

# SPOTLIGHT ON SUFFIXES BLENDS AND WORDS

Photocopiable A4 worksheets for  
Class and Special Needs teachers.

Activities to improve phonological  
and language awareness,  
spelling skills, reading accuracy,  
grammar and vocabulary.

Differentiated learning from early  
structured programmes to Key Stage 3.

Spiral bound for strength and ease of use.

**Gillian Aitken**



Robinswood  
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# Spotlight on Suffixes

## Books One and Two



**Book One** Common Suffixes and Suffixing Rules  
Years 1 to 5 and Special Needs

**Book Two** Suffix Recognition and Use, Spelling Rules,  
Grammar and Vocabulary  
Years 4 to 8 (Key Stage 3)

**Gillian Aitken**

The 75 worksheets in Book One introduce the most common suffixes in English in a systematic manner. They focus on both the grammatical function of the suffix and the spelling rules concerning the joining of suffixes to base words. Suffixes which can be pronounced differently according to context, such as the 'ed' past tense verb ending, are highlighted for special practice.

Book Two, with over 80 worksheets, extends this work on common suffixes and suffixing rules. The book is in two parts, Part One dealing with basic suffix

recognition and also giving systematic coverage of the spelling rules by which suffixes are joined to base words. This Part provides extensive practice of the 'double', 'drop e,' and 'change y to i' rules. Part Two focuses on individual verb, noun and adjective suffixes such as '-ate', '-ify', '-ity', '-ment', '-ous', '-ible', and others. The more common suffixes have worksheets at two levels of difficulty, allowing for differentiated work within mixed ability classrooms.

Spelling skills are thus linked to grammatical awareness and, by completing the worksheets, students will extend their vocabulary and knowledge of word derivations. The worksheets are a useful complement to any structured literacy programme, improving spelling skills as well as raising language awareness in general, particularly in the area of grammar and word meanings.

Teachers will find the material in these books very useful for students from Years 1 to 6 (Key Stages 1 to 3) especially for differentiated work when implementing the National Literacy Strategy. The clear and uncluttered layout of the worksheets will also make them an ideal resource for Special Needs teachers working in the field of literacy with students of all ages.

The comprehensive coverage of the subject is completed through additional appendices, word lists and detailed Teachers Notes and Guidelines.

**Book One** Common Suffixes and Suffixing Rules  
ISBN 978-1869981-600 104 pages RRSP £18.95

**Book Two** Suffix Recognition and Use, Spelling Rules  
ISBN 978-1869981-617 119 pages RRSP £18.95

Worksheet 15

### Suffix **ing**

The suffix **ing** is used as a verb ending to describe what is happening now.  
e.g. What is Sunil doing? He is kicking the ball.

Add **ing** to the words below. Use a red pen.

smell \_\_\_\_\_ cry \_\_\_\_\_ push \_\_\_\_\_  
sing \_\_\_\_\_ wash \_\_\_\_\_ jump \_\_\_\_\_

Now use each word to complete the sentences below.

- The boy is \_\_\_\_\_ over the box.
- Kumar is \_\_\_\_\_ his hands.
- The children are \_\_\_\_\_.
- The little girl is \_\_\_\_\_ the flower.
- Mr. Bell is \_\_\_\_\_ his car.
- The baby is \_\_\_\_\_.

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Worksheet 13b

### Nouns ending in 'y': Plural forms

If there is a **VOWEL** before the final 'y', **JUST ADD 's'**. e.g. toys  
If there is a **CONSONANT** before the final 'y', **CHANGE 'y' to 'i' and add suffix 'es'**. e.g. babies

Find 25 NOUNS in the word-square below which end in 'y'.  
Write out each word and make it PLURAL by adding the correct suffix.  
(Words go ACROSS and DOWN only.)

a	c	o	m	e	d	y	t	v	s	t
j	e	r	s	e	y	d	r	a	e	r
e	n	q	u	i	r	y	a	r	n	o
s	t	b	p	u	p	p	y	m	t	l
s	u	p	a	r	t	y	g	y	r	i
a	r	o	s	c	o	u	n	t	y	e
y	y	n	t	o	y	d	u	t	y	y
g	u	y	r	n	y	l	a	d	y	b
p	l	a	y	v	a	i	l	e	y	o
r	u	b	y	o	m	o	n	k	e	y
e	b	b	e	y	k	i	d	n	e	y

Word	Plural form	Word	Plural form
e.g. abbey	_____	l	_____
a	_____	m	_____
b	_____	p	_____
c	_____	p	_____
c	_____	p	_____
c	_____	p	_____
d	_____	r	_____
e	_____	s	_____
e	_____	t	_____
g	_____	tr	_____
j	_____	tr	_____
k	_____	v	_____

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Further examples on [robinwood.co.uk](http://robinwood.co.uk)

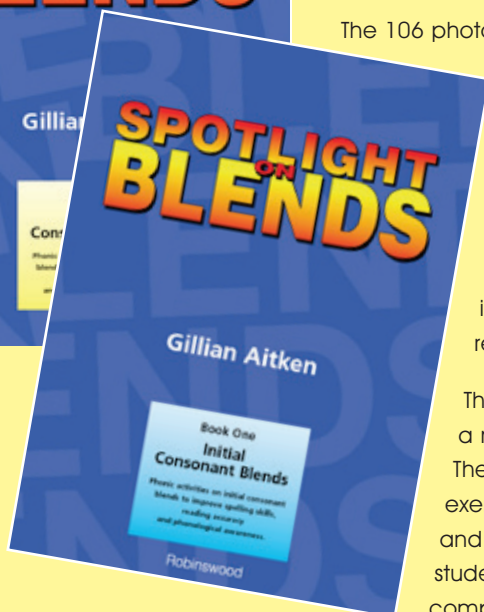
# Spotlight on Blends

## Books One and Two



Phonic activities on initial and end consonant blends to improve spelling skills, reading accuracy and phonological awareness.

Gillian Aitken



The 106 photocopiable worksheets contained in these two books give systematic practice with blends at both the beginning (Book One) and end (Book Two) of words. The tasks are varied, although the main emphasis is on developing phonological awareness through sound blending, rhyming and careful contrasting of blends that are similar in sound. Research shows that training in such skills leads to improved reading accuracy and spelling.

The tasks are often embedded in a meaningful linguistic context. The various sentence completion exercises, vocabulary quizzes and anagrams aim to extend the student's vocabulary and enhance comprehension and thinking skills.

The worksheets have a wide application in terms of developing language skills and are designed to cater for different levels of skill and individual need. In Book One, *Initial Consonant Blends*, the Level One worksheets are suitable for students in the early stages of a structured literacy programme. The Level Two worksheets provide a challenge for both primary and secondary school students and even adults.

All the worksheets have a clear, uncluttered visual layout which allows independent, differentiated working. Detailed teaching notes and guidelines are included to help the teacher to guide the student as necessary.

*"... a valuable addition to the resource material for the specialist teacher... providing reinforcement of sounds already taught, and skills such as scanning, tracking and visual discrimination."*

Pat Denham BPhil. SEN  
Adviser and Teacher. Sandwell MBC.

**Book One**    *Initial Consonant Blends*  
ISBN 978-1869981-556    70 pages    RRSP £17.95

**Book Two**    *End Consonant Blends*  
ISBN 978-1869981-563    84 pages    RRSP £17.95

Worksheet 6

**Blends:**    **st**    **sp**    **sn**    **sm**

Tick the words which are REAL words. Put a cross by the words which are NOT real words.

stool	snout	spand	snowy	spike
smank	spare	stencil	steamy	stell
sneak	stang	snobbish	spelt	stairs
smuck	spine	stutter	spinter	stupid

Now choose (st) (sp) (sn) or (sm) to complete each word in the sentences below.  
(You will not find the words in the box above.)

- Mr. \_\_\_ith \_\_\_ent all morning \_\_\_uck in the lift!
- Susan felt very \_\_\_ug after she had \_\_\_uggled down under the warm blankets.
- We could see the church \_\_\_eople when we \_\_\_ood on the top \_\_\_ep of the wooden \_\_\_ile.
- A \_\_\_irk is a silly \_\_\_ile, and a \_\_\_igger is an unkind laugh.
- The gardener \_\_\_opped digging when his \_\_\_ade hit a sharp \_\_\_one.
- If you are swimming underwater with a \_\_\_orkel, it is very difficult to \_\_\_eak!
- The \_\_\_oke from all the factory chimneys caused a thick \_\_\_og to lie all over the town.
- The dust which Jane inhaled made her \_\_\_eeze and \_\_\_iff.

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Worksheet 18

**Blends:**    **br**    **cr**    **dr**    **gr**  
                  **pr**    **tr**    **fr**

Look at each picture and say the word. Then use one of the above blends to begin each word.


Now look at the endings below. Match each ending to the correct picture.

idge	anch	og	unk	ass
uit	am	ab	um	own
apes	ick	ap	ay	ee

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Further examples on [robinwood.co.uk](http://robinwood.co.uk)

# Spotlight on Words

## Books One and Two

Phonic wordsearch puzzles and activities.

Gillian Aitken

These books contain 140 pages of photocopiable wordsearch puzzles and fill-in-the-blank activities to help the development of spelling skills. Each puzzle is based on a specific vowel or sound combination. The worksheets can be used by teachers

as part of a structured approach to spelling and to concentrate learning activity where it is needed most. Students themselves find the puzzles provide an enjoyable, challenging and satisfying way to learn.

Skills developed by the activities in the *Spotlight on Words* books include:

- visual discrimination through searching for hidden words.
- alphabetic sequencing practice by listing the words found.
- following contextual clues through fill-in-the-blank exercises.
- using the process of elimination when completing the more difficult blanks.
- understanding connections between spelling and meaning.
- developing the ability to spot capital letters.
- understanding word segmentation and syllable blending (especially Book Two).

The clear design of the puzzles guides the reader's eye and the hidden words run only across or down, making these books an excellent resource for dyslexic students. The worksheets are particularly appropriate for ages 9 to 12 years (Book Two also for Years 7 and 8, Key Stage 3). They are also suitable for older students, including adults and those learning English as a second language. Teaching notes and answers are included.

*"Gillian Aitken's worksheets provide a welcome additional resource for teachers. The puzzles are an enjoyable way to reinforce phonic groups and the presentation is particularly clear."*

Felicity Patterson.  
South East Training Principal for the Dyslexia Institute.



### WORDSEARCH PUZZLE - NUMBER 1 | a-e

b	w	a	k	e	d	p	t	l
m	a	d	e	n	f	h	k	a
i	w	D	a	v	e	g	v	t
s	a	e	e	s	c	a	p	e
c	d	o	e	a	r	t	l	q
a	e	g	j	m	a	e	J	u
k	l	a	k	e	n	i	a	w
e	c	r	a	t	e	m	n	y
q	n	a	m	e	r	x	e	j

In this wordsearch puzzle you should be able to find 14 'a-e' words. Two of the words are names. Each time you find a word with these letters, write it down - in the right place - in the list below.

- |   |    |     |    |   |     |
|---|----|-----|----|---|-----|
| 1 | c  | --- | 8  | l | --- |
| 2 | cr | --- | 9  | l | --- |
| 3 | cr | --- | 10 | m | --- |
| 4 | D  | --- | 11 | n | --- |
| 5 | es | --- | 12 | s | --- |
| 6 | g  | --- | 13 | w | --- |
| 7 | J  | --- | 14 | w | --- |



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a-e

When you have completed your list of 14 'a-e' words, use each one, once only, to complete the blanks in the sentences below.

- If you \_\_\_\_\_ up \_\_\_\_\_ you will miss the bus.
- \_\_\_\_\_ a big chocolate \_\_\_\_\_ in her cooking lesson.
- If you forget to shut the \_\_\_\_\_, the dog will \_\_\_\_\_.
- In Tom's class there were two other boys with the \_\_\_\_\_.
- \_\_\_\_\_ took off his shoes and socks and \_\_\_\_\_ d into the \_\_\_\_\_.
- The \_\_\_\_\_ lifted the heavy \_\_\_\_\_ off the ship.

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Further examples on [robinswood.co.uk](http://robinswood.co.uk)

Book One

ISBN 978-1869981- 518

76 pages

RRSP £17.95

Book Two

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