



# Pupil Workbook

## Level 6 Week 11

Name: \_\_\_\_\_

### 1. Write the common exception words.

Which is the tricky part of the word? Why is that part tricky? Colour the tricky part in a different colour. Write the word two more times.

busy

clothes

### 2. Spell the words.



### 3. Answer the questions.

Read these silly questions and answer them by circling 'yes' or 'no'.

**Could a medal eat a tunnel?**

yes no

**Would you like to go to a festival?**

yes no

**Could you pedal on a camel's bike?**

yes no

## Level 6 Week 11 Lesson 2

Focus: **al** and **il** saying /l/

### The /l/ Sound Family

|   |    |    |    |    |    |
|---|----|----|----|----|----|
| l | ll | le | el | il | al |
|---|----|----|----|----|----|

#### 1. Read and match.

Read the clues and draw a line to match the clue to the correct picture.

##### Clue 1

I am very fast and have lots of medals from winning races. I use a bike with pedals.

**Who am I?**



##### Clue 2

I dig in the mud to look for spiral fossils. Sometimes, I find metal arrows or bits of pottery.

**Who am I?**



##### Clue 3

My job is in a local shop. I sell hamster and gerbil food and dog beds. My dog is called April.

**Who am I?**



##### Clue 4

I teach lots of pupils. There are lots of pencils in my classroom.

**Who am I?**



## 1. Read the story.

Highlight all of the words that contain the /l/ phoneme.

**le el il al**

April loved history and hunting for old things like fossils or pottery. When she was little, she would ride on her pedal bike to the local beach and dig with her spade in the sand and puddles. She also used a chisel to chip away at big rocks. She found lots of spiral fossils hidden in the rocks. April used a pencil to sketch the fossils and wrote notes about what they looked like. At school, she tried hard and was a kind pupil. She loved history lessons and went to the Central University to find out more.

When she grew up, her job was to travel to different dig sites to find new things. She bought a metal detector and it would beep to signal that it had found some metal. She would dig in the middle of the dust or soil to see what it was. Sometimes, the dust would go up her nostrils and make her sneeze.

## 2. Sort the words from the story into the table.

Sort the words from the story into the table

| le | el | il | al |
|----|----|----|----|
|    |    |    |    |
|    |    |    |    |
|    |    |    |    |

## 1. Write the common exception words.

Which is the tricky part of the word?

**busy**

**clothes**

## 2. Write a word that uses each grapheme.

The rules for **al** and **il** are tricky and don't always follow the same pattern. Fill in the table below. Can you think of a word for each box? Check your spellings with a dictionary.

| Use <b>il</b> when...                                                                                                                                                                                  | Use <b>al</b> when...                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>it is at the end of certain words that have more than one syllable. We need to learn which words use this spelling pattern as it is not very common.</li> </ul> | <ul style="list-style-type: none"> <li>it is at the end of certain words that have more than one syllable. It is often used after c, m, n, r, v, w, sh, ch, th and qu. <b>al</b> and <b>il</b> follow very similar spelling rules so we need to learn which one to use.</li> </ul> |
|                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                    |
|                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                    |

## Level 6 Week 11 Lesson 5

Focus: **al** and **il** saying /l/

### The /l/ Sound Family

l

ll

le

el

il

al

### 1. Write the sentence your teacher says.

Think carefully about which graphemes to use to spell the words.

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How confident do you feel?



**l**

**ll**

**le**

**el**

**il**

**al**

## 1. Write your own silly sentence.

Use words containing the **il** and **al** graphemes.

**y**



**fly**

**dge**



**bridge**

**ge**



**fringe**

**gn**



**gnome**

**kn**



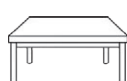
**knife**

**wr**



**wrist**

**le**



**table**

**eer**



**deer**

**ture**



**picture**

**mb**



**thumb**

**al**



**walk**

**a**



**walnut**

**o**



**glove**

**ey**



**monkey**

**war**



**warm**

**wor**



**world**

**s**



**treasure**

**wa**



**watch**

**qua**



**squash**

**tion**



**station**

## 2. Practise spelling the focus words.

| Look and Say | Look, Say and Write | Cover and Write | Check |
|--------------|---------------------|-----------------|-------|
| festival     |                     |                 |       |
| total        |                     |                 |       |
| pupil        |                     |                 |       |
| April        |                     |                 |       |
| medal        |                     |                 |       |
| local        |                     |                 |       |
| pencil       |                     |                 |       |
| nostril      |                     |                 |       |
| busy         |                     |                 |       |
| clothes      |                     |                 |       |