

## Phase 5 Week 1: Syllables

1. Write a sentence explaining what Open and Closed Syllables are.  
Use an example for each in your sentence.

VC CV  
nāp kīn

Open Syllable V CV Closed Syllable  
prē tēnd

|         |          |        |         |        |         |        |         |
|---------|----------|--------|---------|--------|---------|--------|---------|
| dentist | shaken   | velvet | blanket | magnet | pretend | comet  | student |
| silent  | splendid | music  | token   | finish | spiky   | tandem | lemon   |

2. Read the words in the table above.  
a) Split each of the words into 2 syllables (show the patterning and coding)  
b) Write if the first syllable is Open or Closed.

|         |         |           |
|---------|---------|-----------|
| anxious | anxiety | difficult |
|---------|---------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write 3 sentences - one for each Heart Word.
- Ensure your sentence makes sense and that it has a conjunction and an adjective.
  - COPS your work and focus on correct letter formation.

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## Phase 5 Week 2: -ic and -ick

|        |           |           |        |          |         |
|--------|-----------|-----------|--------|----------|---------|
| picnic | stick     | basic     | chick  | athletic | static  |
| flick  | fantastic | bombastic | tragic | Atlantic | plastic |

1. Read the words in the table, and:
  - a) Write them in your book in a list.
  - b) Next to each word, write a new word with the same base, but adding a vowel suffix (-ed, -ing, -y). If you can't find a vowel suffix that makes sense, add consonant suffix -ly.  
\*\*Careful to check your spelling.

|           |         |         |         |
|-----------|---------|---------|---------|
| necessary | America | anxious | anxiety |
|-----------|---------|---------|---------|

2. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write 3 interesting sentences using as many -ic and -ick words as you can. Make sure the highlighted heart words are included as well.  
Use as many adjectives as you can to make your writing interesting. Underline the adjectives.  
COPS your work and focus on correct letter formation.

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COPS your work and focus on correct letter formation.

## Phase 5 Week 3: Soft c, g and ce

1. Write a sentence explaining when c and g make their soft sounds.

|         |         |           |         |        |         |
|---------|---------|-----------|---------|--------|---------|
| celery  | dance   | emergency | gentle  | cement | certain |
| giraffe | century | excite    | embrace | since  | giant   |

2. Read the words in the table, and then: write them in your book in 3 lists - c g -ce

|         |         |         |           |
|---------|---------|---------|-----------|
| million | billion | America | necessary |
|---------|---------|---------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.

Cecil's bicycle accident happened months ago, but he still pictured it a million times. One minute he was zipping to class; the next thing he knew, he was on the ground with a crowd of concerned people in a circle around him. It was certainly a good thing that Cecil had been wearing a helmet when his bike skidded on the recently poured cement. He did have to go to the Emergency Hospital, but he was OK in the end.

4. Read the story above.

- Underline the c, g and -ce words
- Rewrite the story from Cecil's perspective (using pronouns!).

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- Underline the c, g and -ce words
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## Phase 5 Week 4: -ge, -dge and -tch

1. Write a sentence explaining when we use the spellings -dge and -tch (hint - it's the same rule as -ff, -ll, -ss, -zz, and ck).

|       |         |        |        |        |         |
|-------|---------|--------|--------|--------|---------|
| huge  | patches | fridge | edges  | change | fudge   |
| catch | purge   | badges | switch | witch  | bridges |

2. Read the words in the table, and then write them in your book in 3 lists: **-ge -dge -tch**
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least one adjective for each noun. Underline the adjectives. Highlight the nouns. Remember to COPS your work.

|         |         |         |
|---------|---------|---------|
| million | billion | Celsius |
|---------|---------|---------|

4. Read the Heart words above. Tap the letter names on your arm 3 times and write them in your book 3 times each. Say the letter names as you write them.
5. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

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## Phase 5 Week 5: III Doubling Rule

1. Fill in the gaps to complete the III Doubling Rule. Write the whole rule in your book.  
When the base word has 1           , 1           , 1            after the vowel and we are adding a            suffix; we need to double the final consonant.

|      |       |      |       |      |
|------|-------|------|-------|------|
| run  | watch | jog  | sting | chop |
| jump | grin  | stop | fit   | task |

2. Write the words in the table above in a list on your page. Next to each word, write 3 more words using the same base. Two of the words must have a vowel suffix added, and one word will need a consonant suffix added. Use the III Doubling Rule when required!

|         |        |           |
|---------|--------|-----------|
| Celsius | vacuum | guarantee |
|---------|--------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
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## Phase 5 Week 6: Drop e Rule

1. Fill in the gaps to complete the Drop 'e' Rule. Write the whole rule in your book.

We drop the e when adding a            suffix.

We keep the e when adding a            suffix.

|       |        |       |       |       |
|-------|--------|-------|-------|-------|
| brave | shape  | quote | globe | prune |
| glide | stripe | theme | shine | trade |

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|        |           |            |        |
|--------|-----------|------------|--------|
| vacuum | guarantee | restaurant | recipe |
|--------|-----------|------------|--------|

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## Phase 5 Week 7: Change 'y' to 'i' Rules

- Copy the Change 'y' to 'i' rules into your book.

|                                                                                                   |                                                                         |                                                                                                                                      |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONSONANT y + ANY SUFFIX</b><br>CHANGE y to i<br>ADDING SUFFIX -S<br>CHANGE y to i and add -es | <b>VOWEL y + ANY SUFFIX</b><br>JUST ADD<br>ADDING SUFFIX -S<br>JUST ADD | ie endings<br>ADDING SUFFIX -S<br>JUST ADD<br>ADDING -ED<br>DROP THE E and add -ed<br>ADDING -ING<br>CHANGE THE ie to y and add -ing |
| <b>CONSONANT y or VOWEL y + -ing</b><br>JUST ADD                                                  |                                                                         |                                                                                                                                      |

|       |       |       |      |       |
|-------|-------|-------|------|-------|
| worry | tie   | reply | bury | hurry |
| study | empty | copy  | die  | carry |

- Write the words in the table above in a list on your page. Next to each word, write 3 more words using the same base. 2 of the words must have a vowel suffix added, and one word will need a consonant suffix added. Remember to use the Change 'y' to 'i' Rules when required!

|            |        |          |         |
|------------|--------|----------|---------|
| restaurant | recipe | scissors | soldier |
|------------|--------|----------|---------|

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| <b>CONSONANT y or VOWEL y + -ing</b><br>JUST ADD                                                  |                                                                         |                                                                                                                                      |

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## Phase 5 Week 8: 2-1-1 Doubling Rule

1. Fill in the gaps to complete the 2-1-1 Doubling Rule. Write the whole rule in your book.  
When the base word has 2 \_\_\_\_\_, 1 \_\_\_\_\_, 1 \_\_\_\_\_ after the vowel and the accent is on the \_\_\_\_\_ syllable, and we are adding a \_\_\_\_\_ suffix, we need to double the final consonant.  
If a 2-1-1 word ends in the letter \_\_\_\_\_, we just always double.

|           |            |            |              |           |
|-----------|------------|------------|--------------|-----------|
| beginning | forgetting | controlled | transmitting | regretted |
| compelled | occurring  | happening  | suffered     | limited   |

2. Write the words in the table above in a list on your page.
- Highlight the accented syllable in each word and underline the doubled letters
  - Next to each word, write its word sum (begin + ing = beginning)
  - Explain in a sentence why the last 3 words don't match the rest

|          |         |          |            |
|----------|---------|----------|------------|
| scissors | soldier | sergeant | lieutenant |
|----------|---------|----------|------------|

3. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
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## Phase 5 Week 9: All Suffixing Rules Revision

1. Write a sentence explaining what suffixing rules are and why it is important to know them.

|           |         |            |          |           |
|-----------|---------|------------|----------|-----------|
| stinging  | hurried | controlled | tasked   | stripy    |
| compelled | braver  | died       | worrying | happening |

2. Write the words in the table above in a list on your page. Next to the word, write which suffixing rule has been applied, and give one more example word where this rule applies.

|          |            |         |        |
|----------|------------|---------|--------|
| sergeant | lieutenant | colonel | bureau |
|----------|------------|---------|--------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
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## Phase 5 Week 10: Schwa a, e, o and u

1. Write a sentence explaining what 'schwa' means.

|          |            |           |           |          |        |
|----------|------------|-----------|-----------|----------|--------|
| alphabet | singular   | permanent | customer  | manager  | occupy |
| balcony  | instrument | enemy     | porcupine | absolute | comedy |

2. Read the words in the table and then write them in a list in your book. Next to the word, break it up into syllables. Underline the schwa vowel in the middle. (ar - gu - ment)
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least one adjective for each noun. Underline the adjectives. Highlight the nouns. Don't forget to COPS your work.

|         |        |          |         |
|---------|--------|----------|---------|
| colonel | bureau | nuisance | foreign |
|---------|--------|----------|---------|

4. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
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## Phase 5 Week II: -ary

|          |           |           |            |            |
|----------|-----------|-----------|------------|------------|
| February | primary   | library   | imaginary  | stationary |
| boundary | customary | temporary | vocabulary | diary      |

1. Read the words in the table and highlight the ending '-ary'. Write them in a list in your book, and next to each word, write a brief meaning. It should be a short sentence IN YOUR OWN WORDS (not from the dictionary or AI!)
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective for each noun. Underline the adjectives. Highlight the nouns. Don't forget to COPS your work.

|          |         |           |           |
|----------|---------|-----------|-----------|
| nuisance | foreign | spaghetti | chocolate |
|----------|---------|-----------|-----------|

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|          |           |           |            |            |
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|          |         |           |           |
|----------|---------|-----------|-----------|
| nuisance | foreign | spaghetti | chocolate |
|----------|---------|-----------|-----------|

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## Phase 5 Week 12: -ory

1. Write a sentence explaining what schwa means.

|         |            |         |            |           |
|---------|------------|---------|------------|-----------|
| history | territory  | sensory | compulsory | directory |
| victory | laboratory | ivory   | advisory   | factory   |

2. Read the words in the table and highlight the ending '-ory'. Write them in a list in your book, and next to each word, write a brief meaning. It should be a short sentence IN YOUR OWN WORDS (not from the dictionary or AI!)
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|           |           |        |        |
|-----------|-----------|--------|--------|
| spaghetti | chocolate | region | career |
|-----------|-----------|--------|--------|

4. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
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| history | territory  | sensory | compulsory | directory |
| victory | laboratory | ivory   | advisory   | factory   |

2. Read the words in the table and highlight the ending '-ory'. Write them in a list in your book, and next to each word, write a brief meaning. It should be a short sentence IN YOUR OWN WORDS (not from the dictionary or AI!)
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|           |           |        |        |
|-----------|-----------|--------|--------|
| spaghetti | chocolate | region | career |
|-----------|-----------|--------|--------|

4. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
5. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.



## Phase 5 Week 13: -ery

1. Research if other languages also have the schwa sound. Write a sentence explaining.

|         |         |           |         |            |
|---------|---------|-----------|---------|------------|
| mystery | gallery | machinery | misery  | stationery |
| nursery | bakery  | discovery | lottery | celery     |

2. Read the words in the table and highlight the ending '-ery'. Write them in a list in your book, and next to each word, write a brief meaning. It should be a short sentence IN YOUR OWN WORDS (not from the dictionary or AI!)
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|        |        |          |          |
|--------|--------|----------|----------|
| region | career | business | campaign |
|--------|--------|----------|----------|

4. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
5. Write a short paragraph about a business campaign in your region. Explain how it could help someone build a career. Underline the Heart Words and circle 3 adjectives. Don't forget to COPS your work.

## Phase 5 Week 13: -ery

1. Research if other languages also have the schwa sound. Write a sentence explaining.

|         |         |           |         |            |
|---------|---------|-----------|---------|------------|
| mystery | gallery | machinery | misery  | stationery |
| nursery | bakery  | discovery | lottery | celery     |

2. Read the words in the table and highlight the ending '-ery'. Write them in a list in your book, and next to each word, write a brief meaning. It should be a short sentence IN YOUR OWN WORDS (not from the dictionary or AI!)
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|        |        |          |          |
|--------|--------|----------|----------|
| region | career | business | campaign |
|--------|--------|----------|----------|

4. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
5. Write a short paragraph about a business campaign in your region. Explain how it could help someone build a career. Underline the Heart Words and circle 3 adjectives. Don't forget to COPS your work.

## Phase 5 Week 14: sch

|           |           |             |          |          |
|-----------|-----------|-------------|----------|----------|
| schnitzel | schnauzer | schnozzle   | schmooze | school   |
| scheme    | schwa     | scholarship | schtick  | schedule |

- Read the words in the table and highlight the 'sch'. Not all words have 'sch' making the same sound. Write the words in a list in your book. Next to each word, write:
  - The sound that the 'sch' is making
  - Where the word originated.
  - A brief meaning (in your own words)
 Example: Schnozzle (sh) is a German word meaning "nose".

|          |          |           |         |
|----------|----------|-----------|---------|
| business | campaign | orchestra | company |
|----------|----------|-----------|---------|

- Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
- Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 14: sch

|           |           |             |          |          |
|-----------|-----------|-------------|----------|----------|
| schnitzel | schnauzer | schnozzle   | schmooze | school   |
| scheme    | schwa     | scholarship | schtick  | schedule |

- Read the words in the table and highlight the 'sch'. Not all words have 'sch' making the same sound. Write the words in a list in your book. Next to each word, write:
  - The sound that the 'sch' is making
  - Where the word originated.
  - A brief meaning (in your own words)
 Example: Schnozzle (sh) is a German word meaning "nose".

|          |          |           |         |
|----------|----------|-----------|---------|
| business | campaign | orchestra | company |
|----------|----------|-----------|---------|

- Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
- Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 15: -cial and -tial

|           |         |            |           |             |
|-----------|---------|------------|-----------|-------------|
| special   | partial | artificial | impartial | beneficial  |
| essential | crucial | sequential | financial | substantial |

1. Read the words in the table and highlight the '-cial' or '-tial' endings. Write them in 2 lists in your book based on their ending spelling. Next to each word, write a brief meaning IN YOUR OWN WORDS (not from the dictionary or AI!)
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|           |         |            |          |
|-----------|---------|------------|----------|
| orchestra | company | appreciate | familiar |
|-----------|---------|------------|----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write 2 sentences using the Heart Words, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 15: -cial and -tial

|           |         |            |           |             |
|-----------|---------|------------|-----------|-------------|
| special   | partial | artificial | impartial | beneficial  |
| essential | crucial | sequential | financial | substantial |

1. Read the words in the table and highlight the '-cial' or '-tial' endings. Write them in 2 lists in your book based on their ending spelling. Next to each word, write a brief meaning IN YOUR OWN WORDS (not from the dictionary or AI!)
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|           |         |            |          |
|-----------|---------|------------|----------|
| orchestra | company | appreciate | familiar |
|-----------|---------|------------|----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write 2 sentences using the Heart Words, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 16: -cious and -tious

|          |             |            |            |           |
|----------|-------------|------------|------------|-----------|
| precious | gracious    | nutritious | tenacious  | ambitious |
| cautious | scrumptious | suspicious | infectious | vicious   |

1. Read the words in the table and highlight the 'cious' or 'tious' endings. Write them in 2 lists in your book based on their ending spelling. Next to each word, write the base word and a brief meaning IN YOUR OWN WORDS. Example: Spacious: Base word - space. A room is spacious if it has a lot of space.

|            |          |         |            |
|------------|----------|---------|------------|
| appreciate | familiar | breathe | sufficient |
|------------|----------|---------|------------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 16: -cious and -tious

|          |             |            |            |           |
|----------|-------------|------------|------------|-----------|
| precious | gracious    | nutritious | tenacious  | ambitious |
| cautious | scrumptious | suspicious | infectious | vicious   |

1. Read the words in the table and highlight the 'cious' or 'tious' endings. Write them in 2 lists in your book based on their ending spelling. Next to each word, write the base word and a brief meaning IN YOUR OWN WORDS. Example: Spacious: Base word - space. A room is spacious if it has a lot of space.

|            |          |         |            |
|------------|----------|---------|------------|
| appreciate | familiar | breathe | sufficient |
|------------|----------|---------|------------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 17: cc (k)

|         |          |          |               |           |
|---------|----------|----------|---------------|-----------|
| hiccup  | occasion | accuse   | piccolo       | moccasins |
| account | soccer   | broccoli | accommodation | buccaneer |

1. Read the words in the table and highlight the 'cc'. Write them in a list in your book, and next to each word, write the word broken into its syllables and a brief meaning IN YOUR OWN WORDS (not from the dictionary or AI!).

|         |            |          |            |
|---------|------------|----------|------------|
| breathe | sufficient | cemetery | exhibition |
|---------|------------|----------|------------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph that uses all 4 Heart Words. Use at least 1 adjective and 1 adverb in each sentence. Highlight the adjectives and adverbs. Don't forget to COPS your work.

## Phase 5 Week 17: cc (k)

|         |          |          |               |           |
|---------|----------|----------|---------------|-----------|
| hiccup  | occasion | accuse   | piccolo       | moccasins |
| account | soccer   | broccoli | accommodation | buccaneer |

1. Read the words in the table and highlight the 'cc'. Write them in a list in your book, and next to each word, write the word broken into its syllables and a brief meaning IN YOUR OWN WORDS (not from the dictionary or AI!).

|         |            |          |            |
|---------|------------|----------|------------|
| breathe | sufficient | cemetery | exhibition |
|---------|------------|----------|------------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph that uses all 4 Heart Words. Use at least 1 adjective and 1 adverb in each sentence. Highlight the adjectives and adverbs. Don't forget to COPS your work.

## Phase 5 Week 18: Schwa -our

1. Write a sentence explaining what schwa means.

|         |         |        |        |           |
|---------|---------|--------|--------|-----------|
| odour   | harbour | rigour | savour | endeavour |
| flavour | honour  | rumour | colour | behaviour |

2. Read the words in the table and highlight the -our schwa ending sound. Write the words in a list in your book. Next to each word, write a statement about *you* using the word.  
Example: My favourite flavour of ice cream is chocolate.

3. COPS your work.

|          |            |           |          |
|----------|------------|-----------|----------|
| cemetery | exhibition | apparatus | mortgage |
|----------|------------|-----------|----------|

4. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
5. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 18: Schwa -our

1. Write a sentence explaining what schwa means.

|         |         |        |        |           |
|---------|---------|--------|--------|-----------|
| odour   | harbour | rigour | savour | endeavour |
| flavour | honour  | rumour | colour | behaviour |

2. Read the words in the table and highlight the -our schwa ending sound. Write the words in a list in your book. Next to each word, write a statement about *you* using the word.  
Example: My favourite flavour of ice cream is chocolate.

3. COPS your work.

|          |            |           |          |
|----------|------------|-----------|----------|
| cemetery | exhibition | apparatus | mortgage |
|----------|------------|-----------|----------|

4. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
5. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 19: sc (s)

|         |          |         |          |              |
|---------|----------|---------|----------|--------------|
| scenic  | scenario | scent   | scissors | incandescent |
| descend | muscle   | science | crescent | oscillate    |

1. Read the words in the table and highlight the 'sc'. Write them in a list in your book, and next to each word, write a sentence that includes the word and also shows its meaning. Make your sentences as entertaining as you can! Don't forget to COPS your work.

|           |          |            |          |
|-----------|----------|------------|----------|
| apparatus | mortgage | exaggerate | disguise |
|-----------|----------|------------|----------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a brief meaning of each Heart Word IN YOUR OWN WORDS (not from the dictionary or AI!). Don't forget to COPS your work.

## Phase 5 Week 19: sc (s)

|         |          |         |          |              |
|---------|----------|---------|----------|--------------|
| scenic  | scenario | scent   | scissors | incandescent |
| descend | muscle   | science | crescent | oscillate    |

1. Read the words in the table and highlight the 'sc'. Write them in a list in your book, and next to each word, write a sentence that includes the word and also shows its meaning. Make your sentences as entertaining as you can! Don't forget to COPS your work.

|           |          |            |          |
|-----------|----------|------------|----------|
| apparatus | mortgage | exaggerate | disguise |
|-----------|----------|------------|----------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a brief meaning of each Heart Word IN YOUR OWN WORDS (not from the dictionary or AI!). Don't forget to COPS your work.

## Phase 5 Week 20: st (s)

|             |        |           |         |         |
|-------------|--------|-----------|---------|---------|
| christening | pestle | bustle    | hasten  | moisten |
| whistle     | listen | Christmas | gristle | fasten  |

1. Read the words in the table and highlight the 'st'. Write them in a list in your book, and next to each word, write something about a spelling rule from the word. You might notice a consonant -le pattern, a base word +suffix pattern, an open or closed syllable or something else you have learnt in your Playberry Laser lessons.

|            |          |           |          |
|------------|----------|-----------|----------|
| exaggerate | disguise | encourage | casualty |
|------------|----------|-----------|----------|

2. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph that uses all 4 Heart Words. Use at least 1 adjective and 1 adverb in each sentence. Highlight the adjectives and adverbs. Don't forget to COPS your work.

## Phase 5 Week 20: st (s)

|             |        |           |         |         |
|-------------|--------|-----------|---------|---------|
| christening | pestle | bustle    | hasten  | moisten |
| whistle     | listen | Christmas | gristle | fasten  |

1. Read the words in the table and highlight the 'st'. Write them in a list in your book, and next to each word, write something about a spelling rule from the word. You might notice a consonant -le pattern, a base word +suffix pattern, an open or closed syllable or something else you have learnt in your Playberry Laser lessons.

|            |          |           |          |
|------------|----------|-----------|----------|
| exaggerate | disguise | encourage | casualty |
|------------|----------|-----------|----------|

2. Read the Heart words above. Use the method you used in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph that uses all 4 Heart Words. Use at least 1 adjective and 1 adverb in each sentence. Highlight the adjectives and adverbs. Don't forget to COPS your work.

## Phase 5 Week 21: gu (g)

|       |          |            |        |            |
|-------|----------|------------|--------|------------|
| guard | guidance | guinea pig | guitar | guest      |
| guess | guilty   | guarantee  | guy    | guillotine |

1. Read the words in the table and highlight the 'gu'. Write them in a list in your book, and next to each word, write 2 more words with the same base. Highlight the prefixes or suffixes you add. Example: guard guard**ing** guard**s**
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective and one adverb to each sentence. Underline the adjectives and adverbs. Highlight the nouns and adjectives. Remember to COPS your work.

|           |          |         |           |
|-----------|----------|---------|-----------|
| encourage | casualty | boulder | catalogue |
|-----------|----------|---------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what boulder means.' Remember to COPS your work.

## Phase 5 Week 21: gu (g)

|       |          |            |        |            |
|-------|----------|------------|--------|------------|
| guard | guidance | guinea pig | guitar | guest      |
| guess | guilty   | guarantee  | guy    | guillotine |

1. Read the words in the table and highlight the 'gu'. Write them in a list in your book, and next to each word, write 2 more words with the same base. Highlight the prefixes or suffixes you add. Example: guard guard**ing** guard**s**
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective and one adverb to each sentence. Underline the adjectives and adverbs. Highlight the nouns and adjectives. Remember to COPS your work.

|           |          |         |           |
|-----------|----------|---------|-----------|
| encourage | casualty | boulder | catalogue |
|-----------|----------|---------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what boulder means.' Remember to COPS your work.

## Phase 5 Week 22: ui (fruit)

|       |        |          |         |
|-------|--------|----------|---------|
| suit  | cruise | nuisance | pursuit |
| fruit | juice  | recruit  | sluice  |

1. Read the words in the table and highlight the 'ui'. Write them in a list in your book, and next to each word, write 2 more words with the same base. Challenge: research 3 extra words for 'suit' and 'fruit'. Highlight the prefixes or suffixes you add. Example: juice, juicing, Beetlejuice
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective and one adverb to each sentence. Underline the adjectives and adverbs. Highlight the nouns and adjectives. Don't forget to COPS your work.

|         |           |             |         |
|---------|-----------|-------------|---------|
| boulder | catalogue | vaccination | amateur |
|---------|-----------|-------------|---------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 22: ui (fruit)

|       |        |          |         |
|-------|--------|----------|---------|
| suit  | cruise | nuisance | pursuit |
| fruit | juice  | recruit  | sluice  |

1. Read the words in the table and highlight the 'ui'. Write them in a list in your book, and next to each word, write 2 more words with the same base. Challenge: research 3 extra words for 'suit' and 'fruit'. Highlight the prefixes or suffixes you add. Example: juice, juicing, Beetlejuice
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective and one adverb to each sentence. Underline the adjectives and adverbs. Highlight the nouns and adjectives. Don't forget to COPS your work.

|         |           |             |         |
|---------|-----------|-------------|---------|
| boulder | catalogue | vaccination | amateur |
|---------|-----------|-------------|---------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 23: Silent Letters

|         |         |           |           |
|---------|---------|-----------|-----------|
| gnocchi | wriggle | plumber   | glisten   |
| sword   | knuckle | transcend | columnist |

1. Read the words in the table and highlight the silent letters in each word. Write them in a list in your book. Next to the word, write 2 more words with the same silent letter grapheme.
2. Write a short paragraph using as many of the words as you can. Highlight the silent letters. Don't forget to **COPS** your work.

|             |         |           |               |
|-------------|---------|-----------|---------------|
| vaccination | amateur | conscious | conscientious |
|-------------|---------|-----------|---------------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what amateur means.' Remember to **COPS** your work.

## Phase 5 Week 23: Silent Letters

|         |         |           |           |
|---------|---------|-----------|-----------|
| gnocchi | wriggle | plumber   | glisten   |
| sword   | knuckle | transcend | columnist |

1. Read the words in the table and highlight the silent letters in each word. Write them in a list in your book. Next to the word, write 2 more words with the same silent letter grapheme.
2. Write a short paragraph using as many of the words as you can. Highlight the silent letters. Don't forget to **COPS** your work.

|             |         |           |               |
|-------------|---------|-----------|---------------|
| vaccination | amateur | conscious | conscientious |
|-------------|---------|-----------|---------------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what amateur means.' Remember to **COPS** your work.

## Phase 5 Week 24: -eer -ier

1. Research if other languages also have the schwa sound. Write a sentence explaining.

|          |        |           |            |             |
|----------|--------|-----------|------------|-------------|
| engineer | fierce | gondolier | puppeteer  | pier        |
| cashier  | career | reindeer  | chandelier | mountaineer |

2. Read the words in the table and highlight the 'eer' and 'ier' endings. Write them in 2 lists in your book according to their 'eer' and 'ier' spellings.
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|           |               |           |         |
|-----------|---------------|-----------|---------|
| conscious | conscientious | hierarchy | liaison |
|-----------|---------------|-----------|---------|

4. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.

Write a brief meaning of each of the 4 Heart Words. It should be a short sentence IN YOUR OWN WORDS (not from the dictionary or AI!)

## Phase 5 Week 24: -eer -ier

1. Research if other languages also have the schwa sound. Write a sentence explaining.

|          |        |           |            |             |
|----------|--------|-----------|------------|-------------|
| engineer | fierce | gondolier | puppeteer  | pier        |
| cashier  | career | reindeer  | chandelier | mountaineer |

2. Read the words in the table and highlight the 'eer' and 'ier' endings. Write them in 2 lists in your book according to their 'eer' and 'ier' spellings.
3. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adverb for each verb. Underline the adverbs and highlight the verbs. Don't forget to COPS your work.

|           |               |           |         |
|-----------|---------------|-----------|---------|
| conscious | conscientious | hierarchy | liaison |
|-----------|---------------|-----------|---------|

4. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.

Write a brief meaning of each of the 4 Heart Words. It should be a short sentence IN YOUR OWN WORDS (not from the dictionary or AI!)

## Phase 5 Week 25: Silent p

|            |              |              |           |
|------------|--------------|--------------|-----------|
| psychic    | psychiatrist | psychology   | raspberry |
| psychiatry | pneumonia    | psychologist | cupboard  |

1. Read the words in the table and highlight the 'silent p' in each word. Write them in word families (there will be 3 words that don't have a family 😞).
2. Morphology Detective - find the meaning of these Greek Roots:
  - a. psychology - psych - meaning?
  - b. pseudonym - pseudo - meaning?
  - c. pneumonia - pneu - meaning?

|           |         |           |               |
|-----------|---------|-----------|---------------|
| hierarchy | liaison | miniature | questionnaire |
|-----------|---------|-----------|---------------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 25: Silent p

|            |              |              |           |
|------------|--------------|--------------|-----------|
| psychic    | psychiatrist | psychology   | raspberry |
| psychiatry | pneumonia    | psychologist | cupboard  |

1. Read the words in the table and highlight the 'silent p' in each word. Write them in word families (there will be 3 words that don't have a family 😞).
2. Morphology Detective - find the meaning of these Greek Roots:
  - a. psychology - psych - meaning?
  - b. pseudonym - pseudo - meaning?
  - c. pneumonia - pneu - meaning?

|           |         |           |               |
|-----------|---------|-----------|---------------|
| hierarchy | liaison | miniature | questionnaire |
|-----------|---------|-----------|---------------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what Celsius means.' Don't forget to COPS your work.

## Phase 5 Week 26: -et (bouquet)

|        |         |         |          |           |
|--------|---------|---------|----------|-----------|
| ballet | buffet  | cabaret | duvet    | torniquet |
| chalet | crochet | beret   | ricochet | valet     |

1. Read the words in the table and highlight the '-et' endings. Write them in a list in your book. Next to each word, write a brief meaning IN YOUR OWN WORDS (not from the dictionary or AI!)
2. Where do these words originate? (answer in a full sentence)
3. Write a short FUNNY paragraph using as many of these words as you can. Make it interesting and hilarious! Underline the '-et' ending words and circle the adjectives. Don't forget to COPS your work.

|           |               |           |           |
|-----------|---------------|-----------|-----------|
| miniature | questionnaire | principal | principle |
|-----------|---------------|-----------|-----------|

4. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
5. Write a sentence about a miniature questionnaire AND a sentence about a principal who had very interesting principles. Don't forget to COPS your work.

## Phase 5 Week 26: -et (bouquet)

|        |         |         |          |           |
|--------|---------|---------|----------|-----------|
| ballet | buffet  | cabaret | duvet    | torniquet |
| chalet | crochet | beret   | ricochet | valet     |

1. Read the words in the table and highlight the '-et' endings. Write them in a list in your book. Next to each word, write a brief meaning IN YOUR OWN WORDS (not from the dictionary or AI!)
2. Where do these words originate? (answer in a full sentence)
3. Write a short FUNNY paragraph using as many of these words as you can. Make it interesting and hilarious! Underline the '-et' ending words and circle the adjectives. Don't forget to COPS your work.

|           |               |           |           |
|-----------|---------------|-----------|-----------|
| miniature | questionnaire | principal | principle |
|-----------|---------------|-----------|-----------|

4. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
5. Write a sentence about a miniature questionnaire AND a sentence about a principal who had very interesting principles. Don't forget to COPS your work.

## Phase 5 Week 27: -it endings

|        |        |         |       |         |
|--------|--------|---------|-------|---------|
| habit  | debit  | benefit | unit  | inhabit |
| profit | credit | deposit | limit | exit    |

1. Read the words in the table and highlight the '-it' endings. Write them in a list in your book. Next to each word, write 3 more words using the same base but with added prefixes or suffixes. Use suffixing rules when required!

|           |           |         |         |
|-----------|-----------|---------|---------|
| principal | principle | biscuit | twelfth |
|-----------|-----------|---------|---------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph that uses all 4 Heart Words. Use at least 1 adjective and 1 adverb in each sentence. Highlight the Heart Words and underline the adjectives and adverbs. Don't forget to COPS your work.

## Phase 5 Week 27: -it endings

|        |        |         |       |         |
|--------|--------|---------|-------|---------|
| habit  | debit  | benefit | unit  | inhabit |
| profit | credit | deposit | limit | exit    |

1. Read the words in the table and highlight the '-it' endings. Write them in a list in your book. Next to each word, write 3 more words using the same base but with added prefixes or suffixes. Use suffixing rules when required!

|           |           |         |         |
|-----------|-----------|---------|---------|
| principal | principle | biscuit | twelfth |
|-----------|-----------|---------|---------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph that uses all 4 Heart Words. Use at least 1 adjective and 1 adverb in each sentence. Highlight the Heart Words and underline the adjectives and adverbs. Don't forget to COPS your work.

## Phase 5 Week 28: -et endings

|        |         |         |         |        |
|--------|---------|---------|---------|--------|
| basket | pocket  | trumpet | cricket | fidget |
| wallet | blanket | gadget  | planet  | closet |

1. Read the words in the table and highlight the '-et' endings. Write them in a list in your book. Next to each word, break it up into syllables. Underline the schwa vowel in the final syllable. (qui - et)
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective and one adverb to each sentence. Underline the adjectives and adverbs. Highlight the nouns and adjectives. Don't forget to COPS your work.

|         |         |            |           |
|---------|---------|------------|-----------|
| biscuit | twelfth | camouflage | lightning |
|---------|---------|------------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what camouflage means.' Don't forget to COPS your work.

## Phase 5 Week 28: -et endings

|        |         |         |         |        |
|--------|---------|---------|---------|--------|
| basket | pocket  | trumpet | cricket | fidget |
| wallet | blanket | gadget  | planet  | closet |

1. Read the words in the table and highlight the '-et' endings. Write them in a list in your book. Next to each word, break it up into syllables. Underline the schwa vowel in the final syllable. (qui - et)
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective and one adverb to each sentence. Underline the adjectives and adverbs. Highlight the nouns and adjectives. Don't forget to COPS your work.

|         |         |            |           |
|---------|---------|------------|-----------|
| biscuit | twelfth | camouflage | lightning |
|---------|---------|------------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what camouflage means.' Don't forget to COPS your work.

## Phase 5 Week 29: -ite endings

|           |          |          |           |           |
|-----------|----------|----------|-----------|-----------|
| favourite | polite   | granite  | hypocrite | appetite  |
| satellite | definite | dynamite | composite | exquisite |

1. Read the words in the table and highlight the '-ite' endings. Sort them into 2 lists based on how you say the final syllable and write them in your book. Next to each word, break it up into syllables. Underline the 'ite' ending. (op - po - site)
2. Write a sentence explaining the differences in the pronunciation of '-ite' in both sets of words.

|            |           |          |
|------------|-----------|----------|
| camouflage | lightning | parallel |
|------------|-----------|----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what parallel means.' Don't forget to COPS your work.

## Phase 5 Week 29: -ite endings

|           |          |          |           |           |
|-----------|----------|----------|-----------|-----------|
| favourite | polite   | granite  | hypocrite | appetite  |
| satellite | definite | dynamite | composite | exquisite |

1. Read the words in the table and highlight the '-ite' endings. Sort them into 2 lists based on how you say the final syllable and write them in your book. Next to each word, break it up into syllables. Underline the 'ite' ending. (op - po - site)
2. Write a sentence explaining the differences in the pronunciation of '-ite' in both sets of words.

|            |           |          |
|------------|-----------|----------|
| camouflage | lightning | parallel |
|------------|-----------|----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what parallel means.' Don't forget to COPS your work.

## Phase 5 Week 30: -ate endings

|          |           |             |              |            |
|----------|-----------|-------------|--------------|------------|
| climate  | private   | certificate | desperate    | vaccinate  |
| delicate | fortunate | accurate    | affectionate | illiterate |

1. Read the words in the table and highlight the '-ate' endings. Write them in a list in your book. Next to each word, break it up into syllables and write how many syllables it has. Underline the '-ate' ending. Example: ac - cu - mu - late (4 syllables)
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective for each noun. Underline the adjectives. Highlight the nouns. Don't forget to **COPS** your work.

|          |            |           |
|----------|------------|-----------|
| parallel | parliament | peninsula |
|----------|------------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a paragraph about a parliament of owls that live on the Yorke Peninsula and like to sit on the parallel power lines. Make it interesting by using adjectives and adverbs. You could even add a simile! Don't forget to **COPS** your work.

## Phase 5 Week 30: -ate endings

|          |           |             |              |            |
|----------|-----------|-------------|--------------|------------|
| climate  | private   | certificate | desperate    | vaccinate  |
| delicate | fortunate | accurate    | affectionate | illiterate |

1. Read the words in the table and highlight the '-ate' endings. Write them in a list in your book. Next to each word, break it up into syllables and write how many syllables it has. Underline the '-ate' ending. Example: ac - cu - mu - late (4 syllables)
2. Write 4 sentences using at least 2 list words in each sentence. Make your sentences interesting by adding at least 1 adjective for each noun. Underline the adjectives. Highlight the nouns. Don't forget to **COPS** your work.

|          |            |           |
|----------|------------|-----------|
| parallel | parliament | peninsula |
|----------|------------|-----------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a paragraph about a parliament of owls that live on the Yorke Peninsula and like to sit on the parallel power lines. Make it interesting by using adjectives and adverbs. You could even add a simile! Don't forget to **COPS** your work.

## Phase 5 Week 31: -ant endings

|          |           |           |          |            |
|----------|-----------|-----------|----------|------------|
| abundant | excellent | ignorant  | obedient | hesitant   |
| absent   | applicant | confident | fragrant | delinquent |

1. Read the words in the table and highlight the '-ant' and '-ent' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, write a brief IN YOUR OWN WORDS (not from the dictionary or AI!). Don't forget to COPS your work.

|           |            |         |        |
|-----------|------------|---------|--------|
| peninsula | parliament | pharaoh | pigeon |
|-----------|------------|---------|--------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write an interesting sentence for each Heart Word, making sure to show the word's meaning in the sentence. Each sentence must have an adjective, an adverb, and a conjunction. Don't forget to COPS your work.

## Phase 5 Week 31: -ant endings

|          |           |           |          |            |
|----------|-----------|-----------|----------|------------|
| abundant | excellent | ignorant  | obedient | hesitant   |
| absent   | applicant | confident | fragrant | delinquent |

1. Read the words in the table and highlight the '-ant' and '-ent' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, write a brief IN YOUR OWN WORDS (not from the dictionary or AI!). Don't forget to COPS your work.

|           |            |         |        |
|-----------|------------|---------|--------|
| peninsula | parliament | pharaoh | pigeon |
|-----------|------------|---------|--------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write an interesting sentence for each Heart Word, making sure to show the word's meaning in the sentence. Each sentence must have an adjective, an adverb, and a conjunction. Don't forget to COPS your work.

## Phase 5 Week 32: -ence and -ency endings

|           |             |          |              |            |
|-----------|-------------|----------|--------------|------------|
| audience  | consistency | agency   | absence      | difference |
| residency | frequency   | evidence | intelligence | decency    |

1. Read the words in the table and highlight the '-ence' and '-ency' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, write its base word (the morpheme with the most meaning in the word).

|         |        |           |         |
|---------|--------|-----------|---------|
| pharaoh | pigeon | pistachio | ukulele |
|---------|--------|-----------|---------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph about a pharaoh who loved eating pistachios, played the ukulele and had a pet pigeon. Make it interesting by using adjectives and adverbs. You could even add a simile! Don't forget to COPS your work.

## Phase 5 Week 32: -ence and -ency endings

|           |             |          |              |            |
|-----------|-------------|----------|--------------|------------|
| audience  | consistency | agency   | absence      | difference |
| residency | frequency   | evidence | intelligence | decency    |

1. Read the words in the table and highlight the '-ence' and '-ency' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, write its base word (the morpheme with the most meaning in the word).

|         |        |           |         |
|---------|--------|-----------|---------|
| pharaoh | pigeon | pistachio | ukulele |
|---------|--------|-----------|---------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a paragraph about a pharaoh who loved eating pistachios, played the ukulele and had a pet pigeon. Make it interesting by using adjectives and adverbs. You could even add a simile! Don't forget to COPS your work.

## Phase 5 Week 33: -ance and -ancy endings

|            |            |           |            |           |
|------------|------------|-----------|------------|-----------|
| acceptance | pregnancy  | clearance | infancy    | entrance  |
| vacancy    | appearance | occupancy | importance | hesitancy |

1. Read the words in the table and highlight the 'ance' and 'ancy' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, write its base word (the morpheme with the most meaning in the word).

|           |         |          |           |
|-----------|---------|----------|-----------|
| pistachio | ukulele | religion | religious |
|-----------|---------|----------|-----------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what ukulele means.' Don't forget to COPS your work.

## Phase 5 Week 33: -ance and -ancy endings

|            |            |           |            |           |
|------------|------------|-----------|------------|-----------|
| acceptance | pregnancy  | clearance | infancy    | entrance  |
| vacancy    | appearance | occupancy | importance | hesitancy |

1. Read the words in the table and highlight the 'ance' and 'ancy' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, write its base word (the morpheme with the most meaning in the word).

|           |         |          |           |
|-----------|---------|----------|-----------|
| pistachio | ukulele | religion | religious |
|-----------|---------|----------|-----------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence, e.g. do not write a sentence like 'I don't know what ukulele means.' Don't forget to COPS your work.

## Phase 5 Week 34: -ive endings

|         |           |
|---------|-----------|
| massive | fugitive  |
| active  | sensitive |

1. Read the words in the table and highlight the '-ive' endings. Write them in a list in your book. Add 6 more words with '-ive' endings to the list. Next to each word, break it up into syllables and write how many syllables it has. Underline the '-ive' ending.  
Example: mo - tive (2 syllables).

|          |           |        |        |
|----------|-----------|--------|--------|
| religion | religious | salary | simile |
|----------|-----------|--------|--------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence AND using a simile to help describe the word. Don't forget to COPS your work.

## Phase 5 Week 34: -ive endings

|         |           |
|---------|-----------|
| massive | fugitive  |
| active  | sensitive |

1. Read the words in the table and highlight the '-ive' endings. Write them in a list in your book. Add 6 more words with '-ive' endings to the list. Next to each word, break it up into syllables and write how many syllables it has. Underline the '-ive' ending.  
Example: mo - tive (2 syllables).

|          |           |        |        |
|----------|-----------|--------|--------|
| religion | religious | salary | simile |
|----------|-----------|--------|--------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write a sentence for each Heart Word, making sure to show the word's meaning in the sentence AND using a simile to help describe the word. Don't forget to COPS your work.

## Phase 5 Week 35: -ine endings

|          |         |
|----------|---------|
| engine   | routine |
| medicine | sardine |

1. Read the words in the table and highlight the '-ine' endings. Write them in a list in your book. Add 6 more words with '-ine' endings to the list. Next to each word, break it up into syllables and write how many syllables it has. Underline the '-ine' ending.

Example: mag - a - zine (3 syllables)

|        |        |        |        |
|--------|--------|--------|--------|
| salary | simile | accept | except |
|--------|--------|--------|--------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write 1 sentence that includes 'salary' and 'simile' and another sentence that includes 'accept' and 'except'. Make sure the meaning of each Heart Word is clear in your sentences. Don't forget to COPS your work.

## Phase 5 Week 35: -ine endings

|          |         |
|----------|---------|
| engine   | routine |
| medicine | sardine |

1. Read the words in the table and highlight the '-ine' endings. Write them in a list in your book. Add 6 more words with '-ine' endings to the list. Next to each word, break it up into syllables and write how many syllables it has. Underline the '-ine' ending.

Example: mag - a - zine (3 syllables)

|        |        |        |        |
|--------|--------|--------|--------|
| salary | simile | accept | except |
|--------|--------|--------|--------|

2. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
3. Write 1 sentence that includes 'salary' and 'simile' and another sentence that includes 'accept' and 'except'. Make sure the meaning of each Heart Word is clear in your sentences. Don't forget to COPS your work.

## Phase 5 Week 36: -ice and -ace endings

|         |            |         |         |         |
|---------|------------|---------|---------|---------|
| justice | terrace    | service | furnace | crevice |
| surface | apprentice | menace  | office  | preface |

1. Read the words in the table and highlight the '-ice' and '-ace' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, break it up into syllables and write how many syllables it has. Example: ap - pren - tice (3 syllables)
2. Write a sentence explaining what sound the 'i' and 'a' are making in the final syllable of these words.

|        |        |        |
|--------|--------|--------|
| accept | except | hooray |
|--------|--------|--------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence about how happy you are that this is your final homework task for Playberry Laser! Include each Heart Word in your sentence, and don't forget to COPS your work.

## Phase 5 Week 36: -ice and -ace endings

|         |            |         |         |         |
|---------|------------|---------|---------|---------|
| justice | terrace    | service | furnace | crevice |
| surface | apprentice | menace  | office  | preface |

1. Read the words in the table and highlight the '-ice' and '-ace' endings. Write them in 2 lists based on their ending spellings in your book. Next to each word, break it up into syllables and write how many syllables it has. Example: ap - pren - tice (3 syllables)
2. Write a sentence explaining what sound the 'i' and 'a' are making in the final syllable of these words.

|        |        |        |
|--------|--------|--------|
| accept | except | hooray |
|--------|--------|--------|

3. Read the Heart words above. Use the method you use in class to tap them, use your spelling voice or split them into syllables. Write them 3 times each.
4. Write a sentence about how happy you are that this is your final homework task for Playberry Laser! Include each Heart Word in your sentence, and don't forget to COPS your work.