



# Lexplore Intensive

## Marking Book

Light Blue Level



## Contents Page

Compound Words	.....	3 - 6
Contractions	.....	7 - 12
Homophones	.....	13-16
Tenses	.....	17
Present and Past Tense Exceptions	.....	18 - 21
Affixes: Suffixes and Prefixes	.....	22
Suffixes: -s, -es and Exceptions	.....	23
Suffixes: - ed	.....	24
Suffixes: - ing	.....	25
Suffixes: - er	.....	26
Suffixes: - est	.....	27
Suffixes: - ful	.....	28
Suffixes: - -ly and -y	.....	29
Suffixes: - ment	.....	30
Suffixes: - ness	.....	31
Prefixes: un-	.....	32
Prefixes: re-	.....	33
Prefixes: pre-	.....	34



Prefixes: dis-	.....	35
Prefixes: im-	.....	36
Prefixes: non-	.....	37
Prefixes: mis-	.....	38
Prefixes: in-	.....	39
Prefixes: dis-	.....	40
High Frequency and Sticky Tricky Words	.....	41 - 47
Spellings	.....	48 - 50



# Compound Words



**Student Name:**

**Date:**

arrowhead		hedgehog		graveyard		ponytail	
thunderstorm		scapegoat		mainstream		nobody	
courthouse		superstar		wayward		underdog	
teaspoon		meatball		butterfly		turntable	
wallpaper		forever		headquarters		textbook	
everything		hideout		wheelbarrow		eyesight	
nightfall		stopwatch		goodbye		underestimate	
teatime		newscaster		household		toothpaste	

## Compound Words

Page 3 – Student Book



**Student Name:**

**Date:**

tablespoon		waterlog		hereby		upgrade	
dishwasher		something		railway		alongside	
watermelon		grandparent		footlights		lifetime	
inpatient		superhuman		undercurrent		anybody	
backlash		counterpart		postcard		skateboard	
pinball		somebody		twilight		payroll	
without		forget		underexpose		moreover	
heirloom		tailspin		waterfall		cheesecake	

## Compound Words

Page 4 – Student Book



**Student Name:**

**Date:**

lukewarm		horsefly		friendship		underachieve	
superpower		underground		countdown		beachcomb	
pinpoint		nearby		somehow		patchwork	
wavelength		jigsaw		hereafter		throwback	
uphold		backtrack		cartwheel		spearmint	
newsletter		waterproof		scarecrow		noteworthy	
countermeasure		warfare		fireproof		meanwhile	
whatever		stronghold		afterglow		supercharge	

## Compound Words

Page 5 – Student Book



# Contractions





**Student Name:**

**Date:**

I am			<b>I'm</b>			they are			<b>they're</b>		
she is			<b>she's</b>			she has			<b>she's</b>		
he is			<b>he's</b>			he has			<b>he's</b>		
it is			<b>it's</b>			it has			<b>it's</b>		
there is			<b>there's</b>			there has			<b>there's</b>		
where is			<b>where's</b>			where has			<b>where's</b>		
what is			<b>what's</b>			what has			<b>what's</b>		

## Contractions

Page 7 – Student Book



**Student Name:**

**Date:**

that is			<b>that's</b>			that has			<b>that's</b>			
who is			<b>who's</b>			who has			<b>who's</b>			
we are			<b>we're</b>			you are			<b>you're</b>			
what are			<b>what're</b>			who are			<b>who're</b>			
I have			<b>I've</b>			you have			<b>you've</b>			
they have			<b>they've</b>			we have			<b>we've</b>			
who have			<b>who've</b>			what have			<b>what've</b>			

## Contractions

Page 8 – Student Book



**Student Name:**

**Date:**

are not			<b>aren't</b>			can not			<b>can't</b>		
were not			<b>weren't</b>			did not			<b>didn't</b>		
does not			<b>doesn't</b>			do not			<b>don't</b>		
had not			<b>hadn't</b>			has not			<b>hasn't</b>		
have not			<b>haven't</b>			is not			<b>isn't</b>		
might not			<b>mightn't</b>			must not			<b>mustn't</b>		
should not			<b>shouldn't</b>			could not			<b>couldn't</b>		
would not			<b>wouldn't</b>			let us			<b>let's</b>		

## Contractions

Page 9 – Student Book



**Student Name:**

**Date:**

I had			<b>I'd</b>			I would			<b>I'd</b>		
she had			<b>she'd</b>			she would			<b>she'd</b>		
he had			<b>he'd</b>			he would			<b>he'd</b>		
we had			<b>we'd</b>			we would			<b>we'd</b>		
they had			<b>they'd</b>			they would			<b>they'd</b>		
who had			<b>who'd</b>			who would			<b>who'd</b>		
you had			<b>you'd</b>			you would			<b>you'd</b>		

## Contractions

Page 10 – Student Book



**Student Name:**

**Date:**

I will				<b>i'll</b>				I shall				<b>i'll</b>			
he will				<b>he'll</b>				he shall				<b>he'll</b>			
she will				<b>she'll</b>				she shall				<b>she'll</b>			
they will				<b>they'll</b>				they shall				<b>they'll</b>			
what will				<b>what'll</b>				what shall				<b>what'll</b>			
who will				<b>who'll</b>				who shall				<b>who'll</b>			
you will				<b>you'll</b>				you shall				<b>you'll</b>			
shall not				<b>shan't *</b>				will not				<b>won't **</b>			

## Contractions



\* This contraction does not follow the 'normal' form, as an apostrophe is not placed where the double 'lls' are omitted, only the /o/ from 'not'. This is because two apostrophes would be confusing and would not 'look right'. \*\* 'Won't' is an interesting word, which in the strictest sense, should be contracted to 'willn't', however this contraction harks back to the earlier origin of the word, first recorded in the mid-15c. as 'wynnot' and later as 'wonnot' (1580s) before the modern form emerged 1660s. It is this latter variation that gives us the modern contraction 'won't'.

Page 11 – Student Book



# Homophones



Student Name:

Date:

<b>where</b>				<b>were</b>				<b>wear</b>				<b>we're</b>			
there				their				they're							
here				hear				<b>be</b>				<b>bee</b>			
<b>our</b>				<b>hour</b>				ate				eight			
knew				new				<b>knot</b>				<b>not</b>			
<b>break</b>				<b>brake</b>				weak				week			
pale				pail				<b>sea</b>				<b>see</b>			
<b>male</b>				<b>mail</b>				tail				tale			

## Homophones

Page 13 – Student Book



Student Name:

Date:

<b>grown</b>			<b>groan</b>			four			for		
bear			bare			<b>heel</b>			<b>heal</b>		
<b>pain</b>			<b>pane</b>			flower			flour		
some			sum			<b>red</b>			<b>read</b>		
<b>right</b>			<b>write</b>			pear			pair		
toe			tow			<b>know</b>			<b>no</b>		
<b>deer</b>			<b>dear</b>			meet			meat		
hair			hare			<b>by</b> <b>bye</b>			<b>buy</b>		

## Homophones

Page 14 – Student Book





Student Name:

Date:

<b>peak</b>				<b>peek</b>				made				maid			
die				dye				<b>feet</b>				<b>feat</b>			
<b>hall</b>				<b>haul</b>				I				eye			
main				mane				<b>night</b>				<b>knight</b>			
<b>berry</b>				<b>bury</b>				ceiling				sealing			
flew   flue				flu				<b>in</b>				<b>inn</b>			
<b>steak</b>				<b>stake</b>				son				sun			
blew				blue				<b>knows</b>				<b>nose</b>			

## Homophones

Page 15 – Student Book



# Tenses



Student Name:

Date:

<b>write</b>				<b>wrote</b>				see				saw			
keep				kept				<b>know</b>				<b>knew</b>			
<b>go</b>				<b>went</b>				swim				swam			
eat				ate				<b>catch</b>				<b>caught</b>			
<b>fly</b>				<b>flew</b>				ring				rang			
run				ran				<b>drink</b>				<b>drank</b>			
<b>come</b>				<b>came</b>				wake				woken			
mean				meant				<b>keep</b>				<b>kept</b>			

## Present and Past Tense Exceptions

Page 17 – Student Book



Student Name:

Date:

<b>throw</b>			<b>threw</b>			slide			slid			
shake			shook			<b>make</b>			<b>made</b>			
<b>send</b>			<b>sent</b>			buy			bought			
sleep			slept			<b>am</b>			<b>was</b>			
<b>think</b>			<b>thought</b>			sell			sold			
hear			heard			<b>say</b>			<b>said</b>			
<b>do</b>			<b>did</b>			tell			told			
teach			taught			<b>take</b>			<b>took</b>			

## Present and Past Tense Exceptions

Page 18 – Student Book



Student Name:

Date:

<b>choose</b>				<b>chose</b>				fall				fell			
hold				held				<b>lost</b>				<b>lose</b>			
<b>wear</b>				<b>wore</b>				sing				sang			
bite				bit				<b>build</b>				<b>built</b>			
<b>fight</b>				<b>fought</b>				hide				hid			
left				leave				<b>freeze</b>				<b>froze</b>			
<b>has/have</b>				<b>had</b>				learn				learnt			
lead				led				<b>pay</b>				<b>paid</b>			

## Present and Past Tense Exceptions

Page 19 – Student Book



Student Name:

Date:

<b>sweep</b>				<b>swept</b>				break				broke			
bring				brought				<b>hid</b>				<b>hide</b>			
<b>feed</b>				<b>fed</b>				find				found			
hide				hid				<b>lie</b>				<b>lay</b>			
<b>leave</b>				<b>left</b>				lay				laid			
meet				met				<b>shoot</b>				<b>shot</b>			
<b>speak</b>				<b>spoke</b>				spend				spent			
tear				tore				<b>steal</b>				<b>stole</b>			

## Present and Past Tense Exceptions

Page 20 – Student Book



# Affixes: Suffixes And Prefixes



Student Name:

Date:

walk		walks		cat		cats
bus		buses		catch		catches
bench		benches		pass		passes
rush		rushes		buzz		buzzes
baby		babies		try		tries
circus		circuses		cry		cries
leaf		leaves		loaf		loaves
knife		knives		wife		wives

## Suffixes: -s, -es and Exceptions



Generally, -s is added to the base word. This can be to make a noun plural or to make a verb be in the present tense. The suffix -es is used after words ending in s(s), ch, sh, and z(z) and when y is replaced by i. With the exception words, the change in spelling is obvious from the change in pronunciation.

Page 22 – Student Book





Student Name:

Date:

jump				<b>jumped</b>				want				wanted			
try				tried				<b>shout</b>				<b>shouted</b>			
live				<b>lived</b>				cry				cried			
wave				waved				<b>worry</b>				<b>worried</b>			
hate				<b>hated</b>				like				liked			
beg				begged				<b>bake</b>				<b>baked</b>			
hop				<b>hopped</b>				hope				hoped			
stop				stopped				<b>clap</b>				<b>clapped</b>			

Suffixes: -ed



The suffix -ed is added to verbs to create past tense.

Page 23 – Student Book



Student Name:

Date:

<b>spread</b>		<b>spreading</b>		send		sending
laugh		laughing		<b>look</b>		<b>looking</b>
<b>hike</b>		<b>hiking</b>		skip		skipping
run		running		<b>amuse</b>		<b>amusing</b>
<b>obey</b>		<b>obeying</b>		play		playing
bite		biting		<b>like</b>		<b>liking</b>
<b>stop</b>		<b>stopping</b>		put		putting
save		saving		<b>come</b>		<b>coming</b>

Suffixes: -ing



The suffix -ing is added to verbs to create present tense.

Page 24 – Student Book



Student Name:

Date:

<b>slow</b>				<b>slower</b>				read				reader			
rule				ruler				<b>found</b>				<b>founder</b>			
<b>copy</b>				<b>copier</b>				messy				messier			
sunny				sunnier				<b>swim</b>				<b>swimmer</b>			
<b>run</b>				<b>runner</b>				sad				sadder			
white				whiter				<b>rude</b>				<b>ruder</b>			
<b>pretty</b>				<b>prettier</b>				funny				funnier			
happy				happier				<b>cuddly</b>				<b>cuddlier</b>			

Suffixes: -er



The suffix -er is added to verbs or adjectives.

Page 25 – Student Book



Student Name:

Date:

<b>tall</b>				<b>tallest</b>				small				smallest			
long				longest				<b>short</b>				<b>shortest</b>			
<b>tame</b>				<b>tamest</b>				fine				finest			
rude				rudest				<b>lucky</b>				<b>luckiest</b>			
<b>slim</b>				<b>slimmest</b>				hot				hottest			
dark				darkest				<b>light</b>				<b>lightest</b>			
<b>funny</b>				<b>funniest</b>				big				biggest			
silly				silliest				<b>sunny</b>				<b>sunniest</b>			

Suffixes: -est

? The suffix -est is added to adjectives, it often signifies the superlative, that is the highest degree of comparison.

Page 26 – Student Book



Student Name:

Date:

<b>mouth</b>				<b>mouthful</b>				hand				handful			
hope				hopeful				<b>skill</b>				<b>skilful</b> *			
<b>thank</b>				<b>thankful</b>				sin				sinful			
use				useful				<b>law</b>				<b>lawful</b>			
<b>spite</b>				<b>spiteful</b>				play				playful			
joy				joyful				<b>wake</b>				<b>wakeful</b>			
<b>rest</b>				<b>restful</b>				mind				mindful			
wish				wishful				<b>hurt</b>				<b>hurtful</b>			

### Suffixes: -ful



The suffix -ful is added to nouns, often meaning full of the quantity of the noun in question. \* Note the unusual spelling of the word 'skilful', where the second /l/ is dropped before adding the suffix, this is not typical.

Page 27 – Student Book



Student Name:

Date:

<b>soft</b>		<b>softly</b>		slow		slowly	
bone		bony		<b>calm</b>		<b>calmly</b>	
<b>rude</b>		<b>rudely</b>		safe		safely	
mad		madly		<b>bad</b>		<b>badly</b>	
<b>happy</b>		<b>happily</b>		crazy		crazily	
love		lovely		<b>home</b>		<b>homely</b>	
<b>lucky</b>		<b>luckily</b>		careful		carefully	
immediate		immediately		<b>important</b>		<b>importantly</b>	

Suffixes: -ly and -y



The suffix -ly and -y are added to form adverbs.

Page 28 – Student Book



Student Name:

Date:

pay		payment		develop		development
enjoy		enjoyment		amuse		amusement
move		movement		enchant		enchantment
employ		employment		punish		punishment
treat		treatment		agree		agreement
argue		argument		judge		judgment
merry		merriment		adorn		adornment
align		alignment		fulfil		fulfilment

### Suffixes: -ment



The suffix -ment is added to verbs to form nouns, it relates to the condition of something.

Page 29 – Student Book



Student Name:

Date:

<b>well</b>		<b>wellness</b>		dark		darkness
sad		sadness		<b>sick</b>		<b>sickness</b>
<b>rude</b>		<b>rudeness</b>		polite		politeness
lame		lameness		<b>ill</b>		<b>illness</b>
<b>happy</b>		<b>happiness</b>		heavy		heaviness
red		redness		<b>soft</b>		<b>softness</b>
<b>shy</b>		<b>shyness</b>		fit		fitness
dizzy		dizziness		<b>lazy</b>		<b>laziness</b>

### Suffixes: -ness



The suffix -ness is added to adjectives to form nouns. The new word suggests a state of being.

Page 30 – Student Book





Student Name:

Date:

<b>fair</b>		<b>unfair</b>		seen		unseen	
fit		unfit		<b>finished</b>		<b>unfinished</b>	
<b>friendly</b>		<b>unfriendly</b>		done		undone	
known		unknown		<b>like</b>		<b>unlike</b>	
<b>zip</b>		<b>unzip</b>		met		unmet	
wrap		unwrap		<b>dyed</b>		<b>undyed</b>	
<b>chained</b>		<b>unchained</b>		kindly		unkindly	
afraid		unafraid		<b>smiling</b>		<b>unsmiling</b>	

Prefixes: un-



The prefix un-, means 'not', when added to a word.

Page 31 – Student Book



Student Name:

Date:

<b>build</b>		<b>rebuild</b>		fold		refold	
call		recall		<b>payment</b>		<b>repayment</b>	
<b>play</b>		<b>replay</b>		arrange		rearrange	
paint		repaint		<b>apply</b>		<b>reapply</b>	
<b>package</b>		<b>repackage</b>		fill		refill	
appear		reappear		<b>read</b>		<b>reread</b>	
relate*		recycle*		reflection*		repose*	
recede*		reflect*		regain*		reiterate*	

## Prefixes: re-



The prefix re-, means 'again', or a return to the previous condition, or repetition of a previous action. It comes from Latin. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word 'recede', which means to go or move back or further away from a previous position. It derives from a French word of Latin origin: 'recedere', meaning: 'to go back'.

Page 32 – Student Book



Student Name:

Date:

<b>view</b>		<b>preview</b>		mix		premix	
load		preload		<b>school</b>		<b>preschool</b>	
<b>paid</b>		<b>prepaid</b>		pack		prepack	
heat		preheat		<b>owned</b>		<b>preowned</b>	
preside*		previous*		preclude*		preserve*	
predated*		precured*		prefaced*		prerequisite*	
precede*		prepare*		predict*		prefix*	
prevent*		premature*		presume*		premium*	

## Prefixes: pre-



The prefix pre-, is from Latin origin and means 'before'. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word 'predict', which again derives from Latin and means to say in advance.

Page 33 – Student Book




Student Name:

Date:

like		dislike	honest	dishonest
agree		disagree	appear	disappear
continue		discontinue	obey	disobey
belief		disbelief	loyal	disloyal
order		disorder	respect	disrespect
trust		distrust	approve	disapprove
disproval*		dispute*	dismayed*	disgusted*
distant*		dispose*	distress*	disable*

### Prefixes: dis-

 The prefix dis-, is from Latin origin and means 'not' or 'none'. When we add dis- to the beginning of a word, we give it the opposite meaning. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word 'disgusted' which is from the French (with Latin origins), meaning: 'to have distaste for something'.

Page 34 – Student Book



Student Name:

Date:

<b>mature</b>		<b>immature</b>		possible		impossible	
polite		impolite		<b>moral</b>		<b>immoral</b>	
<b>perfect</b>		<b>imperfect</b>		balance		imbalance	
impudent*		immediate*		impeach*		impart*	
impetus*		implores*		impending*		immerge*	
imposer*		implied*		improve*		impulse*	
immune*		impose*		import*		impact*	
impatient*		immense*		implant*		impede*	

### Prefixes: im-



The prefix im-, is from Latin origin and means 'not' or 'no'. It is used with some adjectives and nouns that begin with 'b', 'm', and 'p' to give the opposite meaning. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word 'impede', meaning to be in the way of.

Page 35 – Student Book



Student Name:

Date:

<b>sense</b>		<b>nonsense</b>		fatal		nonfatal
stop		nonstop		<b>toxic</b>		<b>nontoxic</b>
<b>vocal</b>		<b>nonvocal</b>		viable		nonviable
issue		nonissue		<b>violent</b>		<b>nonviolent</b>
<b>uniform</b>		<b>nonuniform</b>		starter		nonstarter
fiction		nonfiction		<b>venomous</b>		<b>nonvenomous</b>
<b>reactive</b>		<b>nonreactive</b>		conformist		nonconformist
nonentity*		nondescript*		nonchalant*		nonplussed*

## Prefixes: non-

? The prefix non-, is from Latin origin and means ‘not’ or ‘without’. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word ‘nonplussed’, meaning that a person is so surprised and confused that they are unsure how to react.

Page 36 – Student Book



**Student Name:**

**Date:**

<b>interpret</b>		<b>misinterpret</b>		fire		<b>misfire</b>	
understand		misunderstand		<b>conduct</b>		<b>misconduct</b>	
<b>behave</b>		<b>misbehave</b>		spell		misspell	
match		mismatch		<b>align</b>		<b>misalign</b>	
<b>direct</b>		<b>misdirect</b>		quote		misquote	
management		mismanagement		<b>use</b>		<b>misuse</b>	
miserable*		miscreant*		misfits*		misgiving*	
mistaken*		mishaps*		misappropriated*		mischievous*	

## Prefixes: mis-



The prefix mis-, is from Latin origin and means 'wrongly'. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word 'misappropriated', meaning dishonestly or unfairly taken.

Page 37 – Student Book



Student Name:

Date:

<b>correct</b>		<b>incorrect</b>	accurate	inaccurate
adequate		inadequate	<b>ability</b>	<b>inability</b>
<b>complete</b>		<b>incomplete</b>	justice	injustice
frequent		infrequent	<b>organic</b>	<b>inorganic</b>
<b>tangible</b>		<b>intangible</b>	voluntary	involuntary
inspire*		insinuate*	insolent*	insure*
inform*		inhabit*	inmate*	injury*
inadvertent*		incarcerate*	increase*	incentive*

## Prefixes: in-

? The prefix in-, is from Latin origin and means 'not'. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word 'incarcerate', meaning to imprison.

Page 38 – Student Book





Student Name:

Date:

<b>like</b>		<b>dislike</b>		honest		dishonest
appear		disappear		<b>respect</b>		<b>disrespect</b>
<b>use</b>		<b>disuse</b>		embark		disembark
order		disorder		<b>loyal</b>		<b>disloyal</b>
<b>agree</b>		<b>disagree</b>		allow		disallow
disclose*		disconcert*		discord*		disgrace*
disavow*		disabuse*		disappoint*		disband*
distant*		dismiss*		dismay*		disarm*

## Prefixes: dis-



The prefix dis-, is from Latin origin and means ‘the opposite of’. Words followed by \* have not been given their base or root word beforehand, as this is not always straightforward, such as the word ‘dismiss’, meaning: ‘to put aside or reject’.

Page 39 – Student Book



# High Frequency and Sticky Tricky Words



**Student Name:**

**Date:**

accident			actual			address			century		
decide			February			forwards			fruit		
library			minute			popular			potatoes		
promise			strange			thought			through		
century			address			accident			actual		
forwards			fruit			February			decide		
minute			potatoes			library			minute		
through			promise			strange			thought		

## High Frequency and Sticky Tricky Words

Page 41 – Student Book



Student Name:

Date:

answer			arrive			believe			describe		
eight			heard			heart			height		
naughty			notice			occasion			purpose		
women			weight			woman			question		
describe			believe			answer			arrive		
height			eight			heart			heard		
woman			question			women			weight		
purpose			occasion			naughty			notice		

## High Frequency and Sticky Tricky Words

Page 42 – Student Book



**Student Name:**

**Date:**

centre				eighth				enough				learn			
perhaps				reign				sentence				appear			
breadth				continue				different				grammar			
group				material				possible				suppose			
appear				sentence				reign				perhaps			
learn				centre				eighth				enough			
continue				grammar				breadth				different			
suppose				possible				group				material			

## High Frequency and Sticky Tricky Words

Page 43 – Student Book



**Student Name:**

**Date:**

breathe			build			difficult			disappear		
guard			guide			medicine			mention		
natural			pressure			probably			although		
surprise			therefore			though			recent		
difficult			disappear			breathe			build		
mention			guard			guide			medicine		
recent			surprise			therefore			although		
pressure			probably			though			natural		

## High Frequency and Sticky Tricky Words

Page 44 – Student Book



**Student Name:**

**Date:**

busy		calendar		certain		caught	
exercise		imagine		opposite		particular	
increase		experiment		important		ordinary	
remember		separate		experience		regular	
particular		busy		caught		increase	
calendar		important		exercise		certain	
experiment		imagine		increase		remember	
experience		ordinary		separate		opposite	

## High Frequency and Sticky Tricky Words

Page 45 – Student Book



**Student Name:**

**Date:**

complete			favourite			knowledge			island		
special			peculiar			possess			extreme		
actually			consider			straight			accidentally		
famous			strength			interest			position		
island			accidentally			position			special		
peculiar			extreme			favourite			interest		
consider			knowledge			actually			strength		
possess			straight			famous			complete		

## High Frequency and Sticky Tricky Words

Page 46 – Student Book





# Spellings




# Spellings



It is recommended that the student can now begin to use the previously encountered word lists, as spelling lists. The instructor can choose which list the student should begin with, whether this is from this level or previously ones. Use knowledge of the student here, to determine which word lists are most appropriate, for example, if they struggle frequently with spelling a particular phoneme, begin with words containing that. Each page has four columns of eight words and for most children, eight words is a good number to choose. For those students who experience memory challenges, use four words and consider checking them more frequently.

An excellent and proven way to check spellings, is to use the ‘Trace/Copy/Memory/Eyes Shut’ routine:

<u>Trace</u> <i>spray crayon</i> <i>delay stray</i>	<u>Copy</u>
<u>Memory</u>	<u>Eyes Shut</u> 



The paper should be folded across the middle, so that the student can write over the top of the word/phoneme in question in the 'trace' section. As they do this, they should say the letters out loud. When this has been done, they should copy the word (in the 'copy' box) and check for accuracy. After this, the student flips the sheet over and in the 'memory' box, writes the word from memory, before checking and finally, writing the word with their eyes shut. Many students are amazed by how neat their writing is with their eyes closed and they enjoy the process of overlearning, without feeling like they are doing this.

