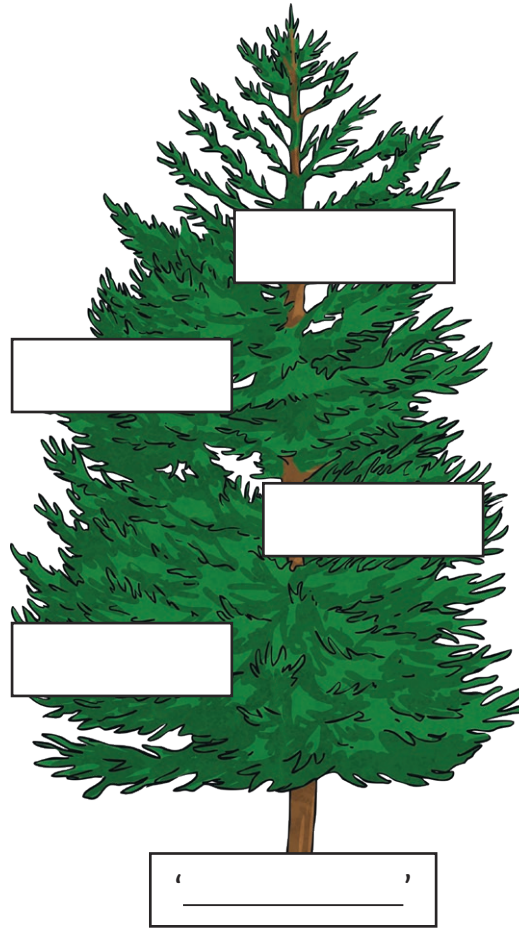
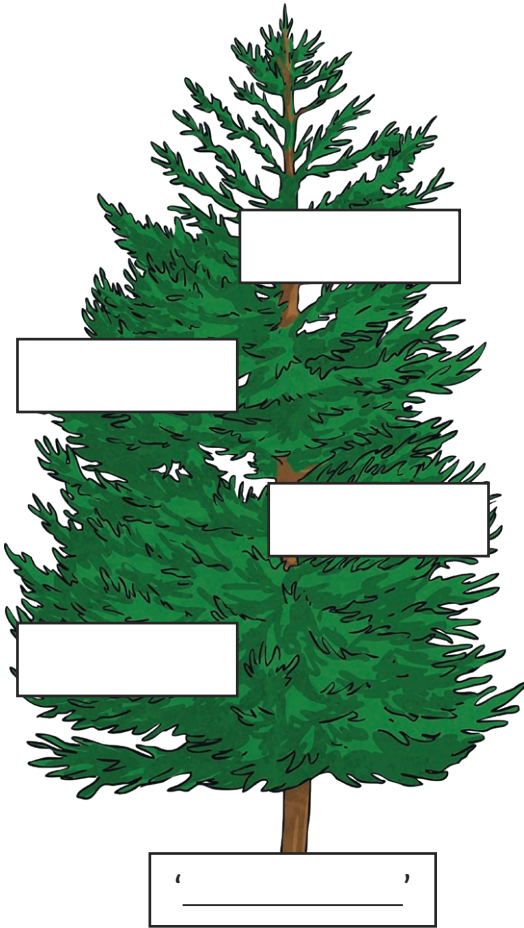
Vocabulary & Standard English: Session 2

<p>Preparation</p>	<p>Print: Find the Family sheet, Prefix Jigsaw cards, Match the Meaning cards and SATs-Style Questions sheet.</p> <p>Trim: Prefix Jigsaw cards and Match the Meaning cards.</p> <p>Source: Pencils.</p>
<p>Warm-Up</p>	<p>Find the Family</p> <p>Provide the child with the Find the Family sheet. Ask them to read through the passage and highlight all of the words which are part of the 'spec' word family. Address any misconceptions.</p> <p>Can the child identify words belonging to the 'spec' word family?</p>
<p>Input</p>	<p>Place Prefix Jigsaws</p> <p>Introduce and recap the range of prefixes that the children should have covered during KS2. For each prefix, write it on a whiteboard and explain the impact that that prefix has on the meaning of the word. Children should have covered:</p> <p>dis-: This prefix means away, separate or not. An example of this is the word 'disagree' where the prefix means 'not'.</p> <p>de-: This prefix means off, down, away or from. An example of this is the word 'depart' where the prefix means 'from'.</p> <p>mis-: This prefix means wrong or incorrect. An example of this is the word 'miscount' where the prefix means 'incorrect'.</p> <p>over-: This prefix means 'to excess' or 'too much'. An example of this is the word 'overindulge' where the prefix means 'too much'.</p> <p>re-: This prefix means again or back. An example of this is the word 'reapply' where the prefix means 'again'.</p> <p>super-: This prefix means above or over. An example of this is the word 'supersonic' where the prefix means 'over'.</p> <p>anti-: This prefix means against or opposing. An example of this is the word antifreeze where the prefix means 'against'.</p> <p>auto-: This prefix means self. An example of this is the word 'automobile' where the prefix means 'self'.</p> <p>Consolidate this input by providing the child with the shuffled Prefix Jigsaw cards and asking them to match the prefix to its meaning.</p> <p>Is the child able to recall the meaning of KS2 prefixes?</p>

<p>Apply</p>	<p>Match the Meaning</p> <p>Explain to the child that you want to assess their knowledge of the meaning of prefixes by applying them to words. Emphasise that the child does not need to instantly know what the word means – they should be able to work it out based on the meaning of the prefix.</p> <p>Sort the Match the Meaning cards into two piles: words and definitions. Pull the first card from the ‘word’ pile and look at the prefix. Discuss the meaning of the prefix together and use that discussion to work out what the word must mean. Find the corresponding definition and pair up the cards. Continue until all prefixes have been discussed and all cards have been matched to the correct definition.</p> <p>Is the child able to use the meaning of a prefix to deduce the meaning of an unseen word?</p>
<p>Assess & Review</p>	<p>SATs–Style Questions</p> <p>Provide the child with the SATs–Style Questions sheet. Explain that these are the types of questions about prefixes that you would expect to see on a SATs paper. Ask the child to complete the questions, encouraging them to pay particular attention to how the question should be answered, e.g. tick the box or write the answer in the box. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently answer SATs–style questions on prefixes?</p>

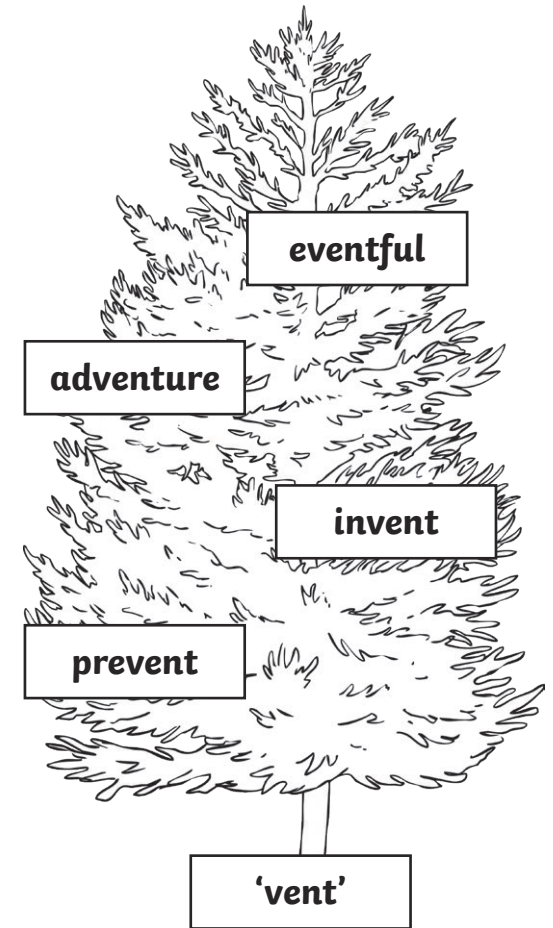
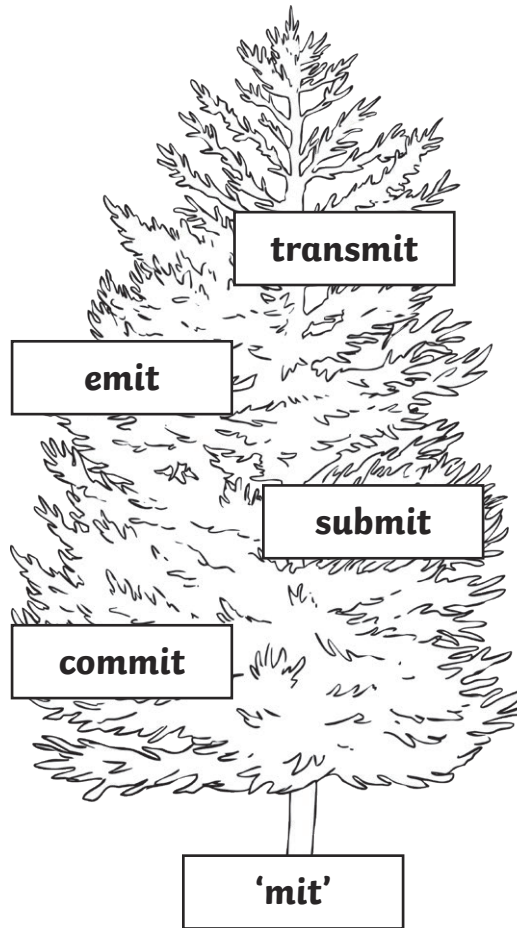
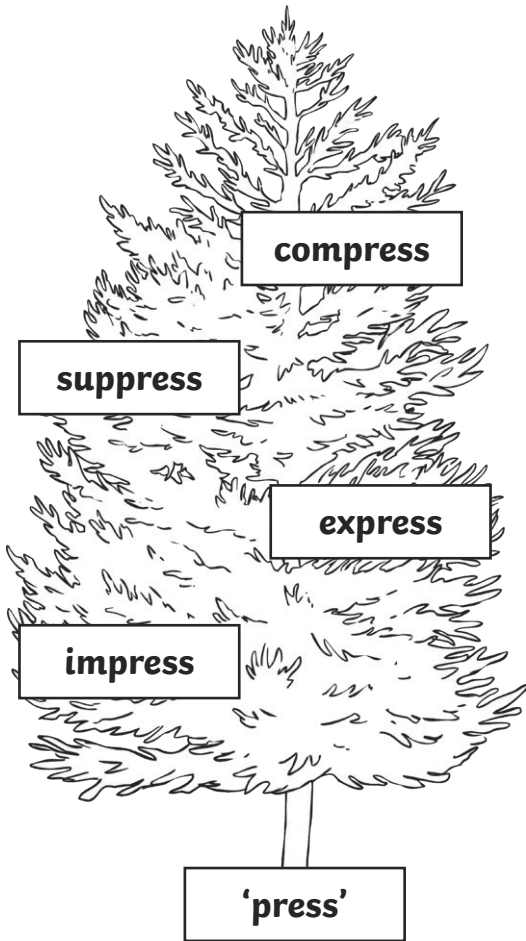
Family Trees

Spot the three word families which make up the words below. Write one word family on each tree and group the words.



compress	suppress	eventful	transmit
emit	adventure	submit	express
invent	commit	impress	prevent

Family Trees Answer Sheet



Add the correct suffix to the noun **estimation** to complete this sentence.

Try to _____ the number of sweets in this jar.

Add the correct suffix to the adjective **real** to complete this sentence.

I did not _____ that the door was locked.

Add the correct suffix to the adjective **pure** to complete this sentence.

How will you _____ the drinking water?

Add the correct suffix to the adjective **light** to complete this sentence.

Take some bricks out of the wheelbarrow and _____ the load.

Add the correct suffix to the verb **donate** to complete this sentence.

Thank you for your generous _____.

Add the correct suffix to the adjective **humble** to complete this sentence.

The athlete _____ accepted the gold medal.

Add the correct suffix to the noun **disaster** to complete this sentence.

The earthquake had _____ consequences.

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. Complete the sentence below with a **noun** formed from the verb adore.

They looked at the new baby with great _____.

(1 mark)

2. Add a **suffix** to the words in the boxes to complete the sentences.

We were _____ to receive a generous cheque.

↓
fortune

The company made sure to _____ their new product.

↓
advert

(1 mark)

SATs-Style Questions

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advert

(1 mark)

SATs-Style Answers

1. Complete the sentence below with a **noun** formed from the verb adore.

They looked at the new baby with great adoration. (1 mark)

2. Add a **suffix** to the words in the boxes to complete the sentences.

We were fortunate to receive a generous cheque.

↓
fortune

The company made sure to advertise their new product.

↓
advert

(1 mark)

Vocabulary & Standard English: Session 3

<p>Preparation</p>	<p>Print: Family Trees sheet, Sort the Suffixes grid and cards, Finish It Off cards and SATs-Style Questions sheet.</p> <p>Trim: Sort the Suffixes cards and Finish It Off cards.</p> <p>Source: Pencils.</p>
<p>Warm-Up</p>	<p>Family Trees</p> <p>Provide the child with the Family Trees sheet. Ask them to read through the words in the box at the bottom of the sheet and identify three word families that are present. Write each word family stem and the corresponding words on its own tree. Address any misconceptions.</p> <p>Can the child identify word families? Can children sort mixed words into groups of those which are in the same word family?</p>
<p>Input</p>	<p>Sort the Suffixes</p> <p>Introduce and recap the range of suffixes that the children should have covered during KS2. For each suffix, write it on a whiteboard and explain the impact that that suffix has on the root word. Children should have covered:</p> <ul style="list-style-type: none"> -ate: This suffix changes a noun or an adjective into a verb. An example of this is changing the noun 'hibernation' into the verb 'hibernate'. -ise: This suffix changes a noun or an adjective into a verb. An example of this is changing the noun 'advert' into the verb 'advertise'. -ify: This suffix changes a noun or an adjective into a verb. An example of this is changing the adjective 'solid' into the verb 'solidify'. -en: This suffix changes an adjective into a verb. An example of this is changing the adjective 'dark' into the verb 'darken'. -ation: The suffix changes a verb into a noun. An example of this is changing the verb 'adore' into the noun 'adoration'. -ly: This suffix changes an adjective into an adverb. An example of this is changing the adjective 'slow' into the adverb 'slowly'. -ous: This suffix changes a noun into an adjective. An example of this is changing the noun 'poison' into the adjective 'poisonous'. <p>Consolidate this input by providing the child with the Sort the Suffixes grid and cards. Ask the child to sort the cards beneath the heading which describes what they do.</p> <p>Is the child able to recall the function of KS2 suffixes?</p>

<p>Apply</p>	<p>Finish It Off</p> <p>Explain to the child that you want to assess their knowledge of the meaning of suffixes by applying them to words.</p> <p>Provide the child with the Finish It Off cards. Tell the child to read the word in the box and use one of the suffixes on each Sort the Suffixes card to correctly complete the sentence. You may wish to use the grid created earlier to help you. Continue until all sentences have been completed correctly by applying the relevant suffixes.</p> <p>Is the child able to use and apply the correct suffix to change the word class of a given word?</p>
<p>Assess & Review</p>	<p>SATs-Style Questions</p> <p>Provide the child with the SATs-Style Questions sheet. Explain that these are the types of questions about suffixes that you would expect to see on a SATs paper. Ask the child to complete the questions, encouraging them to pay particular attention to how the question should be answered. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently answer SATs-style questions on suffixes?</p>

I change a noun or an adjective into a verb.	I change an adjective into a verb.	I change a verb into a noun.	I change an adjective into an adverb.	I change a noun into an adjective.
Can you give an example of each suffix in action?				

-ate

-ise

-en

-ation

-ify

-ly

-ous



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I belong to the 'graph' word family.
You might ask a famous actor for one of these.

What am I?

I belong to the 'sign' word family.
You need to put one of these on a cheque.

What am I?

I belong to the 'gram' word family.
You may draw one of these to show what happened
in an experiment.

What am I?

I belong to the 'spec' word family.
You may need to wear a pair if you struggle to see.

What am I?

I belong to the 'press' word family.
You need to make sure there is enough of this
in your tyres.
What am I?

I belong to the 'mit' word family.
You make one of these when you get married.
What am I?

I belong to the 'graph' word family.
You might ask a famous actor for one of these.

What am I?

autograph

I belong to the 'sign' word family.
You need to put one of these on a cheque.

What am I?

signature

I belong to the 'gram' word family.
You may draw one of these to show what happened
in an experiment.

What am I?

diagram

I belong to the 'spec' word family.
You may need to wear a pair if you struggle to see.

What am I?

spectacles

I belong to the 'press' word family.
You need to make sure there is enough of this
in your tyres.

What am I?

pressure

I belong to the 'mit' word family.
You make one of these when you get married.

What am I?

commitment

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. Which sentence is written in **Standard English**? Tick **one**.

- Two friends come to my house yesterday.
- My friend were playing outside.
- The children done their homework.
- The teachers were proud of the children.

(1 mark)

2. Circle the correct **verb form** in each underlined pair to complete the sentences below.

Nita's grandparents was / were coming from Canada to visit.

There was / were a fascinating sculpture in the gallery.

Three bikes was / were stolen from outside the shop.

(1 mark)

SATs-Style Questions

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- The children done their homework.
- The teachers were proud of the children.**

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Nita's grandparents was / **were** coming from Canada to visit.

There **was** / were a fascinating sculpture in the gallery.

Three bikes was / **were** stolen from outside the shop.

(1 mark)

Vocabulary & Standard English: Session 4

Preparation	<p>Print: Family Secrets cards, Sort the Standard English cards, Translate It cards and SATs-Style Questions sheet.</p> <p>Trim: Family Secrets cards, Sort the Standard English cards and Translate It cards.</p> <p>Source: Pencils.</p>
Warm-Up	<p>Family Secrets</p> <p>Support the child with solving the riddles on the Family Secrets cards. Solve the clue to reveal the word from the correct word family. Address any misconceptions.</p> <p>Can the child identify words belonging to common word families?</p>
Input	<p>Standard English</p> <p>Introduce and recap the concept of Standard English and the common mistakes frequently made both in writing and verbally. You may wish to discuss the rules for:</p> <ul style="list-style-type: none">• was/were;• saw/have seen;• ain't/haven't;• should of/should have;• done/did;• our/are;• one of them/one of those;• don't want none/don't want any;• come/came;• lend/borrow. <p>Provide the child with a copy of the Sort the Standard English cards. Ask them to sort the sentences into those which are written in Standard English and those which are not. Ask the child to verbalise their logic as they make the decision; you may also wish to ask the child to verbally correct the sentence. Address any misconceptions.</p> <p>Is the child able to recognise examples of Standard English and non-Standard English in sentences?</p>

<p>Apply</p>	<p>Translate It</p> <p>Provide the child with the Translate It cards. Ask the child to use a pencil to edit and improve each sentence, crossing out the incorrect grammar and replacing with Standard English. Encourage the child to verbalise their logic as they correct each sentence, addressing any misconceptions. The answers should read:</p> <ul style="list-style-type: none"> • <i>It was at a huge carnival where I saw him.</i> • <i>Can I have one of those fancy phones that Jim has?</i> • <i>I don't want any of those chips.</i> • <i>I haven't got a clue where you should have parked.</i> • <i>I lent him a pencil and he hasn't returned it.</i> <p>Is the child able to identify and correct examples of non-Standard English?</p>
<p>Assess & Review</p>	<p>SATs-Style Questions</p> <p>Provide the child with the SATs-Style Questions sheet. Explain that these are the types of questions about Standard English that you would expect to see on a SATs paper. Ask the child to complete the questions, encouraging them to pay particular attention to how the question should be answered, e.g. tick the box or circle the answer. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently answer SATs-style questions on Standard English?</p>

We was shopping when we seen it.

I ain't got a pencil sharpener.

You should of told me you'd be late.

I done my homework last night.

I seen her at the corner shop.

We were best friends for over ten years.

She hasn't got any idea where she is going.

I shouldn't have eaten the whole cake.

They didn't understand the question.

When did you last see her?



It were at a huge carnival where I seen him.



Can I have one of them fancy phones what Jim has?



I don't want none of them chips.



I ain't got a clue where you should of parked.



I borrowed him a pencil and he ain't returned it.

A Formal Invitation

Circle the most formal option in each box below to complete the invitation.

You are kindly
warmly
cordially **invited to a** grand
nice
alright party
celebration
get-together **at the duke's** stately
big
important

home. Guests
Visitors
Attendees **are** asked
implored
suggested **to wear smart** clothing
attire
garb **for the** event
occasion
gathering .

A Formal Invitation **Answers**

You are **cordially** invited to a **grand** party **celebration** at the duke's **stately** home. **Attendees** are **implored** to wear smart **attire** for the **occasion**.

SPaG Superstar



Congratulations to _____

for _____

I'm a SPaG superstar!

Date _____ Signed _____



SPaG Superstar



Congratulations to _____

for _____

I'm fabulous with vocabulary!

Date _____ Signed _____



SPaG Superstar



Congratulations to _____

for _____

My Standard English is impeccable!



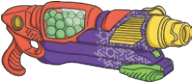



Date _____ Signed _____



Follow the Family


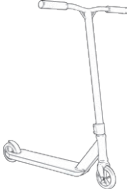


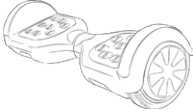
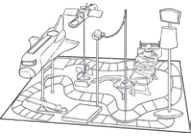
Follow the path of words within the same family to reunite each child with their favourite toy.



crease	act	dedicate	predicament	cent	predict
increase	react	vindicate	indication	percent	addict
decrease	actor	actuate	centennial	century	verdict
cure	curious	actual	centenary	dictionary	indict
secure	accrue	exact	centimetre	centurion	centigrade
procure	inaccurate	enact	dictation	condition	percentile
transact	counteract	reaction	verdict	addict	centenarian
redact	curate	precise	percentage	centilitre	centigram
actress	decide	decisive	tricentennial	dictate	medicate
					

Follow the Family Answers



crease	act	dedicate	predicament	cent	predict
increase	react	vindicate	indication	percent	addict
decrease	actor	actuate	centennial	century	verdict
cure	curious	actual	centenary	dictionary	indict
secure	accrue	exact	centimetre	centurion	centigrade
procure	inaccurate	enact	dictation	condition	percentile
transact	counteract	reaction	verdict	addict	centenarian
redact	curate	precise	percentage	centilitre	centigram
actress	decide	decisive	tricentennial	dictate	medicate
					

think

conclude

tell

inform

thanks

gratitude

nasty

unpleasant

also

additionally

ask

enquire

need

request

I'm going to ask for more money.

I'd like to put off the meeting until tomorrow.

What help did you get?

Can I check that info with you?

I'm sorry for my behaviour.

Vocabulary & Standard English: Session 5

Preparation	<p>Print: Follow the Family sheet, Formal or Informal? word cards, Make It Formal sentence strips, A Formal Invitation sheet, Spelling Dictation Task Sheet, Spelling Dictation Test Script Sheets, Spelling Dictation Test Answer PowerPoint (printing optional), Celebration Pack certificates and stickers.</p> <p>Trim and prepare: Formal or Informal? word cards, Make It Formal sentence strips, Celebration Pack certificates and stickers.</p> <p>Source: Laptop or computer (optional), pencils and two different coloured pencils.</p>
Warm-Up	<p>Follow the Family</p> <p>Present the child with the Follow the Family sheet. Explain to the child that they must follow and colour the path of words from each child, sticking with words within the same word family. Can they discover which toy belongs to which child by correctly following the path? Address any misconceptions.</p> <p>Can the child correctly identify words within the same word family?</p>
Input	<p>Formal or Informal?</p> <p>Recap the concepts of formal and informal language. Play a verbal game where you give the child a simple example of informal language and they must give you a more formal way to say the same thing. You may wish to use the phrases: shut up; shift over there; get here now.</p> <p>Present the child with the Formal or Informal? word cards. Ask the child to sort the words into two piles: those which are examples of formal language and those which are less formal. Address any misconceptions.</p> <p>Next, provide the child with the Make It Formal sentence strips. Explain to the child that each of these sentences contains informal language. Ask the child to edit and improve the sentences to make them formal by crossing out and replacing words on the card. Example answers may be:</p> <ul style="list-style-type: none">• <i>I shall request additional funds;</i>• <i>I'd like to delay the meeting until tomorrow;</i>• <i>What assistance were you provided with?</i>• <i>Can I verify that information with you?</i>• <i>I apologise for my conduct.</i> <p>Is the child able to recognise and apply formal and informal vocabulary choices?</p>

<p>Apply</p>	<p>A Formal Invitation</p> <p>Provide the child with the A Formal Invitation sheet. Explain to the child that this is a style of question that they may see in SATs papers. Ask the child to circle the most formal piece of vocabulary from the lists provided in order to complete the sentence in the most formal way possible. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently recognise and select examples of formal language?</p>
<p>Assess & Review</p>	<p>Spelling Test and Celebrate</p> <p>Provide the child with the Spelling Dictation Task Sheet. Explain that you are going to quickly assess their knowledge of year 5 and 6 spelling rules that they may expect to be tested on during their SATs. Using the Spelling Dictation Test Script Sheets, conduct the spelling test. Then, using a digital or printed copy of the Spelling Dictation Test Answer PowerPoint, allow the child to assess their own work. Address any misconceptions and support the child with any corrections.</p> <p>Reward and celebrate the child's successes using the Celebration Pack. Ask the child to comment on what they have learned, what they find tricky and what they would like further help with. You may also wish to use this time to provide and explain the home learning activity.</p> <p>Can the child independently spell unseen words containing Year 5 and 6 spelling rules? Can the child comment on their own learning, identifying strengths and areas for development?</p>

English

KS2

2019

**Key Stage 2
National Curriculum Tests
English Grammar, Punctuation
and Spelling**

**Spelling Dictation Test 5 -
Dictation Script Sheets**

KS2 English Grammar, Punctuation and Spelling Test Paper 5

Teacher notes:

- Each spelling test should take approximately ten minutes to complete, although you should allow pupils as much time as they need to complete them.
- For each test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read ten sentences to you. Each sentence has a word missing on your sheet. You should listen carefully for the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the ten spellings as shown on the following pages. Leave at least a ten-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

The spellings should be read as follows:

1. Give the spelling number.
2. Say: The word is...
3. Read the context sentence.
4. Repeat: The word is...

Spelling Dictation Test 5 - Dictation Script Sheet

Question Number	Answer
1	The word is beginning . What happened at the beginning of the story? The word is beginning .
2	The word is treasure . Hidden treasure was found beneath the surface. The word is treasure .
3	The word is courageous . The courageous soldiers stood boldly in the trenches. The word is courageous .
4	The word is fascinated . Scientists were fascinated by the discovery. The word is fascinated .
5	The word is obedience . I took my puppy to obedience classes. The word is obedience .
6	The word is considerably . The offer was considerably higher than the asking price. The word is considerably .
7	The word is solemn . I made a solemn vow of commitment. The word is solemn .
8	The word is country . The athlete proudly represented their country . The word is country .
9	The word is explosion . A huge explosion caused a gargantuan fireball. The word is explosion .
10	The word is received . I have now received your payment for the goods. The word is received .

You should now read all ten sentences again.

Give pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: 'This is the end of the test. Please put down your pen or pencil.'

English

KS2

2019

Key Stage 2
National Curriculum Tests
English Grammar, Punctuation
and Spelling

Paper 5: Spelling Dictation Test

First Name						
Middle Name						
Last Name						
Date of Birth	Day		Month		Year	
School Name						
DfE Number						

Spelling Task

1. What happened at the _____ of the story.

1 mark

2. Hidden _____ was found beneath the surface.

1 mark

3. The _____ soldiers stood boldly in the trenches.

1 mark

4. Scientists were _____ by the discovery.

1 mark

5. I took my puppy to _____ classes.

1 mark

6. The offer was _____ higher than the asking price.

1 mark

7. I made a _____ vow of commitment.

1 mark

8. The athlete proudly represented their _____.

1 mark

9. A huge _____ caused a gargantuan fireball.

1 mark

10. I have now _____ your payment for the goods.

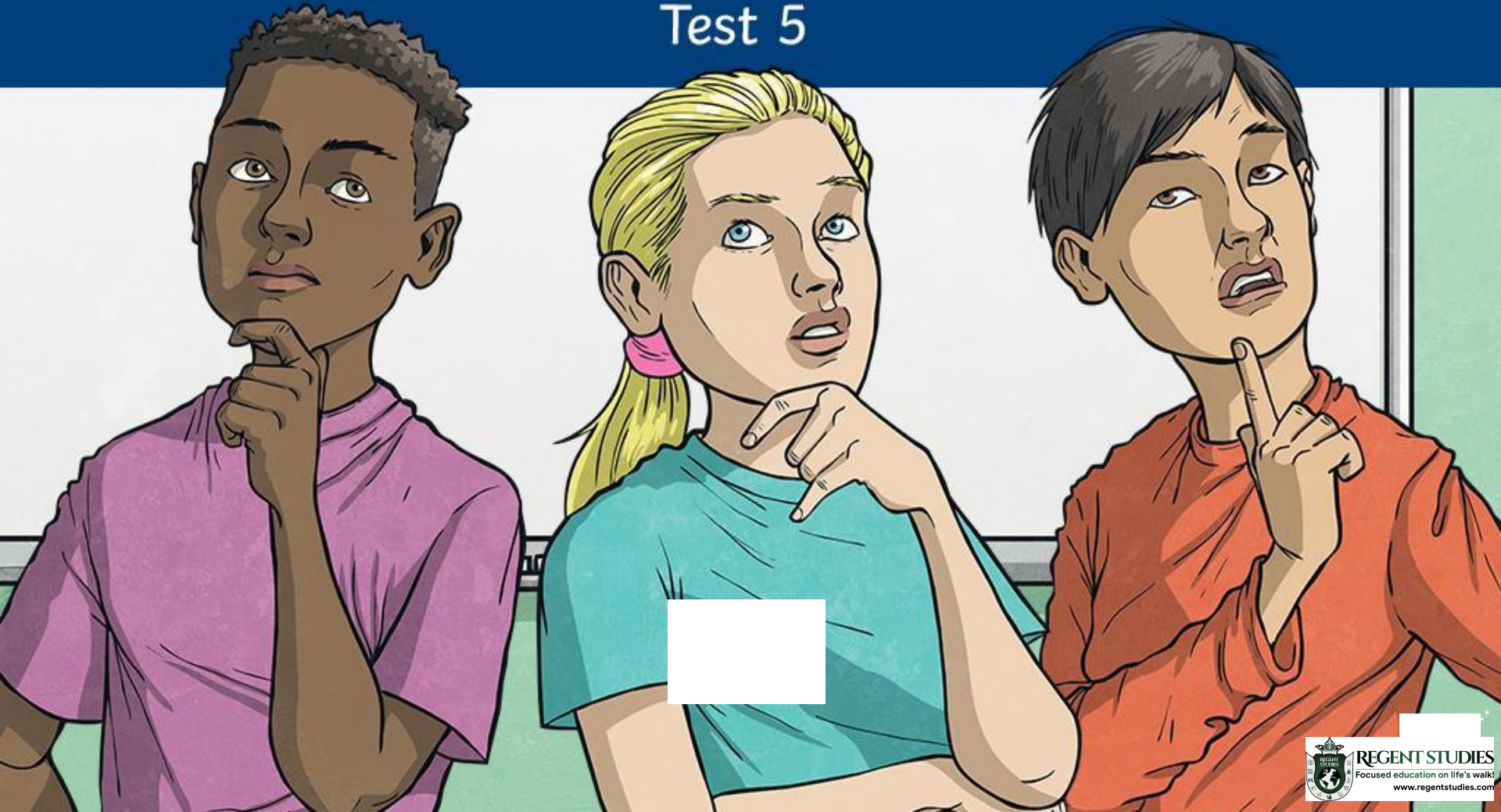
1 mark

END OF TEST

total for this page

Spelling Dictation

Test 5



Spelling Dictation – Test 5

What happened at the **beginning** of the story?

Hidden **treasure** was found beneath the surface.

The **courageous** soldiers stood boldly in the trenches.

Scientists were **fascinated** by the discovery.

I took my puppy to **obedience** classes.

The offer was **considerably** higher than the asking price.

I made a **solemn** vow of commitment.

The athletes proudly represented their **country**.

A huge **explosion** caused a gargantuan fireball.

I have now **received** your payment for the goods.







Synonyms and Antonyms

Read the diary extract below, paying particular attention to the highlighted words.



Today, I am feeling **disappointed**. I went to a **fancy, new** restaurant for something to eat. I thought that the food would be **amazing**. However, when I tried my ice cream sundae, it was the most **disgusting** thing I have ever eaten. The wafer was **soggy**, the sprinkles were **hard** and the ice cream was **unpleasant**. It cost me a **huge** £10! I will never go back again.

Improve the diary entry by replacing the highlighted words with more powerful synonyms.

Give the passage the opposite meaning by replacing the highlighted words with antonyms.

Year 6 SATs Survival: Grammar, Punctuation & Spelling Booster Intervention Pack 5: Vocabulary & Standard English Overview

	Session 1	Session 2	Session 3	Session 4	Session 5
Warm-Up	<p>Family Mind Maps</p> <p>Children are to mind-map at least three words belonging to a range of different word families.</p>	<p>Find the Family</p> <p>Circle all of the words belonging to the 'spec' word family in a short passage of text. Can the child define them?</p>	<p>Family Trees</p> <p>Sort the list of given words into families and attach them to the correct family tree.</p>	<p>Family Secrets</p> <p>Children are to solve the clues to write a word from a given word family which fits a definition.</p>	<p>Follow the Family</p> <p>Children are to find the paths through the maze by following words within the same families.</p>
Input	<p>Super Synonyms</p> <p>Children explore shades of meaning by making paper chains of words which have the same meaning.</p>	<p>Prefix Jigsaws</p> <p>Recap a range of prefixes and how they change the meaning of words. Match the prefix to its meaning.</p>	<p>Sort the Suffixes</p> <p>Recap a range of suffixes and how they change the root word. Match the suffix to what it does.</p>	<p>Standard English</p> <p>Define Standard English. Sort sentences into those which are and are not written in Standard English.</p>	<p>Formal or Informal?</p> <p>Explore formal and informal word choices. Replace informal choices within sentences.</p>
Apply	<p>All of the Antonyms</p> <p>Children give sentences the opposite meaning by replacing adjectives with suitable antonyms.</p>	<p>Match the Meaning</p> <p>Match up words to their definition based on the prefix used at the start of the word.</p>	<p>Finish It Off</p> <p>Add the correct suffix to a root word to complete the word correctly within the context of a sentence.</p>	<p>Translate It</p> <p>Rewrite a range of non-Standard English sentences correctly, exploring the changes that are needed.</p>	<p>A Formal Invitation</p> <p>Select the correct word from a list provided to complete sentences in the most formal way possible.</p>
Assess & Review	<p>SATs-Style Questions</p> <p>Answer two SATs-style questions on synonyms and antonyms. Mark and address misconceptions.</p>	<p>SATs-Style Questions</p> <p>Answer two SATs-style questions on applying prefixes. Mark and address misconceptions.</p>	<p>SATs-Style Questions</p> <p>Answer two SATs-style questions on applying suffixes. Mark and address misconceptions.</p>	<p>SATs-Style Questions</p> <p>Answer two SATs-style questions on Standard English. Mark and address misconceptions.</p>	<p>Spelling Test</p> <p>Use Spelling Dictation Test 5.</p> <p>Celebrate</p> <p>Celebrate achievement with stickers and certificates.</p>

Suggested Home Learning Links:

Children read and rewrite a simple passage using synonyms to create a stronger meaning and antonyms to create the opposite meaning.