

**LITERACY BASICS:
SPELLING
WORKSHEETS 1**

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INTRODUCTION

- The pack** *Literacy Basics: Spelling Worksheets 1* provides coverage of the more common spelling errors. The sheets provide work on problem word forms, confusing words, forming word endings and the use of apostrophes. Each worksheet covers the basic points and provides examples and exercises. This pack covers the same topics as *Literacy Basics: Spelling Worksheets 2* but with a simpler approach and vocabulary; some of the more complex words covered in *Literacy Basics: Spelling Worksheets 2* are omitted from this pack.
- Student suitability** The pack is aimed at KS3 and KS4 students. Because the pack is photocopiable, you can use it flexibly – with individual students, small or large groups, or across a whole year set.
- Many teachers have used this pack for Adult Literacy. For this reason, we have included a cross-reference to the Adult literacy core curriculum at the end of this pack.
- Using the pack** We suggest you use the sheets as appropriate to make a teaching point, provide practice or to consolidate skills. If you have a query about how best to use the pack, we are happy to help; please write to us at the address below.
- Other linked Chalkface packs** *Literacy Basics: Spelling Worksheets 2* is an alternative version of this pack suitable for a higher ability level. *Literacy Basics: Spelling Worksheets 3* provides consolidation exercises and can be used after this pack for practice. You may also find the following packs useful: *Literacy Basics: Grammar Worksheets*, *Literacy Basics: Punctuation Worksheets*, *Literacy Basics: Sentence Worksheets*, *Literacy Basics: Word Worksheets*.
- The people involved** Stuart Sillars, the author of the pack, is a writer and freelance lecturer. The pack was illustrated by Michael Lopategui and Elaine Mitchell. Susan Quilliam was the series editor.
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—THE FRAMEWORK FOR TEACHING ENGLISH—

Spelling comes under the word level objectives in the Framework for Teaching English: Years 7, 8 and 9.

Word level	Sentence level	Text level: Reading	Text level: Writing	Text level: Speaking & Listening
<ul style="list-style-type: none"> · Spelling · Spelling strategies · Vocabularies 	<ul style="list-style-type: none"> · Sentence construction & punctuation · Paragraphing & cohesion · Stylistic conventions · Standard English & language variation 	<ul style="list-style-type: none"> · Research & study skills · Reading for meaning · Study of literary texts · Understanding the author's craft 	<ul style="list-style-type: none"> · Imagine, explore, entertain · Inform, explain, describe · Persuade, argue, advise · Analyse, review, comment · Plan, draft & present 	<ul style="list-style-type: none"> · Speaking · Listening · Group discussion & interaction · Drama

The overall aim of the Framework is to enable all pupils to develop sophisticated literacy skills. By the end of Year 9, each pupil is expected to be:

A shrewd and fluent independent reader:

- orchestrating a range of strategies to get at meaning in text, including inferential and evaluative skills;
- sensitive to the way meanings are made;
- reading in different ways for different purposes, including skimming to quickly pick up the gist of a text, scanning to locate specific information, close reading to follow complex passages and re-reading to uncover layers of meaning;
- reflective, critical and discriminating in response to a wide range of printed and visual texts.

A confident writer:

- able to write for a variety of purposes and audiences, knowing the conventions and beginning to adapt and develop them;
- able to write imaginatively, effectively and correctly;
- able to shape, express, experiment with and manipulate sentences;
- able to organise, develop, spell and punctuate writing accurately.

An effective speaker and listener:

- with the clarity and confidence to convey a point of view or information;
- using talk to explore, create, question and revise ideas, recognising language as a tool for learning;
- able to work effectively with others in a range of roles;
- having a varied repertoire of styles, which are used appropriately.

The following lesson structure is highly recommended to teachers using the Framework:

- 1 Short lesson starter activity (e.g. spelling, vocabulary) lasting 10–15 minutes.
- 2 Introduce the main teaching points (e.g. teacher exposition or questioning).
- 3 Develop the main teaching points (e.g. through group activity).
- 4 Plenary to draw out the learning (e.g. through feedback and presentation), lasting 5–10 minutes.

I AND E

I before e
except after c
but only when
the sound is ee

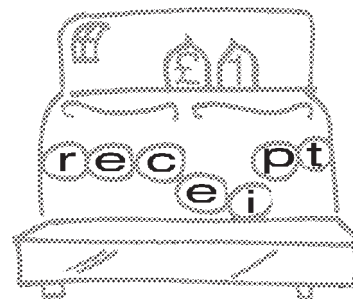
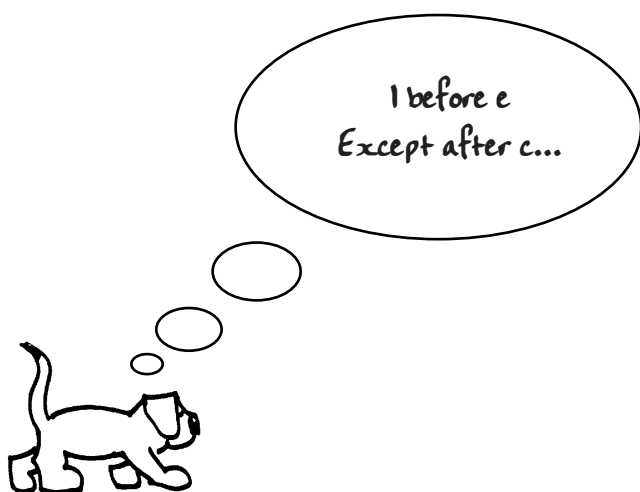
Sounds daft, doesn't it? Yet the rhyme
can help with the spelling.

In the word **grief** the sound is **ee**. So it's
spelt **ie**.

In the word **ceiling**, the sound's **ee**. But
there's a **c** – so it's spelt **ei**.

It's

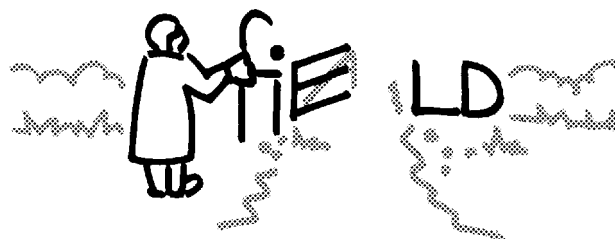
believe but **deceive**
reprieve but **receive**
receipt but **field**
and
thief but **receiver**



- 1 Fill in the gaps in these words by adding **ie** or **ei**.

br___f (short); retr___ve (to get back); conc___ve (to think up); dec___t (not telling the truth)

- 2 List six words which follow the rule. Then check them in a dictionary.



- 3 Now complete the words in these sentences by adding either **ie** or **ei**.

- a The glass was shattered into p___ces.
- b He painted the walls and c___ling.
- c The dog ran off into the f___ld.
- d He's too conc___ted for his own good.
- e How can I bel___ve he's not dec___ving me?
- f It was a rel___f to rec___ve the letter.
- g The th___f was given a repr___ve.

— I AND E EXCEPTIONS —

I before e
except after c
but only when
the sound is ee

Yet some words seem to break the rule.
Here are some.

height weight weir e before i
where the sound isn't ee
seize e before i where the sound is
ee

How many more can you think of or
track down?

HEIGHT

WEIR

There's always one word
that doesn't follow the
rules...



- 1 Fill in the gaps in these words by adding **ie** or **ei**.

v____w (something you see); ____ght
(one before nine); th____r (belonging
to them); r____gn (what a king does);
tr____d (attempted)

- 2 See if you can think of any more words that break the **ie** rule. Then check them in a dictionary.



- 3 Now fill in the gaps in these sentences with either **ie** or **ei**.

- a The boat was washed over the w____r.
- b Suddenly he s____zed the wheel.
- c The anc____nt building made me feel w____rd.
- d Her w____ght is large for her h____ght.
- e The sc____ntist made counterf____t coins.
- f I had a br____f chat with the n____ghbours.

PLURALS WITH S

A **plural** word is a word for more than one of something.

Normally, you make a plural by adding **s** to the word. All these words are plurals made by adding **s**:

cats books tracks bikes

Some plurals are made differently. The plurals of words ending in **ch** are made by adding **es**.

ditch becomes **ditches**
bench becomes **benches**

1 Turn these words into plurals.

cow; finch; car; prune; fire; trench;
figure; punch; lunch; twine; twitch;
fair

benches

Words ending in **o** can have **s** or **es** in the plural. There's no rule here – so be careful!

It's

potatoes dominoes tomatoes

but

videos discos cameos

VIDEOS

monkeys

Words ending in **y** come in two sorts. If **a, e, o** or **u** comes before the **y**, you just add **s**.

monkeys keys guys plays joys

For words which have a different letter (not **a, e, o** or **u**) before the **y**, you take off the **y** and add **ies**.

cry becomes **cries**
factory becomes **factories**

2 Turn these words into plurals.

flamingo; relay; reply; way; lorry;
toy; spray; alloy; delay; ferry; tango;
tray.

factories

3 Now complete these sentences by changing the words in brackets to plurals.

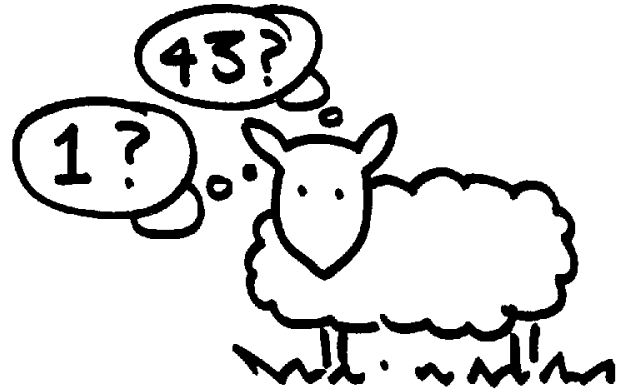
- He spent four (hour) watching (video).
- They ate their (sandwich) and listened to some (cassette).
- The (man) sat on (bench) and played (space invader).
- The (factory) were closed for the (holiday).
- I could hear the (cry) of the (boy).

—PLURALS WITHOUT S—

Plurals are words for more than one of something. Most end with **s**, but some don't.

Some words don't change for the plural:

The plural of sheep is **sheep**.
The plural of deer is **deer**.
It's one aircraft and twenty **aircraft**.
You have one craft (meaning ship) and many **craft**.



Some words change completely:

goose becomes **geese**
mouse becomes **mice**

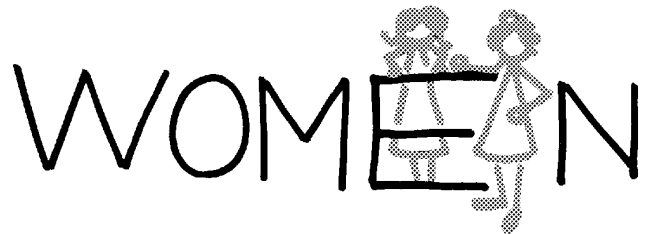
1 Write the plurals of these words.

house; grapefruit; spacecraft; cheese;
flock; Englishman; German; mouse



Other words do odd things too.

It's one woman but lots of **women**.
It's one man but four **men**.



Some French words have **x** in the plural.

bureau becomes **bureaux**
gateau becomes **gateaux**



2 Now complete these sentences by changing the words in brackets to plurals.

- Food was dropped to the (sheep) by (aircraft).
- A flock of (goose) scared the (man) off.
- The (woman) were watching the (deer).
- They ate (gateau) in the (aircraft).
- The (hovercraft) swept over the (plateau).

—ADDING ABLE, IBLE, UBLE—

Words which end in the sounds **able**, **ible**, **uble** usually describe something.

You can make words like this by adding **able**.

break becomes **breakable**
change becomes **changeable**

Some words lose an **e**, though.

love becomes **lovable**
argue becomes **arguable**

- 1 Change these words by adding **able**.
Take off the **e** if you need to.

break; translate; transfer; debate;
manage; inflate

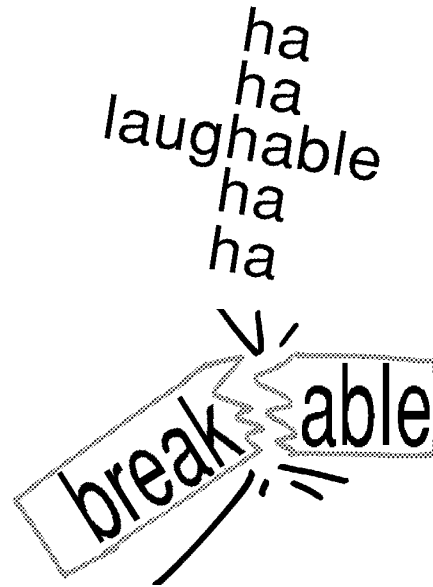
Words ending in **y** are special. If the letter before the **y** is a vowel, simply add **able**. If the word before the **y** is a consonant (any letter other than **a**, **e**, **i**, **o** or **u**), change the **y** to **i**, then add **able**.

enjoy becomes **enjoyable**
pity becomes **pitiable**

- 2 Change these words by adding **able**.
rely; buy; employ; envy

soluble

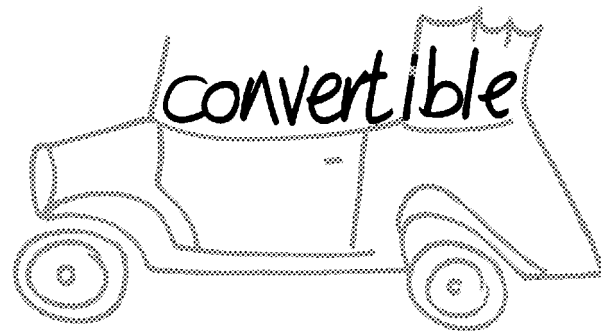
Soluble doesn't follow any
of the rules - it ends in
uble...



Some words end in **ible**. Adding **ible** may change the ending of the word.

convert becomes **convertible**
sense becomes **sensible**

- 3 Change these words by adding **ible**.
flex; resist; reverse



- 4 Now complete these words by adding **able**, **ible** or **uble**. Change or miss out letters if you need to.

- a He seemed a like ____ man.
- b The weather was change ____.
- c She was so excite ____ that she was not sense ____.
- d He was love ____ one minute but detest ____ the next.
- e The act was so bad, it was laugh ____ and pity ____.
- f It was argue ____ that the metal was sol ____ in acid.

—ADDING ING—

Some words end in **ing**. They describe actions going on over a period.

tell becomes **telling**
cry becomes **crying**

Some are formed from words which end in **e**. Some keep the **e**.

age becomes **ageing**
see becomes **seeing**

But with some, you take off the **e**, then add **ing**.

make becomes **making**
argue becomes **arguing**

1 Change these words by adding **ing**.
Take off any letters you need to.

believe; sigh; live; menace; strive;
cry

If a word ends in **ie**, that usually changes to **y** before you add **ing**.

tie becomes **tying**
die becomes **dying**
But... dye becomes **dyeing** (altering colour)

Words with a **y** at the end are easy. Just add **ing**.

fly becomes **flying**
study becomes **studying**

2 Change these words by adding **ing**.
Take off any letters you need to.

buy; try; tie; deny; lie; lay; vie; bully

seeing

Dying

arguing

studying

making

driving

3 Now complete these sentences by adding **ing** to the words. Take off any letters you need to.

- She kept phone ____ me at night.
- I saw him take ____ the money.
- He was make ____ sure someone was care ____ for his aunt.
- Queue ____ is something I find try ____.
- I was study ____ while fry ____ my lunch.
- Move ____ quickly makes breathe ____ difficult.

ADDING LY

Words which say how a thing is done are called adverbs. Many are formed by adding **ly** to a word.

darkly coldly hotly

Others aren't so easy. Take words which end in **y**. The **y** changes to **i**. Then you add **ly**.

airy becomes **airily**
dreamy becomes **dreamily**

- 1 Add **ly** to these words. Take off or change any letters you need to.

dim; rough; angry; full; hungry; thick; smooth

DARK **LY**

air **ily**

With words ending in **e**, you usually just add **ly**.

brave becomes **bravely**

When words end in **le**, though, the final **e** just changes to a **y**.

able becomes **ably**

Watch out for words with **u** before **e** at the end. For these, first take off the **e**, then add **ly**.

true becomes **truly**

- 3 Change these words by adding **ly**.

grave; strange; due; love; likeable; active; capable

With words which end in **l**, just add **ly**.

occasional becomes **occasionally**
thoughtful becomes **thoughtfully**

Words ending in **ic** can do two things. Some just take **ly**.

public becomes **publicly**

Others add on **al** before adding **ly**.

scientific becomes **scientifically**
automatic becomes **automatically**

- 2 Change these words by adding **ly** or **ally**.

vengeful; comic; royal; ethic; frightful; characteristic; fearful

thought **fully**

SCIENTIFICALLY

- 4 Now complete these sentences by adding **ly** to the words in brackets. Change letters if you need to.

- a They were all singing (happy).
- b She spoke German (fluent).
- c She was (true) angry to be told the news (public).
- d (Scientific) speaking the story is (large) unreliable.
- e They were (usual) late but (rare) missing.
- f He (careful) avoided speaking (angry) to them.

NEGATIVES

These words tell you what something is not. Many are made by adding letters at the beginning.

Often you add **un**.

unkind undone unfinished unable

There are lots more. Find some in a dictionary.

- 1 Change these words into negatives by adding **un**.

truthful; forced; ending; painted;
cover; pick; do

Sometimes to make a negative, you add **im** to a word.

impatient improbable impolite

Other negative words start with **in**.

infirm informal indestructible


A few negative words begin with **ir**.

irreplaceable irresponsible

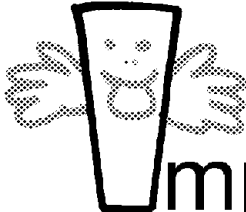
- 2 Change these words into negatives by adding **un**, **im**, **in** or **ir**.

sincere; reasonable; proper;
reducible; mobile; acceptable;
essential; conceivable; retrievable

UNFINISHED



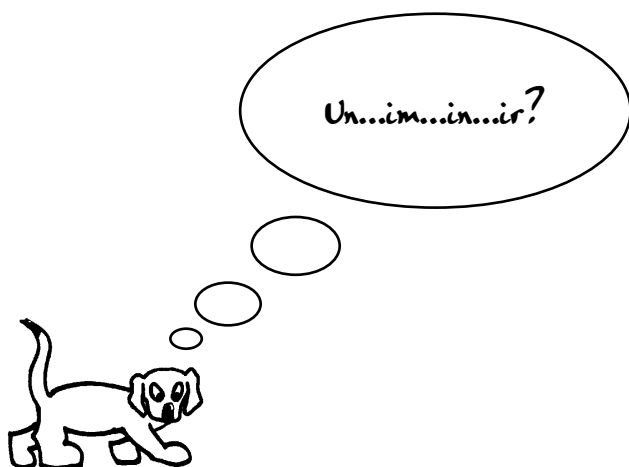
mpolite



inedible



RRREPLACEABLE

- 3 Complete these sentences, filling in the gaps with **un**, **im**, **in** or **ir**.

- a It is ____ likely I shall be there.
- b Take it gently and don't be ____ patient.
- c His attitude was ____ responsible and ____ helpful.
- d The idea was ____ practical and ____ adequate.
- e Although ____ finished, the painting was ____ replaceable.
- f She was ____ prepared for such an ____ rational reply.

OPPOSITES

You can sometimes reverse a word's meaning by adding letters at the beginning. Often you add **dis**.

dislike disagree disloyal disabled

- 1 Change these words by adding **dis**.
allow; comfort; count; service

Other opposites start with **ill** and a hyphen (-).

ill-mannered ill-natured

- 3 Change these words by adding **ill-**.
advised; defined; judged; timed

DIS

ILL-NATURED

Some words start with **il**.

illegible illegal

- 2 Change these words by adding **il**.
literate; liberal; logical

Just a few words begin with **non** and a hyphen (-).

non-stop non-hazardous

- 4 Change these words by adding **non-**.
starter; fiction; member; smoker



- 5 Now complete these sentences by filling in the gaps with **dis**, **il**, **ill-** or **non-**.

- a She was very ____ agreeable about it.
b The writing was quite ____ legible.
c The whole thing looked ____ honest and ____ legal.
d She was ____ natured and ____ courteous.
e The ____ normal load was ____ hazardous chemicals.
f She ____ liked people who were ____ tempered.

APOSTROPHES

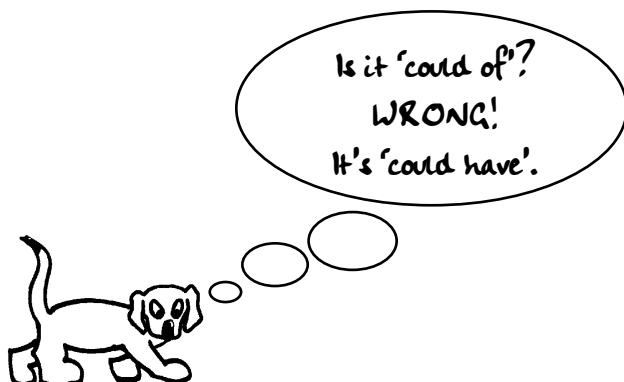
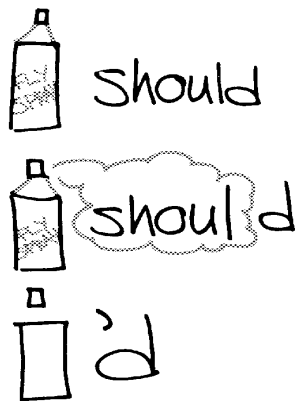
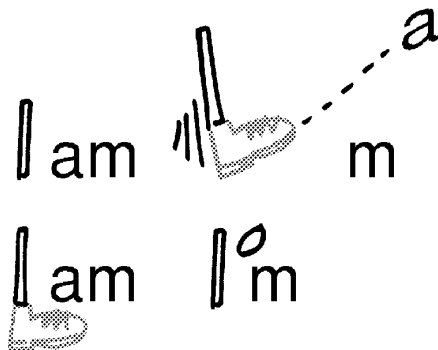
Apostrophes are upside-down commas. They are used above words to replace letters that have been left out.

I'm is a short version of **I am**. The apostrophe goes between **I** and **m** to show that the **a** has gone. Here are some more.

he's means **he is**
it's means **it is**

- 1 Shorten these words by using **apostrophes**.

she is; you are; they are; I am; we are



You can write things in fewer words by using apostrophes.

I've (I have) **we've** (we have) **you've** (you have) **I'll** (I shall) **you'll** (you will)

- 2 Shorten these words by using **apostrophes**.

they have; I have; you have; we shall; you will; they will

Had, should and **would** can be shortened to **'d**.

I'd **you'd** **we'd**

could have changes to **could've**
would have changes to **would've**
should have changes to **should've**

- 3 Shorten these words by using **apostrophes**.

they had; he had; I had; she could have; they should have; I would have; we could have

- 4 Now shorten the words in brackets by using **apostrophes**.

- a He says (he has) bought a mountain bike.
- b She said (she would) be there early.
- c I told them (I had) lost it.
- d If you miss the bus (you will) have to walk.
- e (He had) forgotten everything (I had) told him.
- f (They should have) told us (she is) leaving.
- g (I am) sure that (they will) help us.

USING N'T

Apostrophes show that a letter has been left out.

Often they shorten **not** to **n't**. The two words join together and the apostrophe goes above where the **o** was.

is not becomes **isn't**
was not becomes **wasn't**
were not becomes **weren't**
do not becomes **don't**
could not becomes **couldn't**

- 1 Shorten these expressions by using **apostrophes**.

I was not; you were not; she could not; they would not; he should not; it did not; it is not

is not
is n o t
isn't

Leave out the o.
Add an apostrophe.
Write it as one word.



Some words are more complicated. They leave out more letters.

will not becomes **won't**
cannot becomes **can't**
shall not becomes **shan't**

- 2 Shorten these expressions by using **apostrophes**.

he will not; she cannot; they shall not; they will not; I shall not; it cannot

shall not
shall not
shall not
sha n't
shan't

- 3 Now shorten the words in brackets by using **apostrophes**.

- a (Do not) do that!
- b I (shall not) be there tomorrow.
- c She (could not) see why they (had not) finished.
- d He (cannot) understand that they (will not) be there.
- e It (is not) fair that you (have not) done it.
- f I (would not) do it if I (had not) been paid for it.

—OWNING APOSTROPHES—

Some **apostrophes** show that one thing **belongs** to another.

**the book's cover the tadpole's tail
the tractor's tyres**

- 1 Put **apostrophes** in the right places in these phrases.

the mans coat; Jeans shirt; the Kings Head; Georges cassette; Tracys car; the computers connection

tadpole's tail



diver's board



dogs collars

Plurals – words for more than one – need care. You might need to talk about things that have several owners. Here, if the plural ends in **s**, you put the **apostrophe** after the **s**.

**dogs' collars books' covers
tractors' tyres**


- 2 Put **apostrophes** in the right places in these phrases.

buses tyres; patients records; clients files; glasses lenses


Some plurals don't end in **s**. For these, just add **'s**.

**women's hats children's party
sheep's wool**

Remember: apostrophes with **s** show owning.



children's party



Mmm ☐ words which don't show ownership don't have apostrophes, even when they do end in s...

- 3 Now put **apostrophes** where they are needed in these sentences.

- a The doctors patients left before the doctor arrived.
- b This glass is bigger than Garys.
- c The receptionists went to the childrens party.
- d Womens magazines are sexist.
- e The old ladys daughter looked at her friends.
- f Congratulations on Sharons success.

—ACCEPT, EXCEPT, EXPECT—

Accept means to **take** or **receive**.

I **accept** your invitation.
She **accepted** the present.
He **accepts** that things have changed.

1 Fill in the gaps in these sentences.

- a I'll ____ any offers.
- b He couldn't ____ the situation.
- c They ____ed the gift with pleasure.
- d ____ ing an illness isn't easy.



Except is different. It means **everything but**.

Everyone agreed **except** Sarinda.
I can go any day **except** Tuesday.

2 Fill in the gaps in these sentences.

- a ____ for Jim, they were all happy.
- b Everything went well ____ for one thing.
- c There were no ____ ions to the rule.
- d He did it every year ____ 1991.

Then there's **expect**. It means **to think what will happen**.

I **expect** to be there tomorrow.
She didn't **expect** to see him again.

3 Fill in the gaps in these sentences.

- a We ____ the post will come soon.
- b Mary will ____ you to be there.
- c You always ____ too much.
- d She ____ ed the worst to happen.

~~e~~xcept

expect



accept □ take
except □ everything but
expect □ what you think will happen

4 Now complete these sentences with **accept**, **except** or **expect**.

- a Don't ____ me to thank you!
- b I ____ your gift with pleasure.
- c ____ for the size, it was just what she had ____.
- d I find it hard to ____ the ____ ions to the rule.
- e She ____ that she couldn't ____ anything better.
- f Be prepared to ____ all offers ____ the very lowest.

—BOUGHT, BROUGHT—

Bought is the **past of buy**. It means you purchased something.

I **bought** a new watch yesterday.
They **bought** souvenirs of their trip.

1 Fill in the gaps in these sentences.

- a I don't think I should have ____ that dress.
- b You ____ the same present for her that I did.
- c When she saw it, she wished she had ____ one too.

Brought is the **past of bring**. It means **fetches, carries** or **came with**.

I **brought** some bread to the picnic.
I **brought** my friend – is that OK?

2 Fill in the gaps in these sentences.

- a She's ____ a spare pair of shoes to change.
- b Kathy was there – and she had ____ her mother.
- c They ____ everything but the kitchen sink.



bought - the past of buy
brought - fetched, carried
or came with



3 Now fill in the gaps in these sentences with either **bought** or **brought**.

- a He ____ some new trainers with his wages.
- b They had all ____ lunch with them.
- c She ____ the jeans she had ____ the day before.
- d He said he had ____ her a present but hadn't ____ it with him.
- e I ____ a tape which ____ back memories.
- f The man had been ____ up to share the food he ____.

HEAR, HERE

Hear is what you do with your ears.
Spell it correctly by thinking of **ear** with
an **h** in front.

I **hear** what you say.
She can **hear** music.
We shall only **hear** you if you shout.

1 Fill in the gaps in these sentences.

- a Paul couldn't ____ a word.
- b My aunt wears a ____ing aid.
- c You won't ____ it if you stand there.



Here is the place you are. It's also used
in 'look here' and 'here goes'.

Put that vase **here**.
Look **here**, this is wrong.
I want that done, **here** and now.

2 Fill in the gaps in these sentences.

- a The book is over ____.
- b ____ is Tom, coming up the path.
- c ____ you are, take this cup.



3 Now fill in the gaps in these
sentences with either **hear** or **here**.

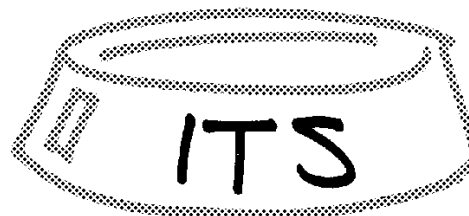
- a Come and stand ____.
- b I couldn't ____ anything unusual.
- c 'I ____ you've had some trouble ____', she said.
- d 'Look ____,' he said, 'you must be ____ing things'.
- e '____ we go', he shouted, but no one could ____ him.
- f ____ it is easy to ____ the slightest noise.

ITS, IT'S

These are easy to confuse. They mean quite different things, though.

Its means something **belonging to it** (an animal or object). Even though it is a word showing belonging, it doesn't have an apostrophe.

The dog drank from **its** bowl.
The tree shed **its** leaves.



1 Fill in the gaps in these sentences.

- a This umbrella has lost ____ handle
- b My cat found ____ way home.
- c Our house lost ____ roof in the storm.

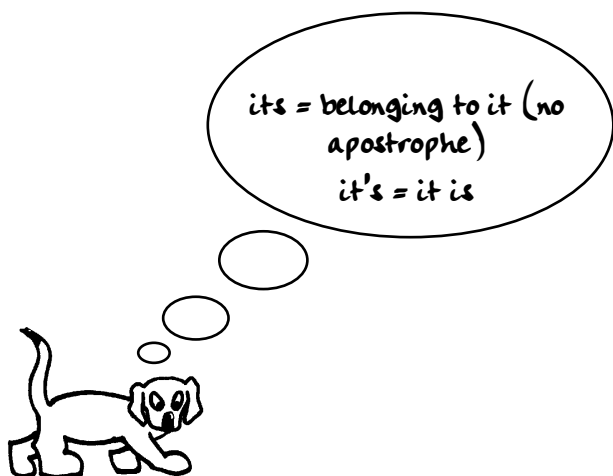
It's means **it is**. The apostrophe shows that the **i** of **is** is missing.

It's raining again.
I think **it's** a good party.



2 Fill in the gaps in these sentences.

- a I suppose ____ only fair that you come too.
- b Oh look, ____ turning cloudy.
- c ____ a really good video you've bought.



3 Now fill in these gaps in these sentences with either **its** or **it's**.

- a Don't keep saying '____ not fair.'
- b The cat went back to ____ corner.
- c ____ too easy to say ____ someone else's job.
- d ____ up to you to sort out ____ problems.
- e She said that ____ starting was ____ worst point.
- f They say ____ nothing serious; ____ just one of those things.

LEAD, LED

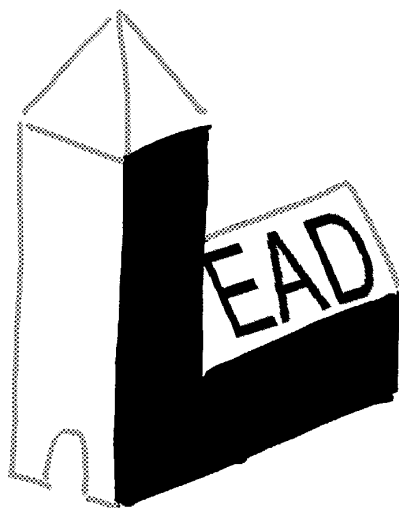
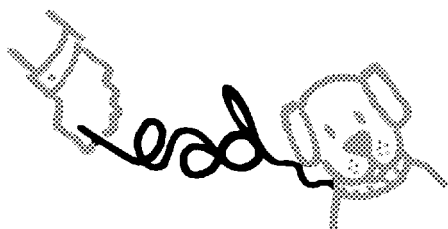
Lead – say it ‘leed’ – is **the opposite of follow**. It’s also what you use when walking the dog.

He can always **lead** people up the garden path.

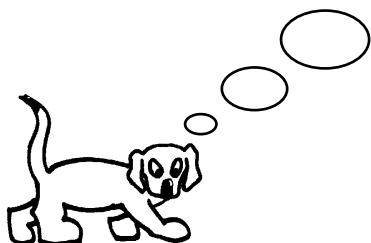
Rover tugged at the **lead**.

1 Fill in the gaps in these sentences.

- a ____ on; I’ll follow.
- b Take me to your ____er.
- c Our dog always fetches her ____ when she wants a walk.



lead - the opposite of follow
lead - what you use to take me for a walk
led - in the past
lead - metal



Led – say it ‘ledd’ – is **the past tense of lead**.

She **led** yesterday’s procession.

Martin **led** the way home.

2 Fill in the gaps in these sentences.

- a The Bishop ____ the Easter procession.
- b She really ____ him astray.
- c He ____ the winning team last weekend.

Then there’s **lead** – say it ‘ledd’. It’s a kind of **metal**.

The **lead** was on the church roof.

The model was made of **lead**.

3 Fill in the gaps in these sentences.

- a A pound of feathers weighs the same as a pound of ____.
- b The thieves stole the ____ from the window panes.
- c I don’t like using petrol that has ____ in it.

4 Now fill in the gaps in these sentences with either **led** or **lead**.

- a They ____ him gently away.
- b Put that dog on a ____.
- c The roof was covered in ____.
- d She began to ____ the group along the road that ____ to the sea.
- e This can only ____ to disaster.
- f I had been ____ to believe that we were in the ____.
- g The theft of the ____ ____ to the collapse of the roof.

NOT, KNOT

Not is **what things aren't**. Think of it as a thumbs-down.

not open
not present
not good

1 Fill in the gaps in these sentences.

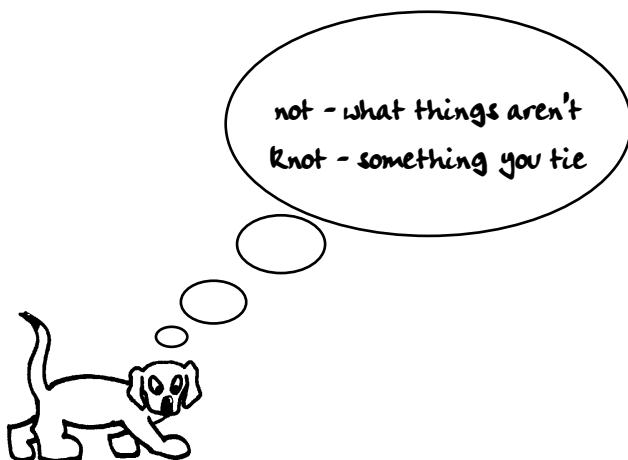
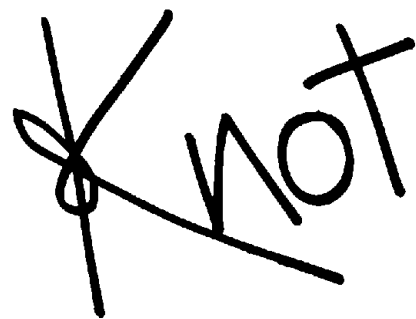
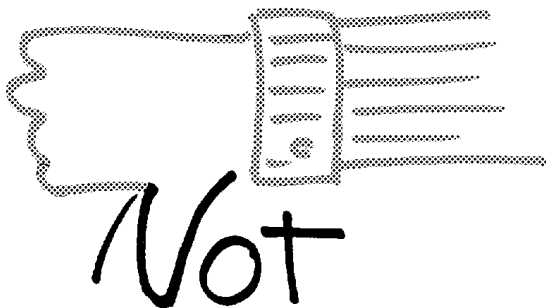
- a I'm ____ interested at all.
- b That car is just ____ safe.
- c Try ____ to be so stupid!

Knot is something you **tie**.

Make a **knot** with this string.
Only a firm **knot** will hold it.

2 Fill in the gaps in these sentences.

- a This ____ is coming loose.
- b When sailing, you use different kinds of ____ to tie sails down.
- c You can ____ this scarf in several different ways.



3 Now fill in the gaps in these sentences with either **not** or **knot**.

- a He was ____ there.
- b She had got herself tied up in ____s.
- c There was ____ a hope that the ____ would hold.
- d The string was ____ securely ____ed.
- e He tried ____ to worry, but his stomach was one huge ____.
- f It was a ____ty problem, but he was ____ going to be beaten by it.

— NO, KNOW, NOW —

No is the **opposite of yes**. It also means **not any**.

'No, I won't!'

There was **no** sign of Jenny.

1 Fill in the gaps in these sentences.

- a If he says ____, he means it.
- b ____ way!
- c That car has ____ wheels.

Know means **to be sure of, to recognise** or **to be acquainted with**.

I **know** you did it.

To **know** him is to love him.

2 Fill in the gaps in these sentences.

- a I ____ what you mean.
- b ____ing him as she does, she doesn't trust him.
- c You must ____ that you aren't going to get the job.

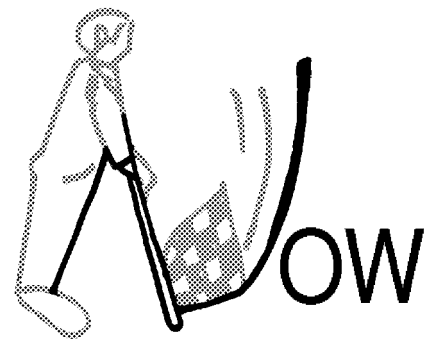
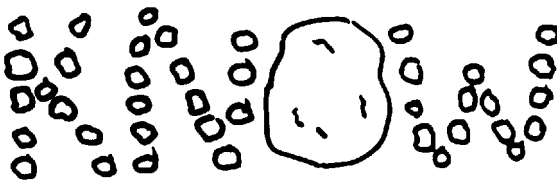
Now means **at this moment**. Think of it as an important time – like the end of a race.

Go for it, **now**!

Now see what you've made me do.

3 Fill in the gaps in these sentences.

- a If you get up ____, we'll just have time to go.
- b ____ that I know you, I trust you.
- c ____ look, this just isn't fair.



no - the opposite of yes
know - to be sure, recognise, be acquainted with
now - at this moment



4 Now fill in these gaps in these sentences with **no**, **know** or **now**.

- a I ____ just what you mean.
- b Absolutely ____ way, Kevin!
- c What do you ____ about it?
- d ____, I'm definitely not going.
- e I have ____ idea what it's like ____.
- f We ____ it isn't easy to say ____.
- g Then I was certain, but I don't ____.

OF, HAVE

Of and **have** may sound the same, but they don't mean the same.

Here are some ways you can use **of**.

a member **of** the club
a plank **of** wood
of course

Have is different. Here are some ways you can use **have**.

I **have** four skateboards.
We **have** to be there at four.
I **have** done it all myself.

COULD HAVE

SHOULD HAVE

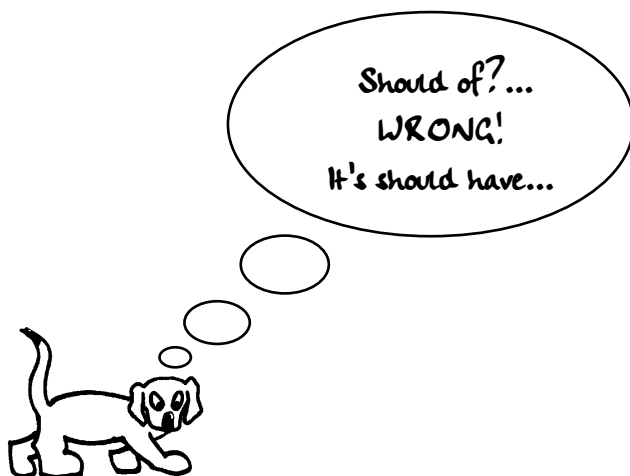
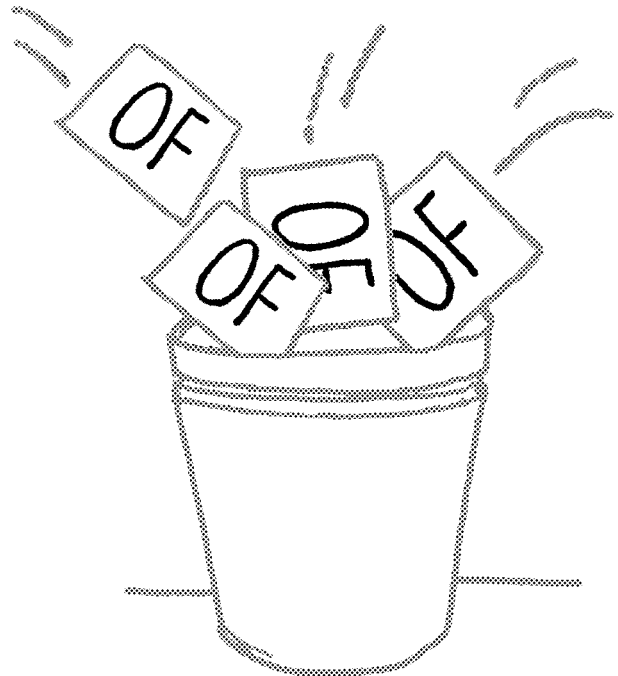
WOULD HAVE

It's easy to confuse **of** and **have**.

You say **could have** (not could of).
You say **should have** (not should of).
You say **would have** (not would of).

The sentences below are correct.

I **should have** done it myself.
Jim **would have** done it better.
I **could have** gone by bus.



1 Fill in the gaps in these sentences with either **of** or **have**.

- a They could ____ been perfect.
- b We should ____ gone there yesterday, ____ course.
- c Sharon would ____ been there if she hadn't missed the bus.
- d Any one ____ the people in this room could ____ taken it.
- e There's no reason why you should ____ stayed.
- f No one else would ____ done anything different.

OF, OFF

Of can be about **belonging**.

A brick is part **of** a wall.

It can also say **what's inside**.

He held a box **of** matches.

And it can **describe** something.

I'll have a pint **of** bitter.

1 Fill in the gaps in these sentences.

- a The Isle ____ Man is off the northwest coast of England.
- b Can I have a taste ____ your drink, please?
- c This wedding dress is made ____ satin.

Off is different. It's the **opposite of on**.

You fall **off** a yacht.

You take **off** a wheel.

If you're late for lunch, you'll find chips are **off**.

2 Fill in the gaps in these sentences.

- a Take ____ your coat if you're too hot.
- b I took the phone ____ the hook.
- c Karen jumped ____ the bank and into the water.

Ace of  clubs



*of - belonging... what's inside... describes
off - the opposite of on*



3 Now fill in the gaps in these sentences with either **of** or **off**.

- a ____ course I'll be there.
- b She fell ____ the horse.
- c He jumped out ____ his chair and took ____ his jacket.
- d The men fell ____ the table in a whirl ____ fists.
- e Nets kept flies out ____ the water and ____ the food.
- f Although he was full ____ worries he soon drifted ____ to sleep.

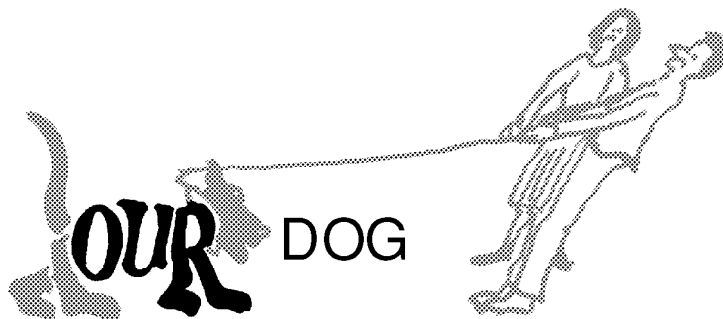
—OUR, ARE—

Our is what **belongs to us**.

We want **our** money back.
What about **our** rights?
We've lost **our** dog.

1 Fill in the gaps in these sentences.

- a When does ____ bus leave?
- b Where did you put ____ coats?
- c ____ plan is the best one.
- d She paid for ____ lunch.

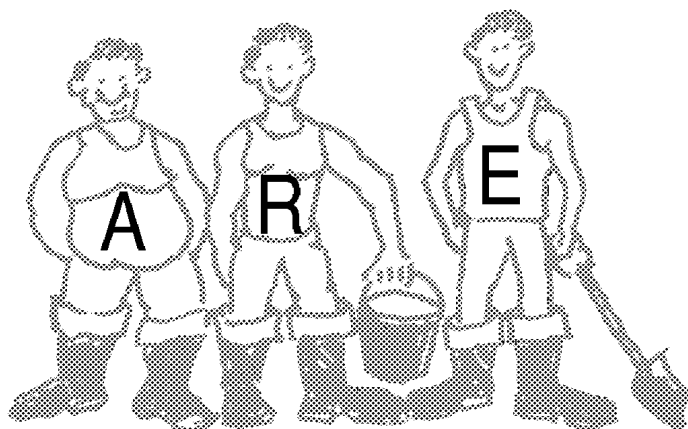


Use **are** in expressions such as **we are**, **you are**, **they are**, **people are** or **things are**.

The police **are** here.
Tracey and Sharon **are** leaving.
Are you coming tomorrow?

2 Fill in the gaps in these sentences.

- a They ____ all wearing wellies.
- b I don't think you ____ well today.
- c ____ you ready?
- d We ____ not sure that they belong to us.
- e Clark and Andy ____ walking there.



our - what belongs to us
are - for all the other meanings...



3 Now fill in the gaps in these sentences with either **our** or **are**.

- a We ____ sure ____ idea is the best.
- b ____ the garage people saying that ____ car is too old?
- c I'm not sure that the teachers ____ aware of ____ problems.
- d If you ____ unhappy, we can stay at ____ house.
- e ____ policies ____ quite clear.
- f We'll eat ____ breakfast before the shops ____ open.

QUIET, QUITE

Quiet means **not loud**. The **e** comes before the **t**.

John is **quiet** today.
That child is too **quiet**.

Add **ly** to make **quietly** – useful for saying **how** something sounds.

Speak **quietly** or you'll wake him.
Quietly, quietly.... gently, gently.

1 Fill in the gaps in these sentences.

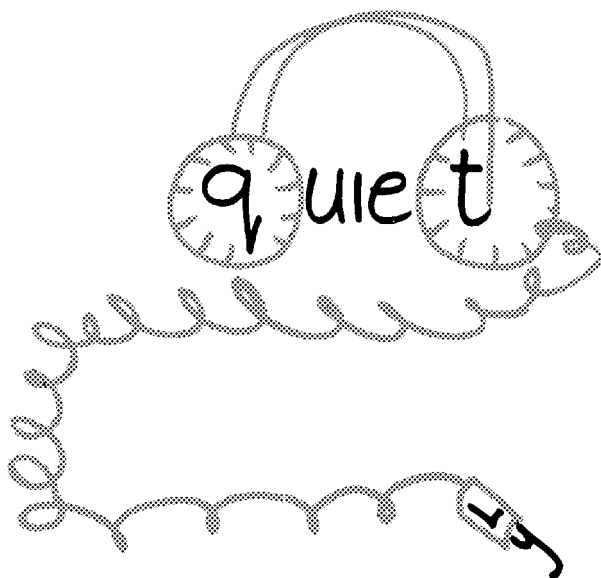
- a Play ____ music to help you relax.
- b She was talking very ____ly.
- c I feel in a ____ mood today.

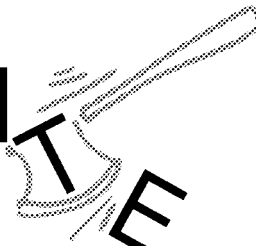
Quite is different. The **t** comes before the **e**. It means **completely**.

She was **quite** sure.

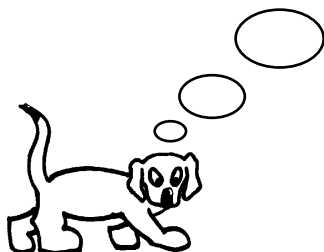
2 Fill in the gaps in these sentences.

- a I am ____ certain I am right.
- b That music is ____ deafeningly loud.
- c He's not ____ sure of himself.



NOT QUI TE

quiet - not loud
quite - completely



3 Now fill in the gaps in these sentences with either **quiet** or **quite**.

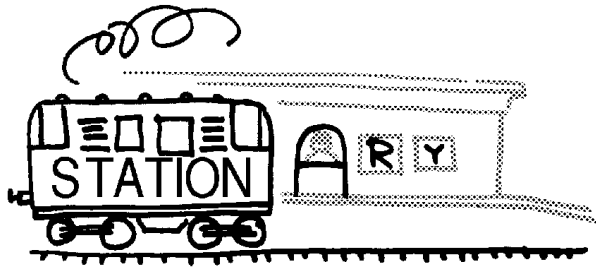
- a It was ____ in the woods.
- b Now he felt ____ exhausted.
- c The warehouse was deadly ____ and she was ____ terrified.
- d He was ____ sure that it was all ____ still.
- e ____ly he moved towards her: she was ____ asleep.
- f Although it was a Saturday the shops were ____ ____.

– STATIONARY, STATIONERY –

Stationary with **a** means **standing still**.
Think of a train or a car.

1 Fill in the gaps in these sentences.

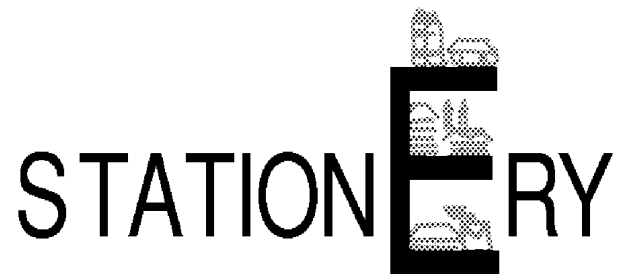
- a The car was ____ at the kerb.
- b Passengers should not open the doors until the train is ____.
- c ____ vehicles are liable to be clamped.



Stationery with **e** is **paper and envelopes**.

2 Fill in the gaps in these sentences.

- a Does anyone want any ____ ordered?
- b The ____ shop is next to the baker's.
- c If you want any envelopes, go to the ____ cupboard.



stationary - standing still
stationery - paper and envelopes



3 Now fill in the gaps in these sentences with either **stationary** or **stationery**.

- a The van was ____ outside the shop.
- b He bought ____ for the office.
- c The supermarket trolley full of ____ was ____ at the checkout.
- d He went to the ____ cupboard and thought 'I'm glad it's stopped moving'.
- e The ____ truck came to a halt outside the ____ shop.
- f Don't get out until the bus is ____.
- g The train was not quite ____ so he threw a box of ____ into the guard's van.

—THERE, THEY'RE, THEIR—

There can be used for three things.

to indicate a **place** – over **there**
to **point out** a thing or place – **there** is
to **comfort** someone – **there, there**

1 Fill in the gaps in these sentences.

- a I want to go ____.
- b He said softly, '____, ____.'
- c ____'s nothing to worry about.
- d What reasons are ____ for the problem?
- e He's down ____.

there

Their means **belonging to them**. Even though it shows belonging, it doesn't have an apostrophe.

They picked up **their** books.
The bear ate **their** lunch.

2 Fill in the gaps in these sentences.

- a ____ luggage had been lost.
- b She had taken ____ names.
- c He told them ____ jobs.
- d There was a sad look on ____ faces.

THEIR

They're is a short version of **they are**. The a is left out, and an apostrophe fills the gap.

They're coming after us.
I wonder if **they're** staying.

3 Fill in the gaps in these sentences.

- a ____ going to fail.
- b If ____ here, I'm going!
- c What ____ doing is dangerous.
- d ____ not leaving yet.

THEY'RE

A

4 Now complete these sentences with **there**, **they're** or **their**.

- a Look over ____.
- b ____ clothes were where they had left them.
- c The men were here yesterday but ____ not today.
- d They said ____ was no point in staying.
- e ____ getting closer: I can hear ____ voices.
- f She hugged him and said '____ ____; ____ is nothing we can do.'
- g Don't argue: I know ____ ____.



THERE'S, THEIRS

There's is short for **there is**. It has an apostrophe to show that the letter **i** is missing.

There's a lot of snow outside.

It can also mean **there has**.

There's been an accident.

Think of **there's** as two words shortened to one. That will help you tell which to use – **there's** or **theirs**.

1 Fill in the gaps in these sentences.

- a ____ no point in worrying.
- b I don't know if ____ a bus due.
- c They say ____ no news.
- d If ____ rain, I'll stay at home.

there has
ha

there has
there's

there's = there is
theirs = belonging to them



Theirs means something **belonging to them**. Even though it is about belonging, it doesn't have an apostrophe.

The party was **theirs**.

Yours is better than **theirs**.

2 Fill in the gaps in these sentences.

- a It was ____.
- b ____ was smaller.
- c I took it from my bag and put it in ____.
- d Ours was green; ____ was black.

theirs

3 Now complete these sentences with either **there's** or **theirs**.

- a ____ been an accident.
- b It's one of ____.
- c ____ no chance of getting ____ back.
- d I wonder if ____ anyone looking after ____.
- e ____ no more to be said: it's ____.
- f I know ____ a lot of money here, but it's all ____.

—THREW, THROUGH—

Threw is the past of **throw**.

He **threw** the ball high.

1 Fill in the gaps in these sentences.

- a Claire ____ the plate at him.
- b We ____ out all our old clothes yesterday.
- c The boss ____ the book at her for being late.



Through means going into something and **out the other side** – passing through.

They went **through** the tunnel.

2 Fill in the gaps in these sentences.

- a Go over the bridge and ____ the alleyway.
- b I wish I could get ____ this feeling of panic.
- c She's away from school ____ no fault of her own.



threw - the past of throw
through - out the other side...



3 Now complete these sentences with either **threw** or **through**.

- a She ____ up her hands in horror.
- b Somehow he got ____ the exam.
- c The attack ____ him off guard, and he longed to be ____ with it all.
- d He's a villain, ____ and ____.
- e She ____ the ball ____ the arch.
- f He climbed ____ the window and searched ____ the papers.

TO, TOO, TWO

To shows **direction**. It's a signpost.

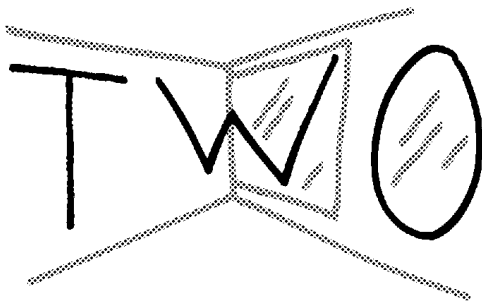
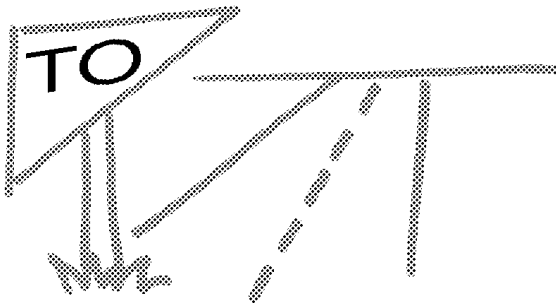
to the shop
to India

To also **introduces actions**.

I'm going **to** read a book.
She wanted **to** leave.

1 Fill in the gaps in these sentences.

- a He went ____ the match.
- b ____ stay would be dangerous.
- c I don't want ____ do it.
- d They travelled ____ the town.



Too is different. It means **as well**. Think of it as tying things together.

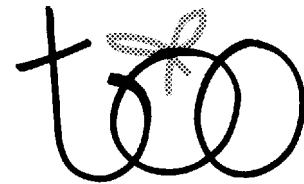
I'll come **too**.
He painted the door, **too**.

It also means **more than enough**.

This music is far **too** loud.

2 Fill in the gaps in these sentences.

- a It's ____ big.
- b Don't get ____ excited.
- c She was there ____.
- d It was all ____ much for him.



Two is the **number**. Use it only for writing the number.

It cost **two** pounds.
There were **two** of them.

3 Fill in the gaps in these sentences.

- a He said it ____ or three times.
- b ____ of them decided to go.
- c It cost ____ hundred pounds.
- d There are ____ hundred ways of doing it.

4 Now fill in the gaps in these sentences with **to**, **too** or **two**.

- a There were ____ sets of twins.
- b 'I don't' want ____,' cried the child.
- c 'There aren't ____ many of them left,' she said.
- d It's ____ early ____ decide now.
- e ____ the left, ____ figures crept forward.
- f I was ____ tired ____ be certain.
- g 'I'm coming ____,' shouted Salman.

WEAR, WHERE

Wear is what you do with **clothes**. It's also what happens to old things – they **wear out**.

Don't **wear** that dress; it's dirty.

Wearing black never suits me.

1 Fill in the gaps in these sentences.

- a What are you going to ____ today?
- b Does she honestly enjoy ____ school uniform?
- c ____ out those shoes quickly – they're out of fashion now.

Where is about **places**.

Where do you want to go?

This is **where** the action is.

2 Fill in the gaps in these sentences.

- a I have no idea ____ John is.
- b ____ on earth do you think you're going?
- c I know when they are going, but I don't know ____.

Wear

wear

where



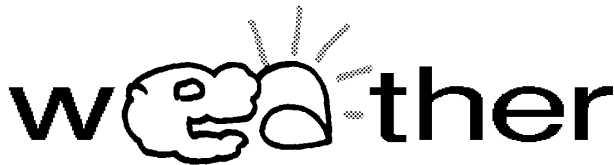
3 Now fill in the gaps in these sentences with either **wear** or **where**.

- a ____ have you been?
- b The clothes will soon ____ out.
- c She looked at ____ the river had started to ____ away the bridge.
- d It was a place ____ you could ____ what you liked.
- e ____'s the sense in ____ing something good?
- f The coat was ____ing out ____ the back joined the collar.

— WEATHER, WHETHER —

Weather is the stuff we moan about. Rain, snow, fog – and the odd day of sun.

- 1 Fill in the gaps in these sentences.
- a It's horrible ____ today.
 - b The ____ forecast says rain.
 - c Why is there always good ____ here?



Whether is about **choosing**. The word **or** usually appears later in a sentence where **whether** is used.

I don't know **whether** to get the bus or train.
He didn't know **whether** to ask or not.

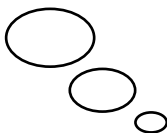
When the word **or** doesn't appear later in the sentence, **whether** usually means **if**.

I wonder **whether** he likes me.

- 2 Fill in the gaps in these sentences.
- a Ask her ____ she wants to be included.
 - b Tell him ____ you like him or not.
 - c I wish I knew ____ or not to agree.



weather - rain, snow....
whether - choosing, if



- 3 Now fill in the gaps in these sentences with either **weather** or **whether**.
- a I hope the ____ changes soon.
 - b She didn't know ____ or not to go.
 - c ____ or not the ____ held, he had to get out.
 - d He wondered ____ it was raining. British ____!
 - e ____ or not he succeeded depended on the ____.
 - f He didn't know ____ he could ____ the storm.

WHO'S, WHOSE

Who's is short for **who is**.

Who's going to tell her?
There's the man **who's** wearing trainers.

It can also mean **who has**.

Who's let the cat out?

1 Fill in the gaps in these sentences.

- a ____ coming with me?
- b She's the one ____ in black.
- c This is the man ____ taken the job.
- d We must find out ____ done this.

Whose shows **who owns** something. Even though it is about owning, it doesn't have an apostrophe.

Here's the man **whose** car it was.
Whose car is this?

2 Fill in the gaps in these sentences.

- a These are the women ____ bags were stolen.
- b ____ job is it?
- c I don't know ____ these shoes are.
- d It's the dog ____ leg is hurt.

who is

who's

who's

whose



3 Fill in the gaps in these sentences with either **whose** or **who's**.

- a ____ going to tell him?
- b ____ bike is that?
- c We know ____ coat it is, but ____ going to pay for it?
- d The men ____ car was outside asked ____ house it was.
- e '____ interested?' asked the man ____ house had been burgled.
- f ____ responsibility is this? ____ responsible?

YOUR, YOU'RE

Your shows something **belongs to you**. Even though it is about belonging, it doesn't have an apostrophe.

Your video is on the table.
Don't break **your** neck!

1 Fill in the gaps in these sentences.

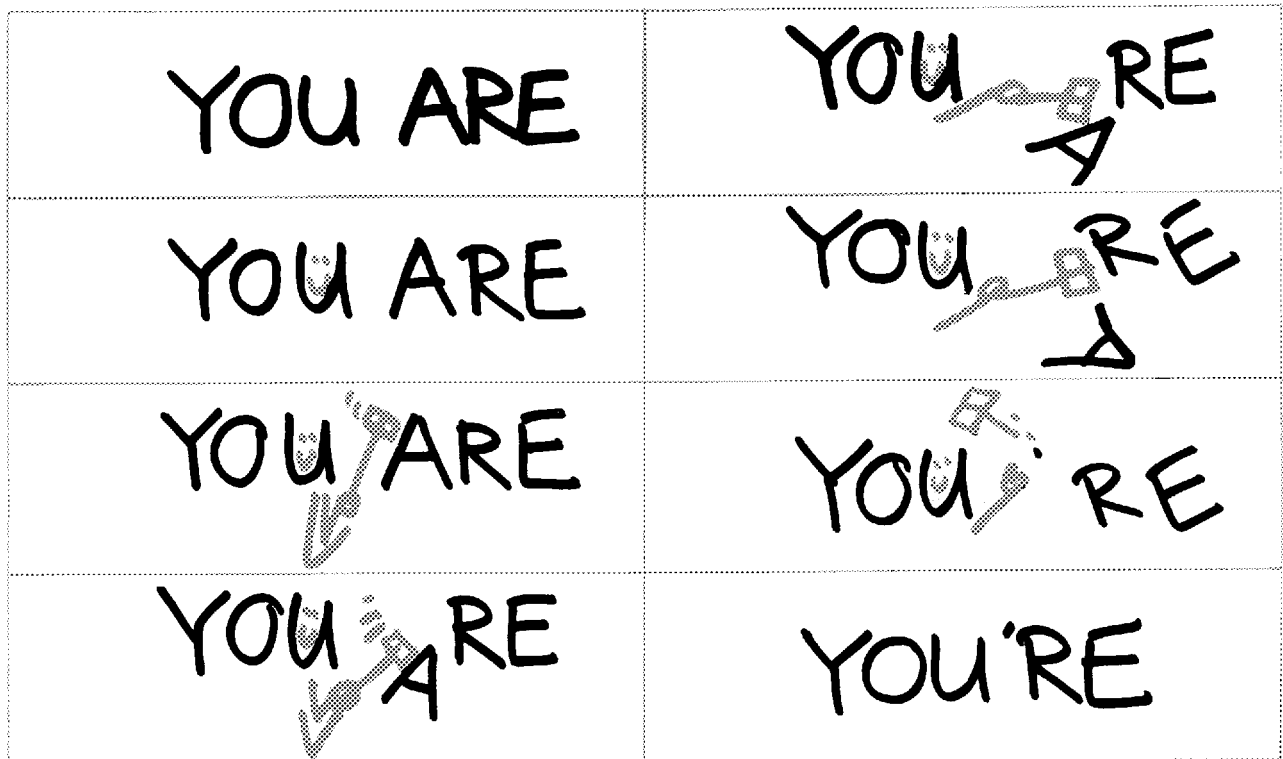
- a Watch ____ step.
- b ____ lunch is ready.
- c This is ____ decision.
- d Take this stamp and put it in ____ collection.

You're is a shortened form of **you are**. The apostrophe shows the **a** has been left out.

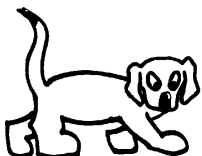
You're (you are) on your way.
I hope **you're** (you are) ready for this!

2 Fill in the gaps in these sentences.

- a ____ not going out tomorrow.
- b What do you think ____ doing?
- c It isn't that ____ unkind; you just don't think.
- d So ____ leaving tonight, are you?



Cut out the boxes in the illustrations. Staple them at the left edge. Now flick them through. You'll see one story of where the **a** went.



3 Now fill in the gaps in these sentences with either **your** or **you're**.

- a ____ friends are watching you.
- b ____ quite sure, are you?
- c I think ____ wasting ____ money.
- d Say ____ prayers Luigi; ____ going to need to!
- e There's a problem with ____ car, and ____ not to drive it.
- f I wonder where ____ going with ____ friends tomorrow.

Adult literacy core curriculum: The progression between capabilities

Entry level 1	Entry level 2	Entry level 3	Level 1	Level 2
<p>Speaking and listening At this level, adults can listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions</p> <p>speak to communicate basic information, feelings and opinions on familiar topics</p> <p>engage in discussion with another person in a familiar situation about familiar topics</p> <p>Reading At this level, adults can read and understand short texts with repeated language patterns on familiar topics</p> <p>read and obtain information from common signs and symbols</p> <p>Writing At this level, adults can write to communicate information to an intended audience</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions</p> <p>speak to communicate information, feelings and opinions on familiar topics</p> <p>engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics</p> <p>Reading At this level, adults can read and understand short, straightforward texts on familiar topics</p> <p>read and obtain information from short documents, familiar sources and signs and symbols</p> <p>Writing At this level, adults can write to communicate information with some awareness of the intended audience</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone</p> <p>speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone</p> <p>engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics</p> <p>Reading At this level, adults can read and understand short, straightforward texts on familiar topics accurately and independently</p> <p>read and obtain information from everyday sources</p> <p>Writing At this level, adults can write to communicate information and opinions with some adaptation to the intended audience</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context</p> <p>speak to communicate information, ideas and opinions adapting speech and content to take account of the listener(s) and medium</p> <p>engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p> <p>Reading At this level, adults can read and understand straightforward texts of varying length on a variety of topics accurately and independently</p> <p>read and obtain information from different sources</p> <p>Writing At this level, adults can write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience</p>	<p>Speaking and listening At this level, adults can listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p> <p>speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation</p> <p>engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p> <p>Reading At this level, adults can read and understand a range of texts of varying complexity accurately and independently</p> <p>read and obtain information of varying length and detail from different sources</p> <p>Writing At this level, adults can write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience</p>

Adult literacy core curriculum cross-reference

- 1 I AND E **Vocabulary, word recognition and phonics:** Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; **Spelling and handwriting:** Ww/E2.2 Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner; Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings
- 2 I AND E EXCEPTIONS **Vocabulary, word recognition and phonics:** Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; **Spelling and handwriting:** Ww/E2.2 Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner; Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings
- 3 PLURALS WITH S **Spelling and handwriting:** Ww/E2.2 Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar
- 4 PLURALS WITHOUT S **Spelling and handwriting:** Ww/E2.2 Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar
- 5 ADDING ABLE, IBLE, UBLE **Vocabulary, word recognition and phonics:** Rw/L1.1 Use reference material to find the meaning of unfamiliar words; Rw/L1.2 Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; **Spelling and handwriting:** Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner
- 6 ADDING ING **Grammar and punctuation:** Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words, nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; **Grammar and punctuation:** Ws/E3.1 Write in complete sentences; Ws/E3.2 Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement); Ws/L1.2 Use correct grammar
- 7 ADDING LY **Vocabulary, word recognition and phonics:** Rw/L1.1 Use reference material to find the meaning of unfamiliar words; Rw/L1.2 Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; **Spelling and handwriting:** Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; **Grammar and punctuation:** Ws/E3.2 Use correct basic grammar
- 8 NEGATIVES **Spelling and handwriting:** Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner
- 9 OPPOSITES **Spelling and handwriting:** Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner

Adult literacy core curriculum cross-reference

10 APOSTROPHES	Grammar and punctuation: Ws/L1.2 Use correct grammar (e.g. subject–verb agreement, correct use of tense); Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
11 USING N'T	Grammar and punctuation: Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
12 OWNING APOSTROPHES	Grammar and punctuation: Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
13 ACCEPT, EXCEPT, EXPECT	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
14 BOUGHT, BROUGHT	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
15 HERE, HEAR	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
16 ITS, IT'S	Vocabulary, word recognition and phonics: Rw/L1.1 Use reference material to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately
17 LEAD, LED	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
18 NOT, KNOT	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life;

Adult literacy core curriculum cross-reference

19 NO, KNOW, NOW	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
20 OF, HAVE	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words, nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning
21 OF, OFF	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words, nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning
22 OUR, ARE	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Rs/E3.2 Use implicit and explicit knowledge of different types of word (e.g. linking words, nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning; Ws/L2.3 Use pronouns so that their meaning is clear
23 QUIET, QUITE	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
24 STATIONARY, STATIONERY	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
25 THERE, THEY'RE, THEIR	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)

Adult literacy core curriculum cross-reference

26 THERE'S, THEIRS	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
27 THREW, THROUGH	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
28 TO, TOO, TWO	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
29 WEAR, WHERE	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
30 WEATHER, WHETHER	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life
31 WHO'S, WHOSE	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)
32 YOUR, YOU'RE	Vocabulary, word recognition and phonics: Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words; Rw/L1.3 Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings; Spelling and handwriting: Ww/E3.1 Spell correctly common words and relevant key words for work and special interest; Ww/E3.2 Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner; Ww/L1.1 Spell correctly words used most often in work, studies and daily life; Grammar and punctuation: Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear; Ws/L2.4 Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)