

# 11 Plus Complete Vocabulary Course Preview

This preview is designed to show you, in some depth, the work we'll go through in this course.

## Who should be doing it?

- The course is designed to enhance the vocabulary of any 11 plus pupil.
- It should be central to the work of any child preparing at home.
- It is also very useful for any child using a tutor or going to a tuition centre. **Vocabulary development happens at home it NEVER happens effectively in the classroom.**

## Why is vocabulary development so important?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills.
- Vocabulary is the single most important area.

## How does this course differ from using books?

- Fully structured and planned so you know you'll cover the topic properly in the time available.
  - *Books tend to just scratch the surface of topics or are so specialised you'd need to buy several books to cover the ground properly. (It's also difficult to know which book to buy).*
- Includes: active learning exercises, tests to make sure learning has happened and revision exercises.
  - *Books tend to just include tests with each word being exposed only once. Children simply cannot develop the depth of knowledge they'll need by using tests alone.*
- This course includes, within its structure, the method of developing vocabulary properly through a range of activities. We encourage children to read, to develop personal word lists, to build their own bespoke vocabulary for on-going revision.
  - *Books essentially just include tests and unless you go through a full, well planned, process little development will happen.*

## Who is this course right for?

- We have three vocabulary courses. A 40 part course, a 20 part course and a 10 part course.
- In an ideal world children should spend around a week on each part of the course to get best value from it.
- The courses are already intensive but they can be done in a little less time than a week if children are prepared to work very hard.
- Ideally we'd suggest the following:

The Complete Vocabulary Course	40 parts	30 - 40+ weeks
Vocabulary Enhance	20 parts	15 - 30 weeks
Vocabulary Boost	10 parts	6 - 15 weeks

So this complete vocabulary course (40 parts) could be started with anything from 30 to over 40 weeks to go until an exam.

- Many parents start to use this course in the summer holidays before Year 5 starts or in the September of Year 5.
  - Vocabulary benefits from spending enough time on it. Words need frequent exposure, revision and familiarisation.
  - The complete vocabulary course delivers comprehensive coverage and ensures children can be fully prepared.
- 
- **No book covers the ground so completely.**
  - **This course is fully structured, revision is built in.**
  - **There's much less planning work for parents to do**

## What does the Complete Vocabulary preview show?

**SCROLL DOWN TO SEE COURSE EXAMPLES**



## Are you making a special effort to learn the words properly?

### The Complete Vocabulary Course- Part 5

You may know many of the Commonly Misspelt words but there will be some you are less sure of. Use your personal words list to carry them over to the next section.

#### Front Sheets

- 1. Reading:** These sheets come at the front of every part of the course. They let you know what is included in each part of the course.

and you to make sure that happening every day but their potential. Please g is for vocabulary ions on the website
- 2. Your Pe** We let you know when to approach each activity and why it is important.

ow a wide vocabulary through repeated ext. These sheets help give you a format learnt properly and new words you find. abulary will grow.
- 3. Synonym** such as

synonyms. This section includes words
- 4. Synonym** **have learnt these words.** this simple test a few days after you

akes or hesitancy will indicate they could be learnt more thoroughly.
- 5. Commonly Misspelt Words:** Say each word out loud five times. Test yourself to check you have **A few days later** do the Look, Cover, Write, Check

The whole course is planned for you with revision built in.
- 6. Words from Past Papers:** This time words includ

The work is fully planned, scheduled and detailed so you don't need to worry about what to do or when to do it.
- 7. o ves:** This is the fifth plural rule
- 8.** ve learnt the plural words for this section do this been properly completed.
- 9.** prds to learn from the essential spelling bank. Only do the tests when the words have been learnt properly



10. **Homographs:** Can you think of two meanings for the word **batter**. Do the exercise to check your understanding. Write down any you didn't get.
11. **Revision Puzzle - Anagram:** Can you think of a word **thingear** is an anagram of? The process of **thingear** enhances the revision process. Remember to use your knowledge of the words you have learnt in this section.
12. **Revision Puzzle - Crossword:** Can you think of a word that has several meanings? Remember to use your knowledge of the words you have learnt in this section.

**Front Sheets continued**  
*You can expect around 11-14 individual activities focusing on different areas of vocabulary development in each part of the course*

- Please sign below when you have completed everything.
- Your helper may have to test you on some things.



**Signed:** (Parent/Teacher and Pupil).....

**Please do lots of reading throughout this programme.**  
 We hope you enjoyed this part of the course.

# Words from past papers

- These words have come up before in 11 Plus past papers and may come up again.
- Insert the right word into each sentence. Watch out because some words will fit more than one sentence but there is only one solution. Use your logic skills to re-adjust if you go wrong.
- If you don't know any of the words then add them to your weekly vocabulary sheet.

quench	flourish	submit	release
pr	<b>Words from past papers</b>		ambition
merc	<i>This series looks at hundreds of challenging words which have come up in past 11 plus papers or in papers produced by publishers.</i>		digest
		ice	permit
		tenant	ordeal

1. He need \_\_\_\_\_
2. She gain \_\_\_\_\_
3. He was \_\_\_\_\_
4. The \_\_\_\_\_ was shocking.
5. The pop \_\_\_\_\_ song.
6. Peter tried to \_\_\_\_\_ his younger sisters decision.
7. The criminal begged for \_\_\_\_\_.

8. No matter how much water she \_\_\_\_\_ her thirst.
9. She went to \_\_\_\_\_ her \_\_\_\_\_
10. He began to \_\_\_\_\_
11. The accident had been a scary \_\_\_\_\_
12. He \_\_\_\_\_ with his \_\_\_\_\_
13. She demonstrated her fierce \_\_\_\_\_ g four times a week.
14. He took a few moments to \_\_\_\_\_
15. She had been a perfect \_\_\_\_\_ of the house.

*Children will know some of these words but many will be new. Some of the words might seem extreme but they are reflective of the papers children will face.*

**Marks /15**

# My Personal Words List

Each week you will find new words or words you haven't quite learnt yet. Familiarisation and a wide vocabulary only develops with frequent exposure. Use this sheet to identify new words, then revise them regularly

New Word (Write the new word here)	Meaning (Write down its meaning in your own words)	New word in sentence (Write a short sentence with your new word in it)
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## Personal Words List

*This simple sheet is at the heart of everything we do. Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.*

*These personal word lists should be used by children to identify 20 words (during each part of the course) that they have either not quite learnt properly, or discovered through their reading.*

*There is little point in embarking on any vocabulary enhancement exercise without using personal words lists like these. All vocabulary books fail in this regard. .*

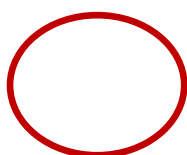


# Synonyms

FOLD

Harder Word		Easier Word
abandon	<p><b>Synonyms</b></p> <p><i>We use these sheets to ask children to learn their synonyms. These sheets actively ask children to learn words, which is something most books don't do as they only include test activities. Children cannot learn by only doing tests.</i></p>	leave
abridge		shorten
abound		dwelling
abrupt		sudden
abundant		plentiful
account		room
accurate		correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate	<p><i>We cover over 1000 synonyms during the course. Children will know some of them but be less familiar with or not know others.</i></p>	
aggressive		
aid		
ally		
altitude		height
amazement		wonder
amiable	<p><i>They are encouraged to make a note of less familiar words in their personal words list.</i></p>	friendly
ample		plentiful
ancient		old
animosity		hatred

First attempt



Second attempt



# Synonyms Match-up

Below you will see words from the synonyms you have just learnt.  
Match each word from the box below with its synonym in the list below.

annual	arrogant	attired	beverages
anonymous	assembly	audacity	broad
<div style="border: 1px dashed black; padding: 5px;"> <p><b>Synonyms match-up</b></p> <p>A few days after the latest batch of synonyms have been learnt properly we encourage children to do this at revision exercise.</p> </div>		austere	catastrophe
		avaricious	cautious
		bombard	cease
		<div style="border: 1px dashed black; padding: 5px;"> <p>We ask children to wait a few days because the delay will reveal how well the learning activity was completed. Any words they get wrong should be added to their personal words list so that they see it with greater frequency.</p> </div>	
career			
clothes			
disaster			
dressed			
drinks			
expect			
gathering			
ghost			
greedy			
haughty			
help			
impulse	<div style="border: 1px dashed black; padding: 5px;"> <p>The vast majority of vocabulary books only expose children to each word once so there's little chance that they will actually learn the words properly.</p> </div>		
name			
pelt			
sever			
stop			
surprise			
wide			
yearly			



# Synonyms Revision

You have already learnt these. Fill in the gaps to reveal the correct synonym.

expect ..... ant ..... p ..... e

**Synonyms Revision**

*In the following part of the course children will get this tough revision exercise which uses a similar CLOZE format seen in many 11 Plus tests. If they learnt the words properly previously then they should score highly.*

ghost                      app \_ \_ it \_ \_ \_

apart                      as \_ \_ d \_ r

dressed                      att \_ \_ r \_

greedy                      ava \_ \_ c \_ ous

disas                      *This revision exercise boosts frequency*

help                      *and helps children retain the word at*

surp                      *front of mind. It is revision activities*

name                      *like these which make all the*

cloth                      *difference and result in really good*

impu                      *outcomes.*

wide                      b \_ \_ \_ d

Remember - this is a test and learning exercise. If you get them all correct you will have done incredibly well. If you haven't just learn the ones you missed. As you progress your vocabulary will grow each week

**Marks                      / 20**

# Recommended Books for 9-12 years-olds

The National Education Association has created a list of one hundred books which it recommends as great reading for children. Here are the books from that list for children aged 9 to 12.

<p><b>Reading</b></p> <p><i>We emphasise the need to read at every opportunity.</i></p>	<p>erson</p>
<p><b>Reading</b></p> <p><i>Reading helps children in very many ways but it is particularly important for vocabulary development.</i></p>	<p>agle s Naylor Wilder on Burnett dler Warner</p>
<p><b>Reading</b></p> <p><i>It is unlikely that children who read for less than half an hour a day will reach their full potential.</i></p>	<p>chlan ks</p>
<p>The Giver James and the Giant Peach Little House in the Big Woods Roll of Thunder, Hear My Cry Stone Fox Number the Stars Mrs. Fris and the Rats of Nimh The Best Christmas Pageant Ever Matilda Tales of a Fourth Grade Nothing Ramona Quim, Age 8 The Trumpet of the Swan The Chronicles of Narnia The Phantom Tollbooth Tuck Everlasting Anne of Green Gables The Great Gilly Hopkins Little House books</p>	<p>Lois Lowry Roald Dahl Laura Ingalls Wilder Mildred D. Taylor John Reynolds Gardiner C. S. Lewis Norton Juster Natalie Babbitt Lucy Maud Montgomery Katherine Paterson Laura Ingalls Wilder</p>
<p><b>Reading</b></p> <p><i>There's little point in embarking on any 11 Plus preparation exercise unless children are reading every day, that's why we constantly remind you to do it.</i></p>	<p>ugh stein water Gannett sch eorge Speare christopher Paul Curtis</p>

# Words with More than One Meaning

Some words have more than one meaning. They are called homographs.

**For example:**

I will **show** you how it is done. They went to the theatre to see a **show**.

fair	ter draw duck
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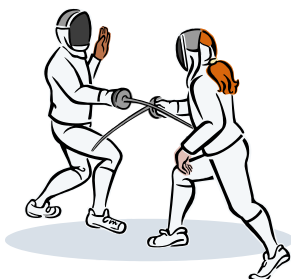
## Homographs

*These are words which have the same spelling but more than one meaning. We will cover over 400 of these words.*

*Children will be tested on these in their Verbal Reasoning and Literacy tests and it is essential that they broaden their knowledge of them.*

- Write in
- 1. He had to \_\_\_\_\_  
The \_\_\_\_\_
- 2. He tried to \_\_\_\_\_  
His leg was \_\_\_\_\_ it.
- 3. There was \_\_\_\_\_  
She wanted \_\_\_\_\_
- 4. He would \_\_\_\_\_  
He used his \_\_\_\_\_
- 5. The \_\_\_\_\_  
He didn't think it was \_\_\_\_\_ that he had to do all the washing up.
- 6. The weather was \_\_\_\_\_ .  
He had to pay his parking \_\_\_\_\_ .
- 7. He was determined to \_\_\_\_\_  
Her mother had wrapped \_\_\_\_\_
- 8. She tripped over the \_\_\_\_\_  
He liked to \_\_\_\_\_ his \_\_\_\_\_
- 9. We gripped our swords \_\_\_\_\_  
The women stood talking \_\_\_\_\_
- 10. He liked a little \_\_\_\_\_ on the horses.  
She would always \_\_\_\_\_ her eyelashes to get what she wanted.

*By asking children to actually write out the words, learning tends to happen with greater effect than it does with tests alone.*

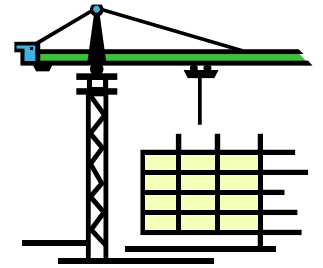


Fence





# Homographs Revision



You have seen these words before. Test your knowledge by creating a sentence with an alternative meaning for each word.

## Sentence 1

## Sentence 2

- |             |   |                                      |                           |
|-------------|---|--------------------------------------|---------------------------|
| <b>Arm</b>  | My <b>arm</b> hurt.   | <b>Homographs Revision</b>           | to <b>arm</b> his troops. |
| <b>Ball</b> | He kicked the <b>ball</b> .                                 | <i>We cover hundreds of</i>          |                           |
| <b>Band</b> | The <b>band</b> played.                                     | <i>homographs in the course and</i>  |                           |
| <b>Bark</b> | The dog had a <b>bark</b> .                                 | <i>homographs often appear in 11</i> |                           |
| <b>Bat</b>  | Without a <b>bat</b> .                                      | <i>plus tests.</i>                   |                           |
| <b>Bear</b> | She couldn't <b>bear</b> it.                                |                                      |                           |
| <b>Boil</b> | Her favourite way to cook potatoes was to <b>boil</b> them. |                                      |                           |
| <b>Bolt</b> | He used the <b>bolt</b> to secure the gate.                 |                                      |                           |
| <b>Bow</b>  | He was told to <b>bow</b> as the King approached.           |                                      |                           |

*In tests we ask children to form and write sentences using an alternative meaning to the given word.*

**Bonnet** The Easter **bonnet** parade started at 1pm.

**Bowl** He was looking forward to his **bowl** of soup.

**Bug** She screamed as the **bug** crawled up her trouser leg.

**Counter** He placed the goods on the **counter**.

**Crane** The **crane** picked up the heavy load.

**Charge** There was a **charge** of soldiers.

**Cheek** He kissed her on the **cheek**.

*Writing sentences in this way has been proven to re-enforce learning. Detailed example answers are given.*

**Marks /19**



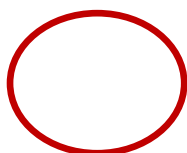
# Opposites

FOLD

Easy Words	
1. come	go
2. <b>Opposites</b>	
3. <i>These are similar sheets to our</i>	
4. <i>synonyms work. We ask children to</i>	
5. <i>learn these thoroughly over a few days.</i>	
6. <i>These opposites are a mix of easier</i>	
7. <i>words and more difficult words.</i>	
8. depart	arrive
Harder Words	
9. conceal	reveal
10. condemn	By including some easier words we help ensure everything is covered in a way that also helps boost confidence.
11. confined	
12. confirm	
13. contract	
14. coward	
15. damp	expand
16. defend	Children will cover over 1000 opposites during the course.
17. depend	
18. drunk	sober

Abroad

First attempt



Second attempt



# Opposites Match-up

Below you will see words from the opposites you have just learnt.  
Match each word from the box below with its opposite in the list below.

big	clever	bow	cheap
black	cold	bright	chubby
bottom	bitter	broad	coarse
<p><b>Opposites Match Up</b></p> <p><i>We ask children to only do these pages a few days after they have learnt the opposites.</i></p>		captive	
		captivity	
curs			
dirty			
dull			
expensive/dear			
free			
freedom			
hot			
narrow			
sell			
slim			
small			
smooth			
stern			
stupid			
sweet			
timid			
top			
white			

**Opposites Match Up**

*Their score will reveal how well they learnt the words first time round and may indicate further work is necessary.*

# Opposites 3 - Revision

You have learnt these harder words now do the following exercises.

What is the opposite of conceal? \_\_\_\_\_

What is the opposite of condemn? \_\_\_\_\_

What is the opposite of contact? \_\_\_\_\_

What is the opposite of further? \_\_\_\_\_

What is the opposite of revision? \_\_\_\_\_

Read the following sentences using the opposite of the word in bold.

The man who was responsible for the attack

climbed the rock.

The rope was only three metres long.

The man was drunk when he left the pub.

Fill in the gaps on the right to find the opposite of the word on the left.

defend a \_\_\_\_\_ k

admit d \_ \_ y

deep sh \_ \_ \_ ow

SCORE:

If you did better than the other students, you were successful. (10 marks)

Further exposure to each word also helps the words become more familiar.

**Opposites further revision**

This aims to not only test whether children know each word but also extends their understanding of contextual meaning.

# More Difficult Opposites

Complete the word on the right so that it has the opposite meaning to the word on the left.

## More Difficult Opposites

*These sheets extend learning on opposites. The main opposites sheets cover all the basics, these more difficult words will really stretch children and it's likely that they will be writing out a number of these words into their personal words lists for on-going attention.*

AFFIRM

S \_ \_ \_ N

GULLIBLE

\_ A \_ Y

IRRATIONAL

C \_ H \_ \_ \_ NT

ALEERT

D \_ \_ \_ \_ Y

*It is this mix of stretching and encouraging pupils to interact with words frequently which makes the course so successful.*

**Marks /10**

**If you want to improve your vocabulary make sure you read for at least half an hour every day.**



# Revision Anagrams - Jumbled Letters

- This exercise uses words you have recently learnt.
- Use the clues to help you sort the letters out to find the answer.
- If you are not sure of a word (spelling or meaning) add it to your own personal vocabulary list.

Question	Clue	Answer
1. raise	<p><b>Anagrams Puzzles</b></p> <p>Words where the letters have become jumbled up are called anagrams.</p>	
2. vsiveur		
3. enrig		
4. desire	To live somewhere.	

**Revision**

To be successful in any 11 Plus test children need to greatly enhance the number of words they are very familiar with. Each test uses words that they have recently learnt as part of the course so acts as revision, building frequency of exposure.

5. wietke	How have someone or	
9. aides	To the side.	
10. zepri	Something that is given as a reward, usually for an	

11. tedri	<p><b>Thinking Skills Development</b></p> <p>These tests are difficult. We ask children to return again and again to the test and each time try to get a few more correct. This process helps children to keep words front of mind and directly enhances the type of thinking skills they will need in the exam. It helps them develop the tenacity to succeed.</p>	
12. meboil		
13. viperdo		
14. yepr		



# Apostrophes

## Contractions

Contractions using  
an apostrophe

FOLD

1. could not
2. should not
3. would not
4. I have
5. you have
6. we have
7. they have

### **Apostrophe Rules**

*While apostrophes tend not be tested in verbal reasoning they often come up in English tests; particularly where punctuation and grammar are covered.*

8. is not		isn't
9. was not		wasn't
10. cannot		can't
11. will not		won't
12. it is		It's

*Children should find the early apostrophe work consolidates their learning but may become stretched by the later work. It's essential that we cover the ground fully to ensure knowledge is entirely secure.*

SCORE

1<sup>st</sup> attempt

2<sup>nd</sup> attempt



# Apostrophes

## The Possessive Apostrophe

### Revision exercises

Fill in the missing apostrophes.

1. Oliver T ***Apostrophe Rules Revision***
  2. The chi *We normally include revision tests*
  3. The ref *like these in subsequent parts of*
  4. The tele *the course to ensure learning has* room.
  5. The large trees apples were very tasty.
  6. The boys admired the soldiers smart uniforms.
  7. The cats whiskers *sunk in.*
  8. The nurses break v *Where children are getting*
  9. The dog escaped fr *questions wrong it will indicate that*
  10. The childrens books *further work and revision of the*
- rule may be appropriate.*
10. The childrens books were marked by the teacher.

SCORE



# Homophones



Some words are pronounced like other words but are different in spelling and meaning, e.g. write and right.

Die	To stop living
Dye	To colour or stain something, e.g. hair
Four	The number after 3

## Homophones

These are words which sound the same but have different meanings and they are spelt differently. We will expose children to over 400 of these words.

Children need to actively learn these words so that they become more familiar with this category.

Choose the correct words from the pair to complete these sentences:

- A quadruped has \_\_\_\_\_ legs; two hind legs and two \_\_\_\_\_ legs. **four fore**
- Cutlery is usually made \_\_\_\_\_
- Queen Elizabeth is our \_\_\_\_\_
- Chloe decided to \_\_\_\_\_
- The miners dug a tunnel \_\_\_\_\_
- Most people \_\_\_\_\_
- Millions of people spread \_\_\_\_\_ over the world \_\_\_\_\_ for peace. **prey pray**
- In the \_\_\_\_\_ the rider used the \_\_\_\_\_ to guide the horse along the muddy track. **rein rain**
- She placed the rubbish in the \_\_\_\_\_ bin. **waist waste**
- Her shirt was coming apart at the \_\_\_\_\_. **seam seem**

Children who have not developed their skills in this area will struggle with Verbal Reasoning and with some literacy tests.

**wait**

You should learn these off by heart.

# Homophones Fun Test 4

Words which sound the same but have different meanings. Match each word to the correct words on the right hand side.



Some of the meanings are exact some are a little more fun

Aid		Female deer
Aide		Not warm
Sold		Hurled
Soled		Totally
Wholly	<p><b>Homophones Fun Tests</b></p> <p><i>These tests use a mix of definitions and fun clues to engage pupils and help them to keep these words at the front of their minds.</i></p>	site of bought
Holy		elp
Bold		ssistant
Bowler		a plus one
Ate		need paper and sticky tape
Eight		re
Chilli		t sleep
Chilly		med
Rapt		need this if worn too much
Wrap		d
Heal	with rice?	
Heel		Opposite of timid
Does		Spellbound
Doze		Part of the foot

Marks /18

# 150 Commonly Misspelt Words

Say the word out loud, write it out five times while saying it aloud each time, then use the LOOK COVER WRITE CHECK method to learn them.

You **MUST** learn them.

There are 15 sheets altogether.

## 150 Commonly Misspelt Words

appear

argue

August

awkward

beautiful

because

beginning

*These words are those which research has shown children of this age struggle with most. There are bound to be some in this list which your child struggles with.*

*We firstly ask children to learn the words properly and then test again later to re-enforce learning.*

### I PROMISE

I know all these  
10 words.

Signed:  
.....



# 150 Commonly Misspelt Words

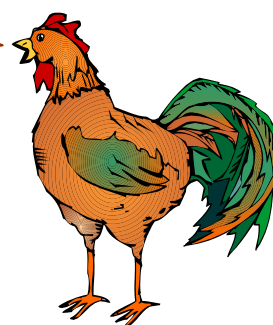
- Remember to check each word and tick it if it is correct. ✓
- You must do this as you go along, not at the end!
- Say the word out loud each time you write it.
- Write each word out 4 times, the more you write it out the better.

It's really important to learn how to spell these words because mistakes are often made here. Challenge yourself to make a special effort to learn them thoroughly.

## Look Cover Write Check

Look/Learn/Cover	Write/Check 1	Write/Check 2	Write/Check 3	Write/Check 4
extremely				
favourite				
Febru	<div style="border: 2px dashed black; background-color: #e0ffe0; padding: 10px;"> <p><b>150 Commonly Misspelt Words Further Testing</b></p> <p>These words typically respond well to increased frequency of exposure so having asked children to learn them once we then ask them to go through a further testing exercise using the standard Look, Cover Write Check process they have been through before.</p> </div>			
final				
fluore				
fore				
for				
frie				
govern				
graffiti				

Writing out each word correctly lots of times and saying each word as you write it helps you to learn properly.



# Compound Word Puzzle

In Verbal Reasoning compound words do not have to be traditional e.g. **black** and **board** - **blackboard**, but can simply be two parts of a word that have an unrelated meaning by

Often you will have **poppies** or **do** and **me**

Sometimes you will find words that do not match adjust by using your

take time and high levels of concentration to solve.

## Compound Word Puzzles

Compound words often feature in verbal reasoning tests in a variety of forms. This is a particularly difficult form of compound word puzzle where children need to use the clues to find the two words which go together to form a new word.

Find ten compound words from these parts of words. (Use each part only once.) Write out the words you have found underneath. Learn meanings and

antonyms if you don't know them. This is a learning activity for a test.

## Vocabulary Enhancement

These tests will enhance vocabulary as they improve frequency of exposure to words and their meanings and will expose children to some new words which they should use their personal words lists for.

after

lid

or

or

copy

1/ \_\_\_\_\_

5/ \_\_\_\_\_

6/ \_\_\_\_\_

7/ \_\_\_\_\_

8/ \_\_\_\_\_

9/ \_\_\_\_\_

10/ \_\_\_\_\_

noon

## Thinking Skills Development

Those children who have developed the tenacity to have several goes at difficult word based puzzles like these are much more likely to score highly in Verbal Reasoning tests where they will often have to recall vocabulary they are only partially familiar with, or solve problems using reasoning skills.

Clues: 1/ Not the morning 2/ Procession 3/ not a gas 4/ everyone in a home 5/ subject 6/ an opening 7/ transferable 8/ belonging to an author 9/ not fresh 10/ the head of a city



# Essential Spelling

Learn these words. Test yourself using the look, learn, cover, write, check method.

Look/Learn/Cover	Write/Check 1	Write/Check 2...	Write/Check 3
committee			
system			
communicate			
existence			
conscious			
queue			
community			

## Essential Spelling

These sheets feature the 200 words children have to learn as part of their KS2 course. It's highly likely these words will feature in 11 Plus tests because they are linked to the literacy curriculum.

These words are not covered in any 11 Plus preparation book to our knowledge.

words you have just learnt and use each a maximum once to fill in the sentences below.

(you may need to use logic to get the right answer)

1/ I was \_\_\_\_\_ that the \_\_\_\_\_ at the ticket office was very long.

2/ The \_\_\_\_\_ allowed for some companies.

3/ I wanted to \_\_\_\_\_ my views to

4/ The \_\_\_\_\_ of the \_\_\_\_\_ d

5/ My \_\_\_\_\_ was that my \_\_\_\_\_ the crime.

We ask children to learn these words properly because as tests seek to reward those who have done well through the KS2 curriculum rather than through tutoring it is likely that they will occur with increased frequency in tests.

Fill in the gaps to find the word same as the w

description \_\_\_\_\_

routine \_\_\_\_\_



# Plurals

**Rule 6**  
 For nouns ending in o.  
 Be careful - some add es and others add s.

**Plurals**

*Plurals are an area which children often find confusing. In their 11 Plus tests children will often find a secure knowledge of plurals boosts their performance.*

FOLD

7. volcano		cargoes
8. potato		torpedoes
9. hero		mosquitoes
10. buffalo		tomatoes
		echoes
		mottoes
11. studio		volcanoes
12. piano		potatoes
13. solo		heroes
14. banjo		banjos
15. eskimo		eskimos
16. curio		curios
		sopranos
		photos
19. kilo		kilos
20. dynamo		dynamos

*Children will find the early plurals learning and test activities quite easy but as we move forwards the rules get more complex and most children find there are areas where their learning is being enhanced.*

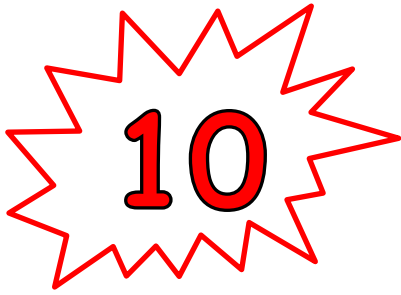
*These sheets cover each of the main plural rules individually.*

**SCORE**

1<sup>st</sup> attempt

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2<sup>nd</sup> attempt



# Plurals

## Exercise 5

Insert in each sentence the plural form of a noun which ends in **f** or **fe**.

1. One thousand \_\_\_\_\_ of bread are baked every day in the hotel's ovens.
2. In late summer you can see \_\_\_\_\_ of corn being harvested ~~in the fields~~.
3. One who \_\_\_\_\_
4. Buttercups \_\_\_\_\_ birth to two \_\_\_\_\_
5. In the night \_\_\_\_\_ stole some \_\_\_\_\_ into the shop and \_\_\_\_\_
6. The hunter \_\_\_\_\_ howling in \_\_\_\_\_
7. Henry VIII \_\_\_\_\_ and beheaded two of them!
8. In the street \_\_\_\_\_ were laden with tempting jars of sweets.
9. A good butcher keeps his \_\_\_\_\_ well sharpened.
10. A cat has nine \_\_\_\_\_.

**Exercises for each rule**

*Each rule is accompanied by a list of words to learn. We then give ten exercises to ensure the rule and its use has fully sunk in.*

SCORE



# Plurals

## Revision exercises

State the plural of:

1. loaf	
2. man-of-war	
3. piano	
4. sheep	
5. <i>Plurals revision</i>	
6. <i>At the end we include</i>	
7. <i>lots of summary revision</i>	
8. <i>testing.</i>	
9.	
10.	

State the singular of:

11. ladies	
12. thieves	
13. eaves	
14. passers-by	
15. boxes	
16. teeth	
17. mice	
18. step-fathers	
19. fish	
20. trousers	
21. army	
22.	roofs
23.	women
24. cupful	
25. swine	

*If children get questions wrong here it is an indication that more work should be done on that individual rule.*

**SCORE**

1<sup>st</sup> attempt

--	--

2<sup>nd</sup> attempt

## B. Becky Butler's school work for marking

Ive just started playing cricket with other girls but I am getting exasparated. The rooles of cricket are intrecate and very komplikated. You have to admyre the umpires who take ye chance do ne A battsman and be giver whatever th five days. T

***Developing accuracy***  
*We help children focus on their spelling and on their ability to work accurately with these exercises which children love. They need to identify mistakes Becky Butler has made.*

nowledge. What  
run out, cawght  
ore the wicket,  
t from a day to  
s playing, unlike  
in games of football or rugby where running around chacing a ball in the pooring rain seems to be harf the fun, for boys at least. Im going to take up netball now.

---

How many mistakes in spelling or grammar did you spot?  
Answers on the next page.

# Spelling Patterns

## u-e spelling pattern

1. Learn the words first. Make sure you know what each word means.
2. Test yourself by writing down each word correctly in the first column. Go over any mistakes.
3. Get someone to test you and write your answers in the second column. Go over any mistakes.

Look/Learn/Cover	Write/Check 1	Write/Check 2
u s e f u l		
<i>Spelling letter patterns.</i>		
<i>Learning spelling letter patterns is a central part of any child's literacy development. These activities expose children to the most difficult letter patterns.</i>		
u g e		
a c c u s e		
a t t i t u d e		
a l t i t u d e		
i n c l u d e		
e x c l u d e		
p e r f u m e		
m u l e		
d u k e		
m u t e		
a s t u t e		
i n t r u d e		
a m u s e		
p l u m e		

*Children are asked to learn the words and then to ensure learning by testing themselves a number of times. Writing out the word correctly on each occasion greatly enhances outcomes.*

# Spelling Pattern Exercises

## o-e spelling pattern

1. You should know these words. If you make any mistakes please go over them to ensure your learning is secure.
2. These exercises are designed to test the spellings you have learnt, check your understanding and further enhance your vocabulary.

### Exercise 1 - CLOZE test.

Fill in the missing letters to make the correct words.

#### Spelling letter pattern - revision sheets

*These sheets not only aim to enhance spelling ability but also to improve a child's overall knowledge of each word. These tests should only be done a few days after the main learning activity and any words children don't get correct should be added to their personal words lists.*

g. So I visited the owner of the  
He said, "I will d \_ \_ c l \_ s \_  
terday I went outside to dig the  
wn and had a d \_ z \_ in the sun.  
\_ p \_ towards the sea. There,  
\_ d and was combing her golden  
l \_ v \_ l \_ voice, singing. Then  
ned she had g \_ n \_ . I suppose

she c h \_ s \_ to swim off at that very m \_ m \_ n t. I a l \_ n \_ witnessed the whole  
e \_ i s \_ d \_ . You can \_ u \_ t \_ me , I do not exaggerate. Don't you believe me?"

Exercise 2 - The words on the left are  
on the right.

1. close \_ e \_ o t \_
3. preserve \_ r o d \_

*Children are given a text using many of the words they have learnt. These words have gaps in them and children need to prove their knowledge by identifying each word and then filling in the gaps so it is spelt correctly.*

Exercise 3 - The words on the left are  
Complete the words on the right.

1. bay \_ \_ v \_
2. cite \_ \_ o t \_
3. incident \_ \_ i s \_ d \_
4. unaccompanied \_ \_ o n \_

*In other tests children might also have their knowledge of the words they have learnt tested through synonyms and antonyms activities.*

complete each sentence.

4. I didn't want to \_ i \_ c l \_ s e any more information than was necessary.
5. I \_ h o n \_ my torch into the coal cellar.

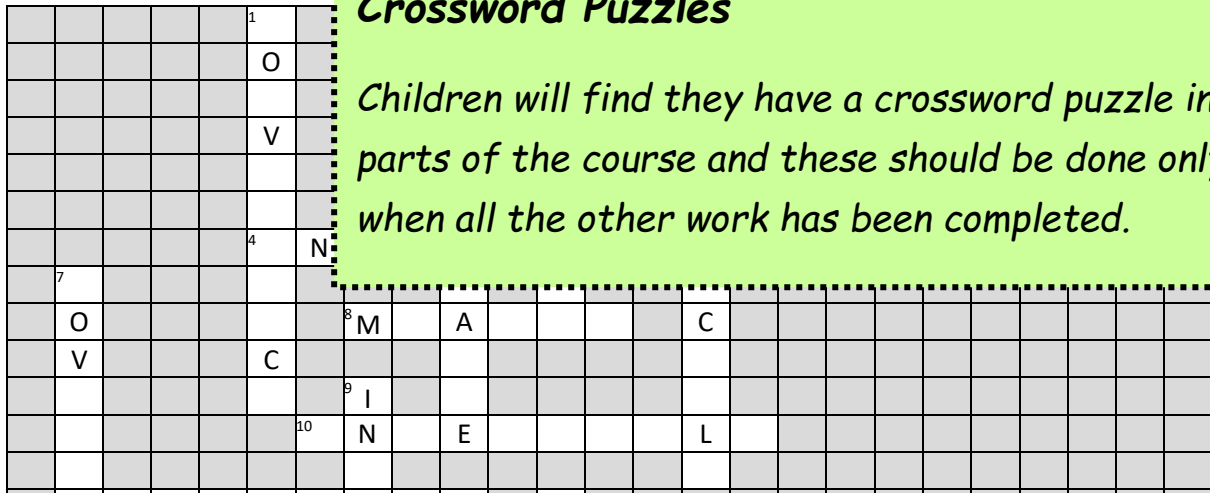
# Crossword Revision Puzzle

You have recently learnt all these words. Use the clues to solve the puzzle. Please revise any you are not sure of.



## Crossword Puzzles

Children will find they have a crossword puzzle in most parts of the course and these should be done only when all the other work has been completed.



## Revision

These crossword puzzles will use words they have recently dealt with in the course.

## Thinking Skills Development

### Clues down

1. Similar to suit
2. A sailor.
3. Cannot be def
5. To dislike som
7. A group of pe  
a country.
9. When someon  
something, perh
12. Being cheeky and naughty.
13. Making something slippery.
14. A large extinct animal that had tusks.
16. To look into something.
18. A serious problem.

Again we encourage children to keep coming back to these crossword puzzles and have a proper go at trying to get as many correct as possible. This activity is designed to develop the type of tenacity and thinking skills children will need in an exam where they will often find they need to actively think of answers that don't immediately come to them.

15. When someone is hard working.
17. Moral well-being.
19. The second month of the year.





## CHAPTER IX

### -THE STRANGEST HOUSE

### ANY ONE EVER LIVED IN-

*The Secret Garden is a classic novel which follows the story of Mary Lennox, an orphan who moves into her uncle's mansion. With the help of an enthusiastic*

#### **Paired Reading**

*Paired reading (reading out loud together while both following the text) works magically to improve a child's reading skills and vocabulary knowledge.*

*en which she is  
er sees Mary's*

*Imagine. The  
climbing roses  
knew they were  
ground was covered*

with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the loveliest was that which had tendrils which made each other or at a far distance made lovely bridges now and Mary did not know how brown branches and sprays

*It is especially useful to do this with classic texts where children can be exposed to a segment of a book in the same way they might be with a comprehension test.*

*We use specially selected excerpts from classic books for paired reading which should be enough for a twenty minute session of paired reading each time.*

*and indeed it was*

## Questions

*The following words are all underlined in the text above:*

### **Paired reading vocabulary testing**

*At the end of each  
paired reading section  
we use these tests to  
draw out potentially  
new vocabulary.*

*These texts and the  
vocabulary in them  
really help children to  
develop and refine  
their comprehension  
skills as well as their  
vocabulary.*

Unpleasant  
Vanished  
Excessive  
Hectic  
Poignant  
Overwhelming  
Distinguish  
Exhilaration  
Extreme  
Immediately  
Frail

**-E, write down a word from the box  
matches the following definitions**

busy or full of frantic activity

very impressive and magnificent

disappear suddenly and  
completely

having or showing elegance and  
sophistication

to be eager or inquisitive about  
something

**D**

**E**

**2) For the following five sentences, pick a word from the box  
above to complete the sentence so that it makes sense**

As they had left hours ago, the arrival of her grandparents was \_\_\_\_\_ .

# 20 MOST DIFFICULT WORDS FROM PAST PAPERS

Fill in the gaps in the sentences below to find the correct word.

**TIP** - Remember to read the sentence properly as it may give you valuable clues.

**TIP** - Think about endings.

**TIP** - As a last resort try some letters out.

1. Under their leadership the \_\_\_\_\_ \_ o u s.
2. It was stuffy, the \_\_\_\_\_ \_ e n \_\_\_\_\_ was not adequate.
3. Juliet was \_\_\_\_\_ \_ n \_\_\_\_\_ \_ o \_\_\_\_\_ \_ s \_\_\_\_\_ y school.
4. Tom aimed to be as \_\_\_\_\_ e \_\_\_\_\_ \_ lots of summary tests. \_\_\_\_\_ possible.
5. Zebra sightings were f \_\_\_\_\_ \_ ari holiday.
6. The judge was \_\_\_\_\_ i \_\_\_\_\_ \_ n t as she decided on the sentence for the criminal.
7. It is very important to be \_\_\_\_\_ \_ g \_\_\_\_\_ \_ n i c , especially in a hospital.
8. Lucy was desperate to \_\_\_\_\_ \_ e s \_\_\_\_\_ \_ n from her boring job.
9. Harry knew it was \_\_\_\_\_ .
10. Joe could not \_\_\_\_\_ \_ e drinking a litre of water
11. The couple \_\_\_\_\_ \_ o \_\_\_\_\_ \_ made their decision.
12. It was hard to \_\_\_\_\_ \_ ne was broken.
13. The class c \_\_\_\_\_ \_ sely during their test.

*Summary revision  
testing*

*At the end we deliver  
lots of summary tests.*

*This one focusses  
on the most  
difficult words  
from past papers*

# 20 MOST DIFFICULT SYNONYMS

You have already learnt these. Fill in the gaps to reveal the correct synonym.

loving  
shorten  
ghost  
surprise  
gallant  
lie  
small  
attempt  
waste  
lazy  
unbeatable  
marriage  
need  
uproar  
buy  
unwilling  
importance  
enough  
stormy  
squirm

\_ f f \_ \_ \_ i \_ n a \_ \_

*Summary revision  
testing  
At the end we deliver  
lots of summary tests.*

\_ \_ d \_ l \_ \_ t

i \_ v \_ \_ c i \_ \_ e

m \_ \_ r \_ \_ o \_ \_

*This one  
focusses on the  
most difficult  
synonyms.*

\_ r \_ t \_ e

Remember – this is a test and learning exercise. If you get them all correct you will have done incredibly well. If you haven't just learn the ones you missed.

**Marks / 20**

# 20 MOST DIFFICULT OPPOSITES

You have already learnt these. Fill in the gaps to reveal the correct opposite.

ancestor  
dismantle  
freedom  
reveal  
ebb  
praise  
failure  
native  
mean  
ignorant  
miser  
moving  
active  
smart  
vacant  
equality  
noble  
motorist  
obese  
free

\_\_ \_ c e \_\_ \_ \_ n t

*Summary revision  
testing*

*At the end we deliver  
lots of summary tests.*

y e n \_\_ \_ \_ a \_

k \_\_ w l \_\_ \_ \_ e a \_\_ \_ e

\_\_ e n \_\_ \_ h \_ i \_ t

s \_\_ t i \_ n \_\_ \_ y

e d \_ n \_ \_ \_ \_ y

*This one focusses  
on the most  
difficult opposites.*

c \_\_ \_ t \_ n \_ d

Remember - this is a test and learning exercise. If you get them all correct you will have done incredibly well. If you haven't just learn the ones you missed.

**Marks / 20**

# 20 MOST DIFFICULT HOMOGRAPHS

These are words that are spelt the same, but have more than one meaning.

The sentences included below are based on the word's least common meaning. Fill in the gaps. In two or three cases you may find more than one word might fit - remember you can use each word only once, if you go wrong you'll need to revise your work.

## SHEET 1

badger		counter		medium		proceeds		current
	rose		second			notice		
organ		iron		present				hamper
			invalid		cornet		vault	
train			wound					
	spoke					swallow		

1. I wish they wouldn't *testing* k.

2. They came back with *At the end we deliver lots of summary tests.*

3. There was a strong

4. She played the \_\_\_\_\_ .

5. I hope the weather doesn't \_\_\_\_\_ my plans.

6. The gates were made out of \_\_\_\_\_ .

7. The \_\_\_\_\_ *This one focusses on the most difficult homographs.*

8. They n \_\_\_\_\_ all, to inform everyone.

9. The \_\_\_\_\_ ormous.

# 30 MOST DIFFICULT HOMOPHONES



These are words that sound similar to one another.



You should have learnt these already, so try to fill in the gaps below.

## SHEET ONE

1. He said his \_\_\_\_\_ to try and bring \_\_\_\_\_. (peace, piece)
2. They asked \_\_\_\_\_ to sing a \_\_\_\_\_. (hymn, him)
3. They had to \_\_\_\_\_ a lot of rubbish out of \_\_\_\_\_.
4. "Do you \_\_\_\_\_ me to \_\_\_\_\_ the document \_\_\_\_\_ (ed)
5. She took her \_\_\_\_\_ off so she could \_\_\_\_\_ (writing)
6. There wasn't enough \_\_\_\_\_ to pick some \_\_\_\_\_ (time)
7. The \_\_\_\_\_ saw a \_\_\_\_\_ in the harbour.
8. He liked to watch a \_\_\_\_\_ drama over a bowl of \_\_\_\_\_. (cereal, serial)
9. She needed to \_\_\_\_\_ that her \_\_\_\_\_ had gone through. (check, cheque)
10. There were many \_\_\_\_\_ patches throughout the golf \_\_\_\_\_. (course, coarse)
11. There was \_\_\_\_\_ on the first day of her \_\_\_\_\_. (reign, rain)
12. They couldn't \_\_\_\_\_ to find out the \_\_\_\_\_ (wait)
13. They had a big enough \_\_\_\_\_ of food to \_\_\_\_\_ (hoard, horde)
14. Lucy remained \_\_\_\_\_ while George bought \_\_\_\_\_ (dictionary)
15. He picked up the sack of \_\_\_\_\_ in a way \_\_\_\_\_ (mussels, muscles)

**Summary  
revision testing**

*At the end we  
deliver lots of  
summary tests.*

*This one focusses  
on the most  
difficult  
homophones.*

# 30 MOST DIFFICULT COMMONLY



# MISSPELT WORDS



Each of the sentences below includes one spelling mistake. Identify the incorrect spelling and then re-write the correct spelling in the spaces.

## Part one

1. Joseph looked on as his neighbour played on her bycycle. \_\_\_\_\_

2. He had a loud argument with his colleague. \_\_\_\_\_

3. She desparately needed the address of the \_\_\_\_\_

4. The college had a strict policy on disiplin. \_\_\_\_\_

5. They finally found an activity that could ext \_\_\_\_\_

6. They lived in an exstremely quiet neighbour \_\_\_\_\_

7. Freddie enjoyed wearing very flourescent colours. \_\_\_\_\_

8. Isabella tried to be humorous by being very mischiefveous. \_\_\_\_\_

9. The sound of the builders working next door became quite a nuiscience. \_\_\_\_\_

10. It was a peculiar phonenomenam. \_\_\_\_\_

11. With great priviledge comes great responsibility. \_\_\_\_\_

12. They came up with a special prounou \_\_\_\_\_

13. The musician wanted to develop the \_\_\_\_\_

14. She cut out a ridiculous pattern usin \_\_\_\_\_

15. He knew his luggage would probably \_\_\_\_\_

**Summary revision  
testing**

*At the end we deliver  
lots of summary tests.*

*This one focusses  
on the most  
difficult commonly  
misspelt words*



**Opposites Match-up**

faint  
dirty  
difficult  
entrance  
ebb  
fair-play  
enemy  
empty  
dwarf  
early  
die  
evening  
divide  
ever  
failure  
down  
east  
dry

endeavour  
wither  
rowdy  
constant  
combination  
dilute  
revive  
pasture  
consist

8. Opposite  
10. Evening  
11. Faint  
16. Enough  
18. Artful

**Across**

2. Banish  
5. Endeavour

***Full answers for every question***

*There are answers provided for every question in each part of the course.*

*Where a full detailed explanation is needed we give it.*

**Homographs**

- 1 lark
- 2 leg
- 3 lemon
- 4 lie
- 5 light
- 6 litter
- 7 log
- 8 mail
- 9 major
- 10 medium

- 12. Bold
- 13. Medium
- 14. Lemon
- 15. Revive

**Crossword Revision Puzzle**

**Down**

- 1. Calendar
- 3. Recent
- 4. Sufficient
- 6. Dilute
- 7. Consideration

**Words from Past Papers**

banish  
contribute  
consideration