

Adding the suffix **-ful**

## Speed spell

Write the **Speed spell** words.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

d \_\_\_\_\_ e \_\_\_\_\_ f \_\_\_\_\_

Circle any errors. Write the corrected spellings in your Log Book.

## Spelling zone



1 Take turns to read the information.

We can add the suffix **-ful** to root words to make adjectives.joy + **ful**   joyful   Saleem is feeling joyful.We always **drop** the last **l** from the word **full** to make the suffix **-ful**.

2 Take turns to read these adjectives.

thankful   cheerful   colourful   thoughtful  
wonderful   hopeful   painful



3 Complete the diary entry using the correct words from the box above.

Dear Diary,

I had toothache last week. It was very \_\_\_\_\_

and made me miserable. The dentist has sorted it out now

and I am feeling much more \_\_\_\_\_. I had a

\_\_\_\_\_ day playing in the park.

## Dots and dashes



Dot and dash the graphemes in the words.  
Write the number of sounds.

care	2
cheer	
hope	

thank	
pain	
peace	

thought	
success	
delight	



## Word changers



Complete the tables.

**Tip:** If the root word ends in a consonant + **y**, we **swap** the **y** for an **i** before adding the suffix **-ful**.

beauty/ beauti + ful beautiful

root word	root word + suffix -ful
pain	painful
success	
	hopeful
thought	
	beautiful

root word	root word + suffix -ful
wonder	
	thankful
colour	
	delightful
cheer	

## Words to log and learn

Choose five words from **Dots and dashes** and **Word changers** that you find hard to spell. Write them on p.32 of your Log Book. Circle the part of the word that you find the hardest to remember. Explain to your partner why and discuss how you will learn it.

## Dictation

Take turns to read aloud one of the dictation sentences from Unit 11, p.54 (Partner 1) and p.55 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

## Four-in-a-row

Choose a word from **Dots and dashes** or **Word changers** and say it to your partner. Ask them to write it down.

Circle any wrong letters. If the word is right, tick a shape in your partner's book. Can you both spell four in a row correctly?



## Team teach

Now work together to play **Team teach**.

## Jumping red words

Write the words you have been revising with your teacher below.

\_\_\_\_\_

\_\_\_\_\_

