

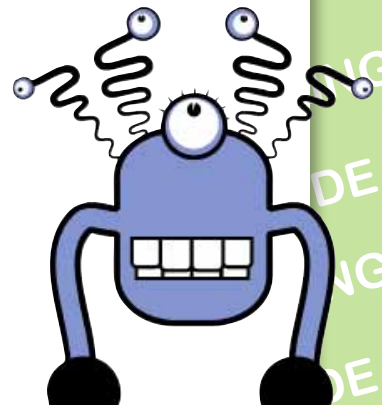
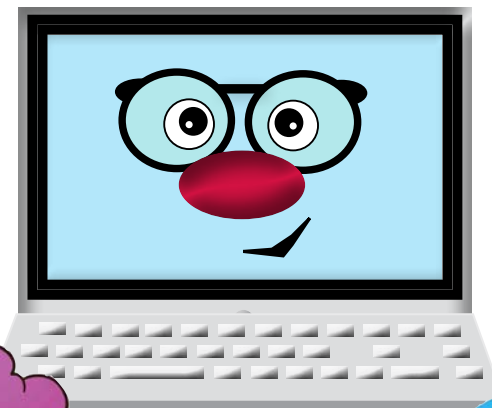


C r a c k t h a t

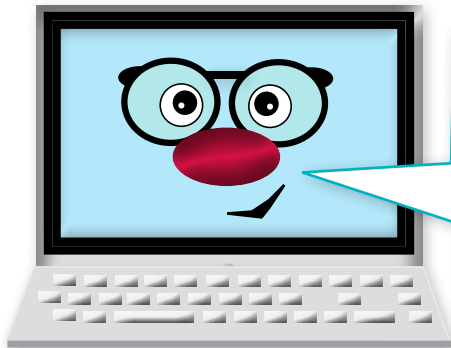
c o d e



Spelling rules puzzle pack



Crack that code: Spelling rules puzzle pack



Hello and welcome to the
Global Code-Cracking Agency
(or the GCCA for short).

I'm the Code Hiding Analysis
Debugger, but you can call me
CHAD.

Here at the GCCA we crack
codes from all over the world to
keep everybody safe.

Now, according to the data on the system, you'll
be joining our Word Division. Some of the most evil
masterminds in the world hide their codes in words.
It will be your job to correctly structure the letters in
order to unveil their passwords so that we can access
their devices to stop them achieving world domination.
It's a tough job, but someone has got to do it.

Before you start defeating the evil masterminds of the
world, you'll need to go through basic training. This is
to ensure you know and understand the vocabulary
required to do your job. It won't take too long. I've got
a feeling you're going to be a code-cracking whizz...

Good luck!

Welcome to basic training

In order to assist our Word Division, there are a few key words that you
MUST know. Follow each objective carefully!

Basic training – Objective 1

Can you match the words to their meanings? If you know some but not all of them, work by elimination to match them correctly.



Consonant

Prefix

Root word

Suffix

Vowel

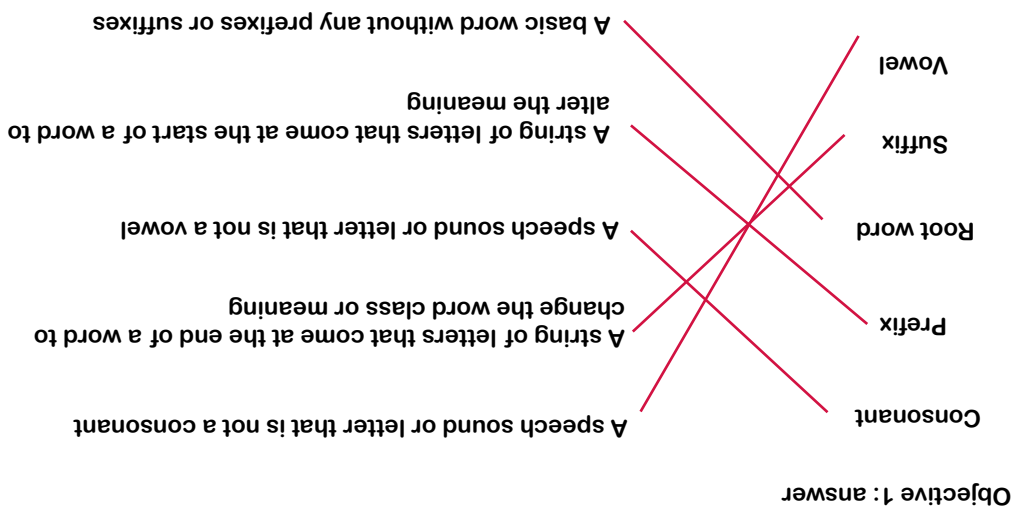
A speech sound or letter that is not a consonant

A string of letters that come at the end of a word to change the word class or meaning

A speech sound or letter that is not a vowel

A string of letters that come at the start of a word to alter the meaning

A basic word without any prefixes or suffixes



Basic training – Objective 2

There are 26 letters in the alphabet – five vowels and 21 consonants. Can you sort the letters into vowels and consonants?



Vowels	Consonants

BCDFGHJKLMNPQRSTVWXYZ	A E I O U
Consonants	Vowels

Objective 2: answer

Basic training – Objective 3

A prefix or a suffix has been added to the words below. The root word is the part that is still a word when you take the prefix or the suffix away. Can you underline the root word in each word below?

Be careful!

There may be some words that have both a prefix AND a suffix.

replay
enjoyment
sadness
unfair
unlikely
careful
badly
unhappy
dislike
international

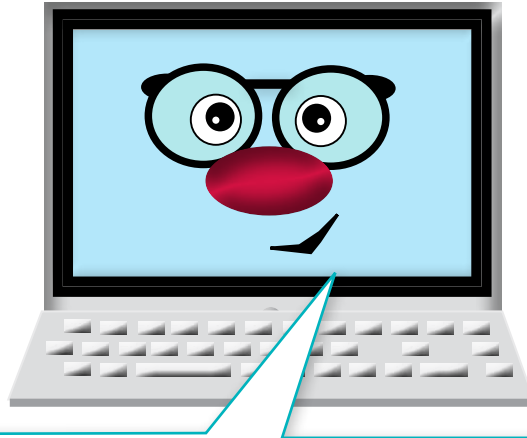


**BASIC TRAINING
EXTRA TIP**
A grapheme is a
written symbol
that represents
a sound
(phoneme).

Objective 3: answer
replay
enjoyment
sadness
unfair
unlikely
careful
badly
unhappy
dislike
international

Crack that code: Mission 1 Briefing

Introduction



I hear you were a whizz at basic training. Great job!

Now it's time to start your work. There are currently four missions that require your skills.

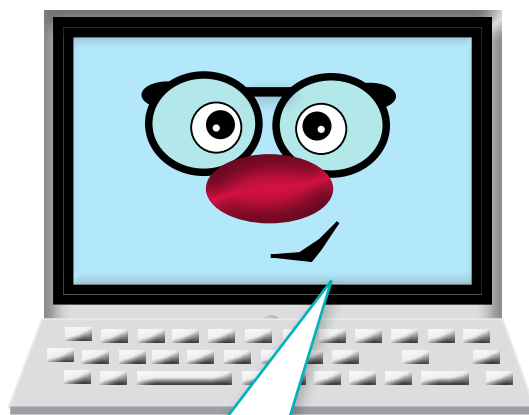
Each mission is broken down into four objectives and ends with a code-cracking challenge.

You must complete the objectives before you move on to the challenge.

Each mission will start with a briefing.

This will tell you everything you need to know about the villain you are up against and the common words your nemesis uses to hide their codes.

Pay attention in the briefing, it will help you to complete the mission!



Villain: The first villain you will encounter is the troublesome **Kytana**. She is a ninja leader who is currently up to no good in Japan. If we can crack her code and access her files, we might be able to stop her.

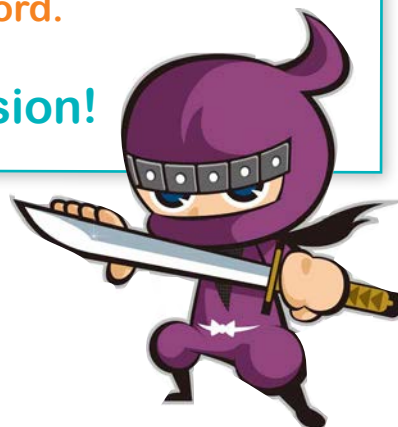
Word Type 1: Kytana likes words that sound as though they contain an /i/ sound (chip, tip) but are actually spelled with a y exactly like the y in her name.

Word Type 2: Kytana also likes words with an /u/ sound (cup, puppy) but are actually spelled with an ou – it's why she is troublesome.

Word Type 3: Words that have a suffix that require the last consonant to be doubled are enjoyed by Kytana (get = getting, flap = flapper).

Word Type 4: Finally, Kytana loves words where you can add an in-, dis- or mis- prefix without changing the spelling of a root word.

Good luck in your mission!



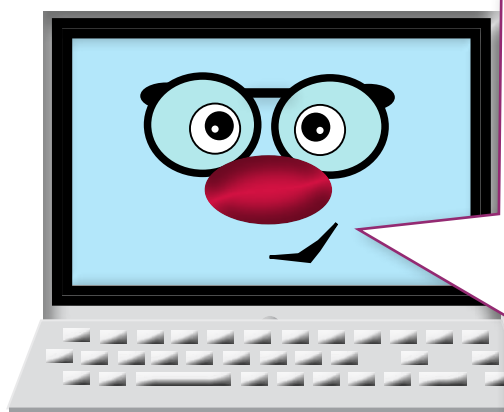
Mission 1 – Objective 1

GCCA Parent Information

The Mission 1 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 1 is a wordsearch in which your child will need to find words that use the Mission 1 spelling patterns.

Introduction



Objective 1 is always a **search and find mission**.

Kytana keeps some of her favourite words in a wordsearch grid.

Your job is to find the words and put them into the table at the bottom.

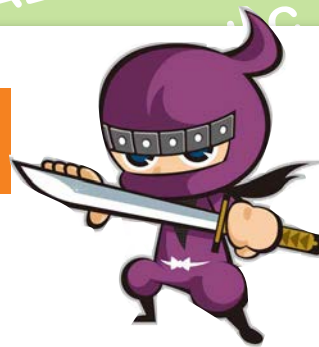
The number in brackets in the table tells you the number of words to find.

It is vital that you record each word as you found it or you might struggle in the code-cracking challenge.

Good luck!

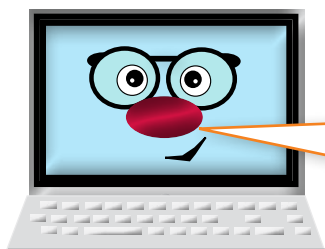


Search and find



trouble
disable
insane
incorrect
clubbing
forgetting
disagree
touch
country
disrespect

ou words (3)	in- prefix words (2)	dis- prefix words (3)	double consonant words (2)



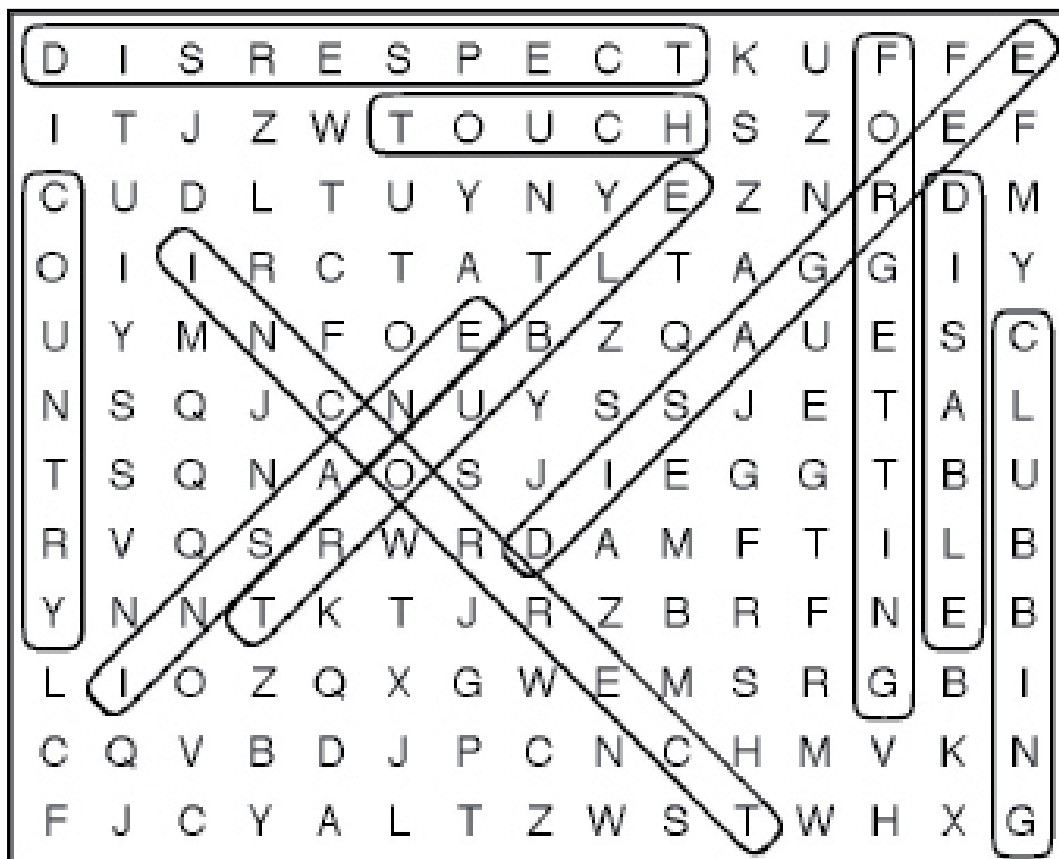
CHAD's fact

Did you know that the **in-** and **dis-** prefixes mean **not**?

That's how they change the meaning of the word!

Therefore disrespect means to not show respect; incorrect means not correct.

Mission 1 – Objective 1: answer



ou words (3)	in- prefix words (2)	dis- prefix words (3)	double consonant words (2)
trouble touch country	insane incorrect	disagree disable disrespect	(tt) forgetting (bb) clubbing

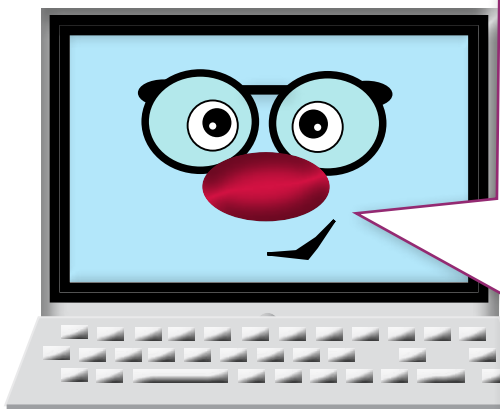
Mission 1 – Objective 2

GCCA Parent Information

The Mission 1 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 2 is a crossword: your child will need to spell each word correctly based on a given clue.

Introduction



Objective 2 is always a define and spell mission.

Kytana keeps some of her favourite words hidden in a crossword grid and just leaves little clues to remind herself of what they are.

We've got the grid and we've got the clues... we need you to work out the words and spell them properly.

Good luck!



Define and spell

1.			2.						3.		4.
		5.			6.						
					7.		8.				
	9.										
		10.									

Across

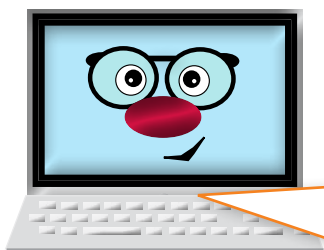
1. To multiply something by two (OU)
3. Where you might go to work out and train (Y)
5. When someone is behaving badly, you might say they're causing _____ (MIS)
7. When someone has done something wrong, they might be in _____ (OU)
9. Wonder of the world in Egypt (Y)
10. The UK, Brazil, France and Japan are all examples of this (OU)

Down

2. Someone who has decided to begin something is a _____ (DC)
4. When you spell something wrong (MIS)
6. An animal that meows
8. On your birthday, you become one year _____

Key:

DC = double consonant
 Y = y letter, /i/ sound
 OU = ou letter, /u/ sound
 MIS = mis- prefix



CHAD's fact

When adding a suffix, we double the last letter if the root word contains a short vowel sound.

A short vowel sound is how a young child might say letters (a e i o u) instead of saying the letter names (A E I O U).

This rule works in most cases. For example:

stop → stopping
pat → patting
fit → fittest

			y	r	t	u	n	o	c		
				e							
l				d	i	m	a	r	y	d	
l				l				e			
e	l	b	u	o	r	t		u			
d						a		n			
s		f	e	i	h	c	s	i	m		
s								g			
!								e			
m	y	g				e	l	b	u	o	d

Define and spell: Mission 1 answer

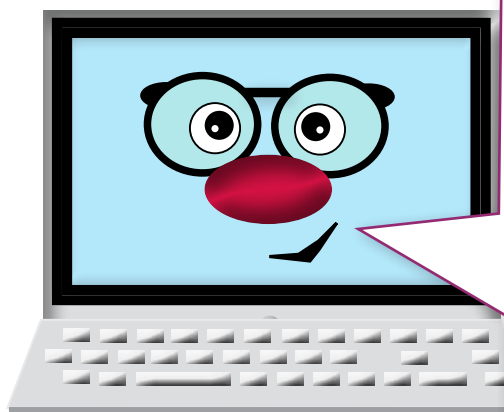
Mission 1 – Objective 3

GCCA Parent Information

The Mission 1 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is an anagram challenge. Your child will need to unscramble and spell words based on given definitions.

Introduction



Objective 3 is always an **unscramble and spell** mission.

Kytana muddles up some of her favourite words.

She always leaves herself a little clue in case she gets stuck.

We've got the scrambled words and the clues, so we need you to do the last step: **unscramble and correctly spell the words.**

Good luck!



Unscramble and spell

Scrambled word	Clue	Unscrambled word
SICONU	(OU) Your auntie and uncle's child	
CBIPNAALE	(IN) When you are not capable of something	
TEFNROTOG	(DC) When you can't remember something, you have ----- it	
YMSTEYR	(Y) A story genre that might include clues	
NUGYO	(OU) The opposite of old	
HYMT	(Y) A type of story that may be untrue	
TENACVII	(IN) When someone is being lazy	
ORAUCEG	(OU) The cowardly lion needed this	
PSONPHGI	(DC) You need to do this to have food in your house	
PYGTE	(Y) A country in North Africa	

Key:

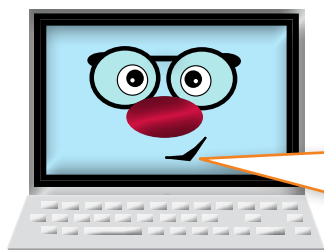
DC = double consonant

Y = y letter, /i/ sound

OU = ou letter, /u/ sound

IN = in- prefix





CHAD's fact

The letters OU have many different sounds attached to them.

Think about the different sounds this letter string makes in the following words:

sound

touch

soup

Unscrambled word	Clue	Scrambled word
COUSIN	(OU) Your auntie and uncle's child	SICONU
INCAPABLE	(IN) When you are not capable of something	CBIPNALE
FORGOTTEN	(DC) When you can't remember something, you have ----- it.	TEFNROT OG
MYSTERY	(Y) A story genre that might include clues	YMSTERYR
YOUNG	(OU) The opposite of old	NUGYO
MYTH	(Y) A type of story that may be untrue	HYMT
INACTIVE	(IN) When someone is being lazy	TENACVIL
COURAGE	(OU) The cowardly lion needed this	ORAUC EG
SHOPPING	(DC) You need to do this to have food in your house	PSONPHGI
EGYPT	(Y) A country in North Africa	PYGTE

Unscramble and spell : Mission 1 answer

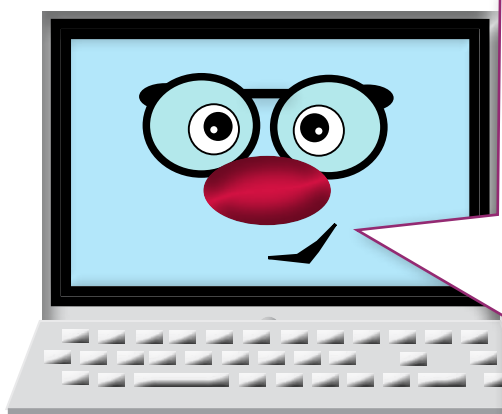
Mission 1 – Objective 4

GCCA Parent Information

The Mission 1 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is a number-to-letter code puzzle. Your child will need to use the grid to assign letters to numbers in order to spell the words. As this is the trickiest puzzle, there are some clues available if needed.

Introduction



Objective 4 is always a translate and spell mission.

Kytana has changed some of the letters in her words to numbers.

We know some of the numbers but you'll need to work out the rest.

Don't worry if you get stuck in this puzzle, it is the trickiest of all. I have some clues available if you need them.

Good luck!



Translate and spell



Word 1 (Y)

3	24	9	23	7	11

Word 2 (DC)

15	3	20	19	19	10	12

Word 3 (OU)

21	25	4	7	17

Word 4 (DIS)

12	23	11	25	2	10	24

Word 5 (IN)

23	14	7	25	9	9	10	7	21

1	2	3	4	5	6	7	8	9	10	11	12	13
	B	L	U			C		R	E			
14	15	16	17	18	19	20	21	22	23	24	25	26
					P	A			I	Y	O	

CHAD's clues

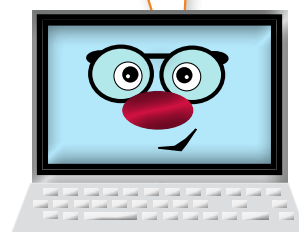
Word 1 -
Words you need to sing a song

Word 2 -
What a bird would do with its wing (past tense)

Word 3 -
One of the five senses

Word 4 -
To not do as you are told

Word 5 -
When an answer is wrong



Key:

DC = double consonant

OU = ou letter, /u/ sound

DIS = dis-prefix

Y = y letter, /i/ sound

IN = in- prefix

Mission 1 – Objective 4: answer

J	O	Y	I	Z	T	A	P	X	H	G	F	N
26	25	24	23	22	21	20	19	18	17	16	15	14
K	D	S	E	R	V	C	W	Q	U	L	B	M
13	12	11	10	9	8	7	6	5	4	3	2	1

T	C	E	R	R	O	C	I	N
21	10	9	9	25	7	14	23	23

Word 5 (IN)

Y	E	B	O	S	I	D
24	2	25	11	23	12	12

Word 4 (DIS)

H	C	U	O	T
17	4	25	21	21

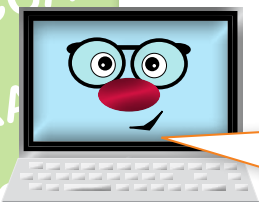
Word 3 (OU)

D	E	P	A	L	F
12	10	19	20	3	15

Word 2 (DC)

S	C	I	R	Y	L
11	7	23	9	24	3

Word 1 (Y)



CHAD's clues

- Word 1 - The words you need to sing a song
- Word 2 - What a bird would do with its wing (past tense)
- Word 3 - One of the five senses
- Word 4 - To not do as you are told
- Word 5 - When an answer is wrong

Crack that code: Mission 1

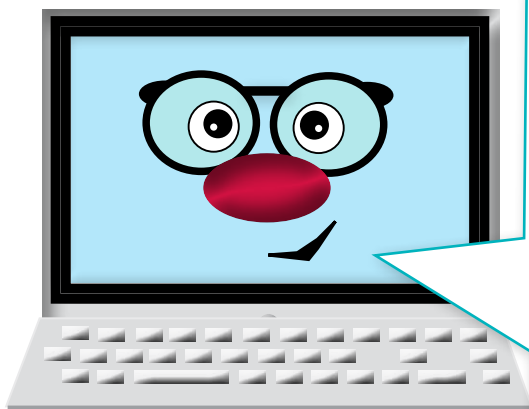
Code-cracking challenge

GCCA Parent Information

The Code-cracking challenge requires an adult/older sibling to assist. You will need the answer sheets from the four completed missions. Your child will give you the word number and the clue.

You then read out the word using the mission answer sheets or the code-cracking answer sheet. They then need to spell it correctly in the assigned box on the next page. The yellow boxes, read together, will spell a word to complete the mission.

Introduction



You've completed the four objectives and are now ready for the code-cracking challenge!

You will need an adult or older sibling to help you with this challenge.

Read the word clue to them and they will tell you the word you need to write down. It must be spelled correctly!

When you've spelled all seven words, you'll have Kytana's password.

Good luck!

Code-cracking challenge

Word 1: Objective 1, IN prefix, means wrong

--	--	--	--	--	--	--	--	--

Word 2: Objective 2, 10 across

--	--	--	--	--	--	--	--	--	--

Word 3: Objective 3, sixth word down

--	--	--	--

Word 4: Objective 4, word 4

--	--	--	--	--	--	--

Word 5: Objective 1, OU word, one of the five senses

--	--	--	--	--

Word 6: Objective 2, 9 across

--	--	--	--	--	--	--	--

Word 7: Objective 4, Word 1

--	--	--	--	--

The password is: _____



Mission 1 – Code-cracking challenge: answer

Word 1: Objective 1, IN prefix, means wrong

i	n	c	o	r	r	e	c	t
---	---	---	---	---	---	---	---	---

Word 2: Objective 2, 10 across

c	o	u	n	t	r	y
---	---	---	---	---	---	---

Word 3: Objective 3, sixth word down

m	y	t	h
---	---	---	---

Word 4: Objective 4, word 4

d	i	s	o	b	e	y
---	---	---	---	---	---	---

Word 5: Objective 1, OU word, one of the five senses

t	o	u	c	h
---	---	---	---	---

Word 6: Objective 2, 9 across

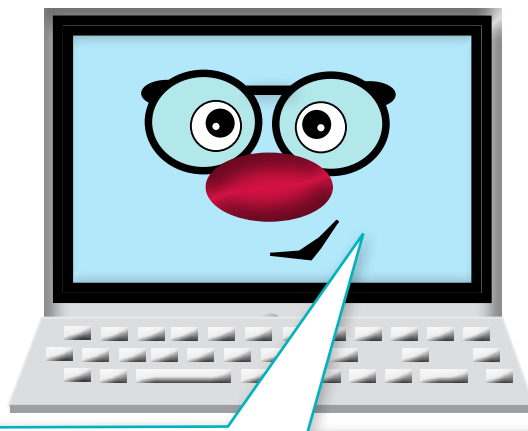
p	y	r	a	m	i	d
---	---	---	---	---	---	---

Word 7: Objective 4, Word 1

l	y	r	i	c	s
---	---	---	---	---	---

The password is: crystal

Crack that code: Mission 1 debrief



Congratulations! You completed Mission 1. Once you worked out Kytana's password, we were able to access her diary and find out where she was going to be. We sent our field agents in and they managed to capture her. Because of your hard work and effort, Kytana will no longer be causing trouble.

In this debrief you can recap the word types you have studied and see all of the words you worked with in Mission 1.

Word Type 1: Kytana likes words that sound as though they have an /i/ sound (chip, tip) but are actually spelled with a y.

gym pyramid mystery myth Egypt lyric

Word Type 2: Kytana also likes words that have an /u/ sound (cup, puppy) but are actually spelled with an ou.

trouble touch country double cousin young courage

Word Type 3: Words that have a suffix that require the last consonant to be doubled are enjoyed by Kytana.

clubbing beginner forgotten shopping flapped

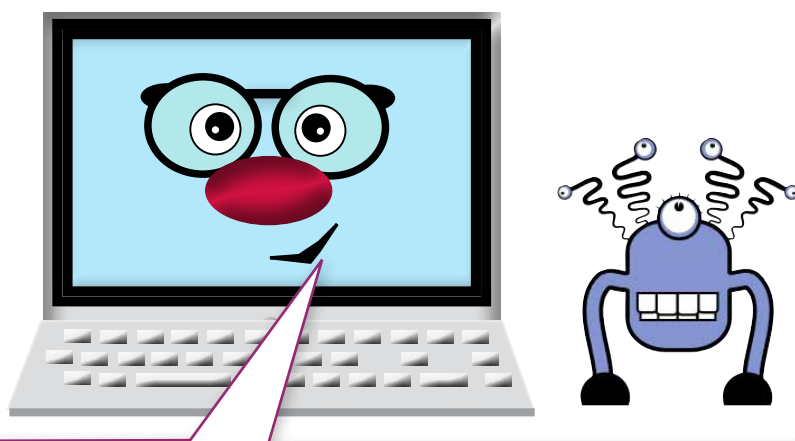
Word Type 4: Finally, Kytana loves words where you can add an in-, dis- or mis- prefix without changing the spelling of a root word.

**insane incorrect incapable inactive disagree
disable disrespect disobey misspell mischief**

Good luck with Mission 2!

Crack that code: Mission 2 Briefing

Introduction



Great work on Mission 1! There are 3 more missions that require your skills.

Villain: The second villain is an evil corporation called **Creature Creation Incorporated (CCI)**. This is an nefarious company that creates animals for villains around the world. You need to crack the codes so that we can access their data and bring them down.

Word Type 1: The CCI likes words you can add the suffix -ation to (-ation is added to some verbs to make nouns). If the verb ends in an e then the e must be dropped before adding the suffix.

Word Type 2: The CCI also likes words that end in the suffix -ly (which can be added to some adjectives to make adverbs). If the adjective ends in a y, it must be changed to an i before the suffix is added.

Word Type 3: Words that have a /zh/ sound in them are also enjoyed by the CCI; the spelling is always -sure.

Word Type 4: Finally, the CCI likes words that include a /tch/ sound spelled -ture (unless the root words ends in ch, then we can just add -er).

Let us know how you get on!

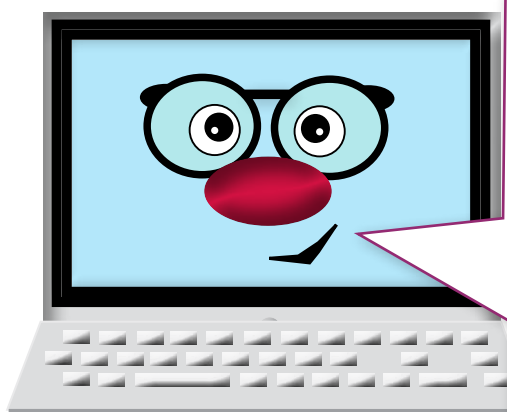
Mission 2 – Objective 1

GCCA Parent Information

The Mission 2 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 1 is a wordsearch in which your child will need to find words that use the Mission 2 spelling patterns.

Introduction



Objective 1 is always a **search and find mission**.

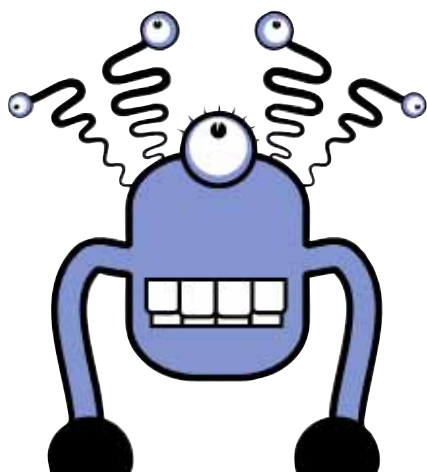
The CCI keep some of their favourite words in a wordsearch grid.

Your job is to find the words and put them into the table at the bottom.

The number in brackets in the table tells you the number of words to find.

It is vital that you record each word as you found it or you might struggle in the code-cracking challenge.

Good luck!

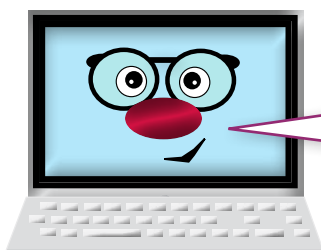


Search and find



information
sadly
treasure
sensation
finally
measure
admiration
happily
nature
picture

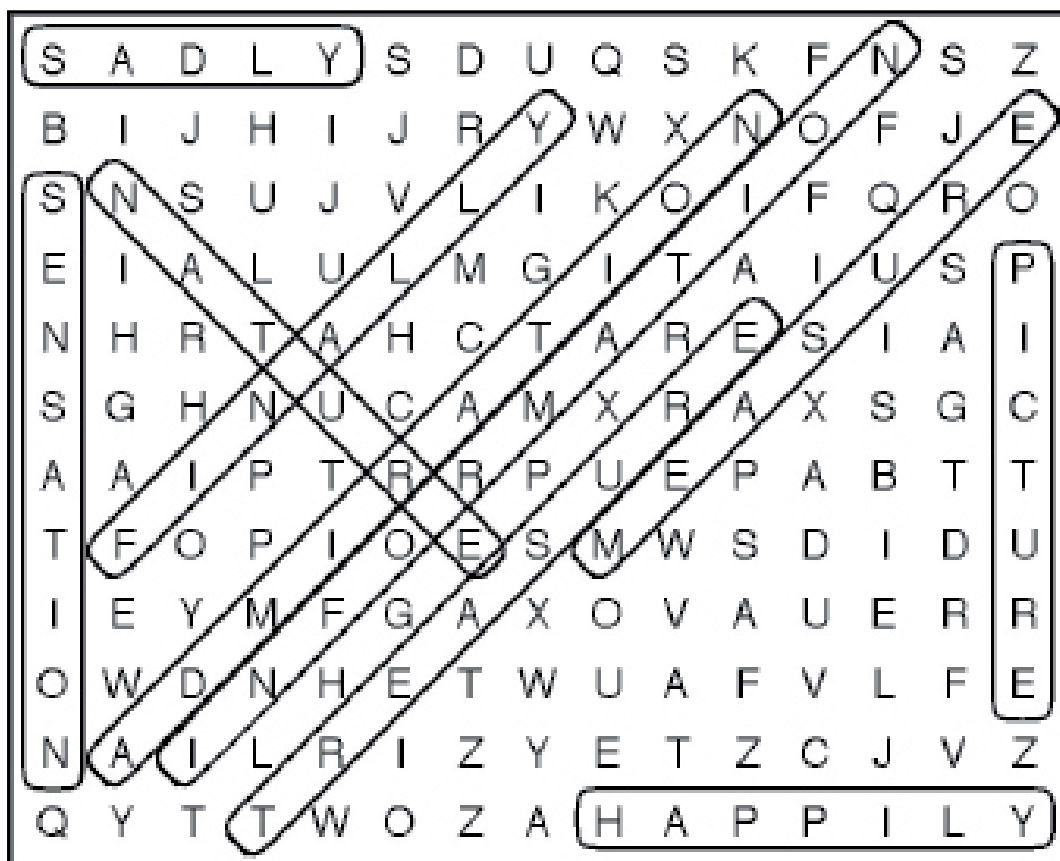
-ation suffix words (3)	-ly suffix words (3)	- sure words (2)	-ture words (2)



CHAD's fact

Did you know that **-ly** is added to **adjectives** to create **adverbs**? So sad + ly = sadly, final + ly = finally, happy + ly = happily (**the y is changed to an i if the root word ends in y**).

Mission 2 – Objective 1: answer



-ation suffix words (3)	-ly suffix words (3)	-sure words (2)	-ture words (2)
information	sadly	treasure	picture
sensation	finally	measure	nature
admiration	happily		

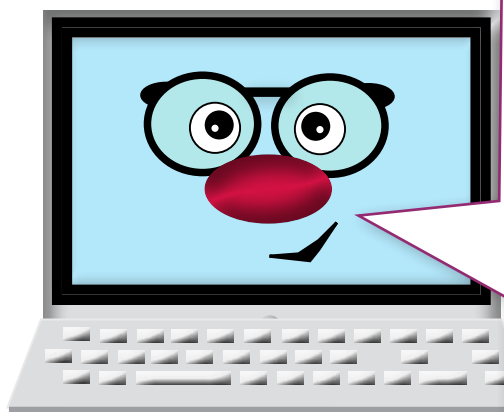
Mission 2 – Objective 2

GCCA Parent Information

The Mission 2 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 2 is a crossword: your child will need to spell each word correctly based on a given clue.

Introduction

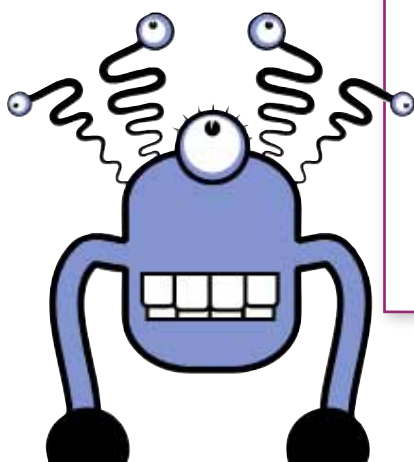


Objective 2 is always a **define and spell mission**.

The CCI keeps some of their favourite words hidden in a crossword grid and just leaves little clues to remind themselves of what they are.

We've got the grid and we've got the clues... we need you to work out the words and spell them properly.

Good luck!



Define and spell

1.	2.					3.						
										4.		
				5.								
6.						7.						
					8.							
9.												

Across

- What pirates search for (SURE)
- The word 'sad' changed into an adverb (LY)
- You can paint a _____ or draw a _____ (TURE)
- The word 'lazy' as an adverb (LY)
- The process of liquid becoming a gas (ATION)

Down

- Another word for a relative (ATION)
- One of the three primary colours
- The word 'short' changed into an adverb (LY)
- You use this to measure length and draw straight lines

Key:

SURE = ends in -sure
 ATION = ends in -ation
 LY = ends in -ly
 TURE = ends in -ture

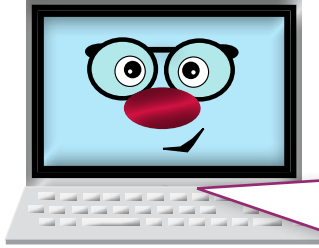
CHAD's fact

When you add the suffix **-ation, if the word ends in an e, you need to drop it.**

Words that don't end in e just add -ation.

For example:

fix → fixation
relate → relation
configure → configuration
narrate → narration
observe → observation
exaggerate → exaggeration



	t	r	e	a	s	n	r	e			
1.		2.		e							
	i				5.	a	d	i	y		h
	a										o
	t										r
9	p	!	c	t	n	7.	e			t	
		o									
8.		n									
6.	e	v	a	p	o	r	a	t	!	o	n

Define and spell: Mission 2 answer

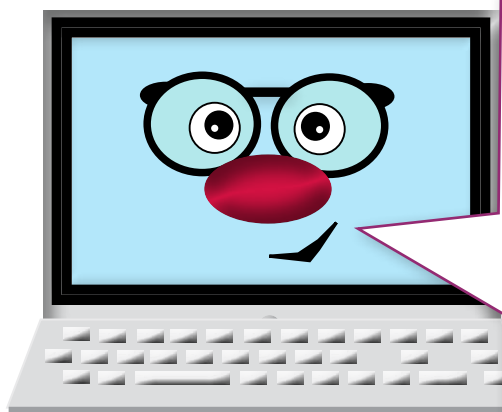
Mission 2 – Objective 3

GCCA Parent Information

The Mission 2 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is an anagram challenge. Your child will need to unscramble and spell words based on given definitions.

Introduction



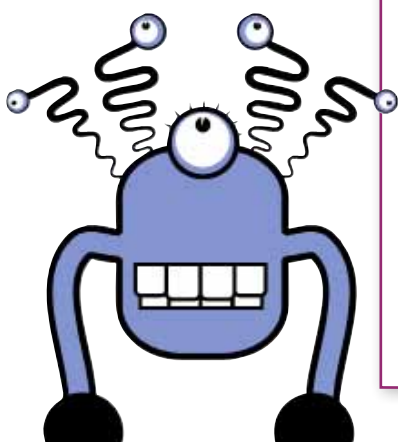
Objective 3 is always an **unscramble and spell mission**.

The CCI muddles up some of their favourite words.

They always leave themselves a little clue in case they get stuck.

We've got the scrambled words and the clues, we need you to unscramble and correctly spell the words.

Good luck!



Unscramble and spell

Scrambled word	Clue	Unscrambled word
Y A G N R L I	(LY) Adverb from of angry	
E S E A M U R	(SURE) You can use a ruler to _____ length	
U E C T R A E R	(TURE) Another word for an animal	
P H Y A P L I	(LY) Adverb form of happy	
R U T R A E S E	(SURE) Something that pirates search for	
O O P R N A E T I	(ATION) What surgeons do in a hospital	
S L E E I U R	(SURE) You can swim, play badminton and go to the gym at the _____ centre	
R V A T D E E N U	(TURE) Characters in stories and movies go on quests that we call an _____	
T E U I Q Y L	(LY) Adverb from of quiet	
I R A D T O G U A N	(ATION) A ceremony university students attend when they've finished their degree	

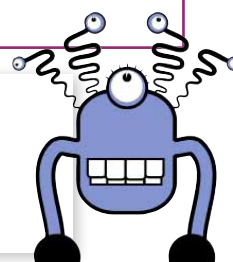
Key:

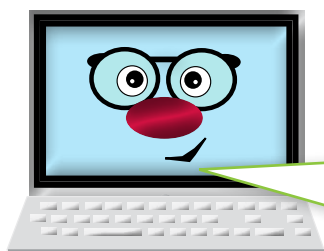
SURE = ends in -sure

ATION = ends in -ation

LY = ends in -ly

TURE = ends in -ture





CHAD's fact

The **sound /tch/** is a tricky one! It can be spelled using the graphemes **ture** or **tcher**.

If we are adding the suffix **-er** to words ending in **-ture**, if the root word already has a **ch** in it, just the letters **-er** are added:

teach → **teacher**
stretch → **stretcher**
adventure → **adventurer**

Unscrambled word	Clue	Scrambled word
GRADUATION	(ACTION) A ceremony when they've finished their degree	IRADTOGUAN
QUIETLY	(LY) Adverb from of quiet	TEUIQYL
ADVENTURE	(TURE) Characters in stories and movies go on quests that we call an —	RVATDEENU
LEISURE	(SURE) You can swim, play badminton and go to the gym at the — centre	SLEEIUR
OPERATION	(ACTION) What surgeons do in a hospital	OPRNAETT
TREASURE	(SURE) Something that pirates search for	RUTRAESE
HAPPILY	(LY) Adverb form of happy	PHYAPLI
CREATURE	(TURE) Another word for an animal	UECTRAER
MEASURE	(SURE) You can use a ruler to — length	ESEAMUR
ANGRILY	(LY) Adverb from of angry	YAGNRLI

Unscramble and spell : Mission 2 answer

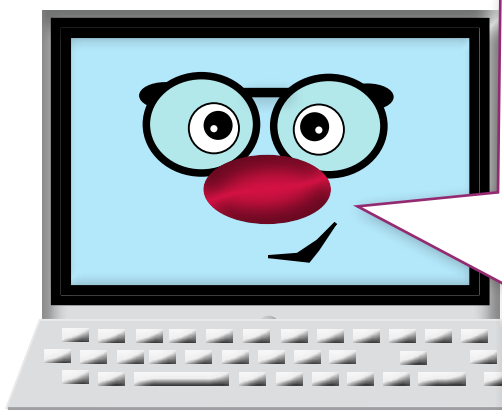
Mission 2 – Objective 4

GCCA Parent Information

The Mission 2 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is a number-to-letter code puzzle. Your child will need to use the grid to assign letters to numbers in order to spell the words. As this is the trickiest puzzle, you might want to give your child a couple of extra letters if they are struggling.

Introduction



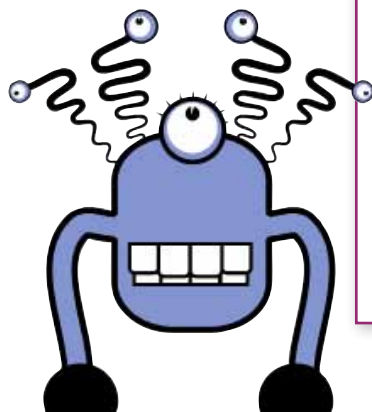
Objective 4 is always a **translate and spell mission**.

The CCI has changed some of the letters in their words to numbers.

We know some of the numbers but you'll need to work out the rest.

Don't worry if you get stuck in this puzzle, it is the trickiest of all.

Good luck!



Translate and spell



Word 1 (SURE)

21	26	2	14	12	17	4	2

Word 2 (ATION)

26	8	1	14	25	13	8	19

Word 3 (LY)

17	12	17	14	26	26	10

Word 4 (TURE)

19	14	25	17	4	2

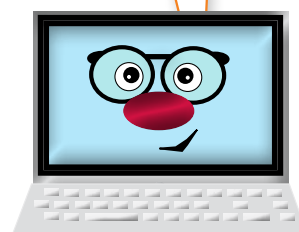
Word 5 (CHER)

25	2	14	1	15	2	4

CHAD's clues

You don't need lots of letters to start this one, you simply need to look at what the words end in and then use those letters to help you work out what the others are.

You can do it!



1	2	3	4	5	6	7	8	9	10	11	12	13
C												
14	15	16	17	18	19	20	21	22	23	24	25	26
A												L

Key:

SURE = ends in -sure

LY = ends in -ly

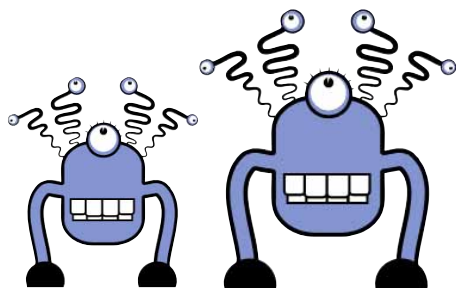
CHER = ends in -cher

ATION = ends in -ation

TURE = ends in -ture

Mission 2 – Objective 4: answer

A	H	J	U	X	N	Z	P	V	D	M	T	L
14	15	16	17	18	19	20	21	22	23	24	25	26
C	E	Q	R	K	B	F	O	W	Y	G	S	I
1	2	3	4	5	6	7	8	9	10	11	12	13



T	E	A	C	H	E	R
25	2	14	1	15	2	4

Word 5 (CHER)

N	A	T	U	R	E
19	14	25	17	4	2

Word 4 (TURE)

U	S	U	A	L	L	Y
17	12	17	14	26	26	10

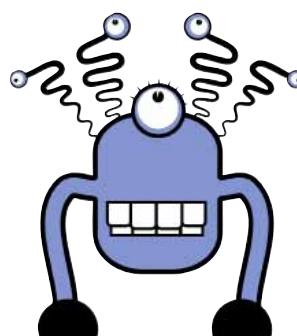
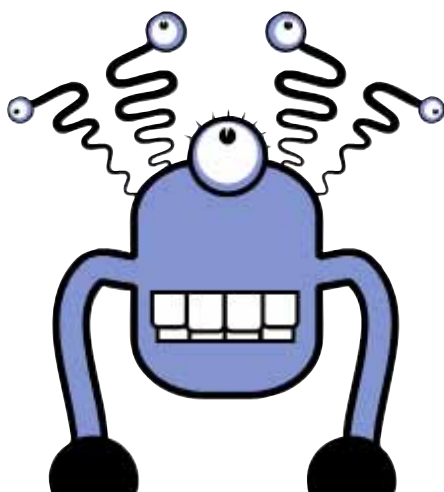
Word 3 (LY)

L	O	C	A	T	I	O	N
26	8	1	14	25	13	8	19

Word 2 (ATION)

P	L	E	A	S	U	R	E
21	26	2	14	12	17	4	2

Word 1 (SURE)



Crack that code: Mission 2

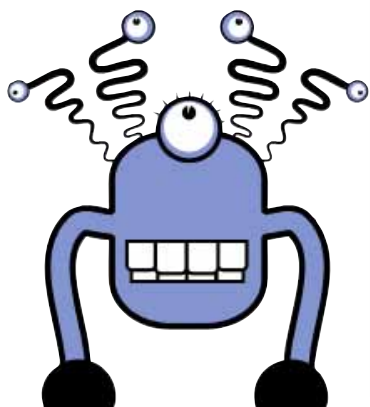
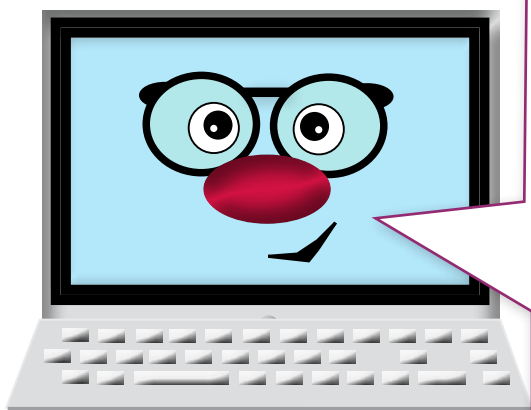
Code-cracking challenge

GCCA Parent Information

The Code-cracking challenge requires an adult/older sibling to assist. You will need the answer sheets from the four completed missions. Your child will give you the word number and the clue.

You then read out the word using the mission answer sheets or the code-cracking answer sheet. They then need to spell it correctly in the assigned box on the next page. The yellow boxes, read together, will spell a word to complete the mission.

Introduction



You've completed the four objectives and are now ready for the Code-cracking challenge!

You will need an adult or older sibling to help you.

Read the word clue to them and they will tell you the word you need to write down. Spell it correctly!

When you've completed the challenge you'll have the word we need to neutralise the CCI.

Buena suerte!

Code-cracking challenge

Word 1: Objective 1, TURE word, another word for image

--	--	--	--	--	--	--

Word 2: Objective 2, 4 down

--	--	--	--	--	--	--

Word 3: Objective 3, eighth word down

--	--	--	--	--	--	--	--	--

Word 4: Objective 4, word 2

--	--	--	--	--	--	--	--

Word 5: Objective 1, LY word, adverb form of sad

--	--	--	--	--

Word 6: Objective 3, second word down

--	--	--	--	--	--	--

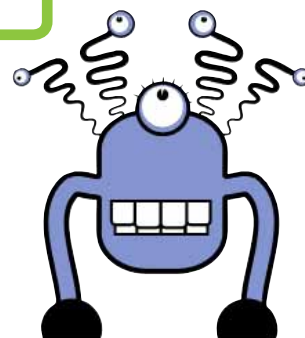
Word 7: Objective 2, 2 down

--	--	--	--	--	--	--	--

Word 8: Objective 4, word 5

--	--	--	--	--	--	--

The password is: _____



Mission 2 – Code-cracking challenge: answer

Word 1: Objective 1, TURE word, another word for image

p	i	c	t	u	r	e
---	---	---	---	---	---	---

Word 2: Objective 2, 4 down

s	h	o	r	t	l	y
---	---	---	---	---	---	---

Word 3: Objective 3, eighth word down

a	d	v	e	n	t	u	r	e
---	---	---	---	---	---	---	---	---

Word 4: Objective 4, word 2

l	o	c	a	t	i	o	n
---	---	---	---	---	---	---	---

Word 5: Objective 1, LY word, adverb form of sad

s	a	d	l	y
---	---	---	---	---

Word 6: Objective 3, second word down

m	e	a	s	u	r	e
---	---	---	---	---	---	---

Word 7: Objective 2, 2 down

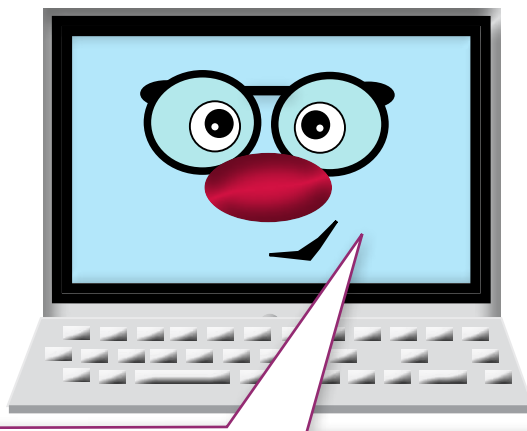
r	e	l	a	t	i	o	n
---	---	---	---	---	---	---	---

Word 8: Objective 4, word 5

t	e	a	c	h	e	r
---	---	---	---	---	---	---

The password is: treasure

Crack that code: Mission 2 debrief



Congratulations! You completed Mission 2. Once you worked out the CCI's password, we were able to access their encrypted information and uncover their dastardly deeds. We used our lawyers to tangle them up in red tape and shut down the CCI for good! In this debrief, you can recap the word types you have studied and see all the words you worked with in Mission 2.

Word Type 1: The CCI likes words where you add the suffix **-ation** (added to some verbs to make nouns). If the verb ends in an **e** then it must be dropped.

**information sensation admiration relation
evaporation operation graduation location**

Word Type 2: The CCI hoards words that end in the suffix **-ly**, added to some adjectives to make adverbs. If the adjective ends in **y** then it must be changed to an **i**.

**sadly finally happily lazily shortly
angrily quietly usually**

Word Type 3: Words that have a **/zh/** sound in them are also enjoyed by the CCI. The sound is always spelled **-sure**.

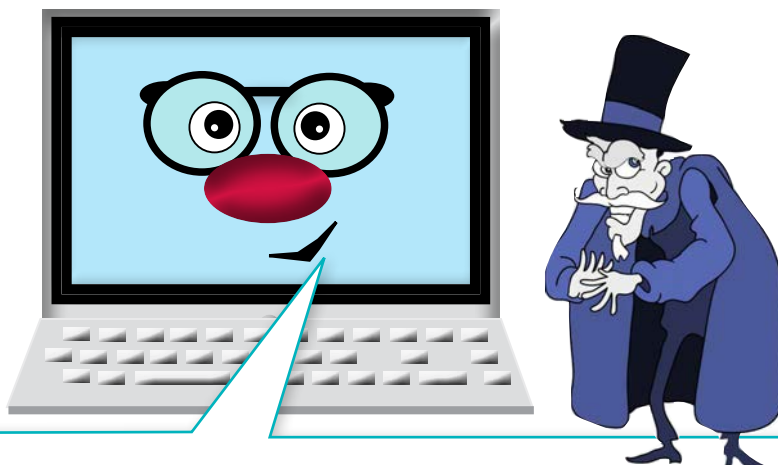
treasure measure leisure pleasure

Word Type 4: Finally, the CCI likes words that have a **/tch/** sound (spelled **-ture**, unless the root word ends in **ch**, when **-er** is added to spell **-cher**).

picture nature creature adventure teacher

Crack that code: Mission 3 Briefing

Introduction



Great work on Mission 2! But there's no rest for the spell-masters among us... there are more missions that urgently require your skills.

The third villain is an evil genius called **The Schemer**. The Schemer works for the super villains of the world, helping them plot their most cunning schemes.

Word Type 1: The Schemer likes words that are spelled with ch but have a /k/ sound.

Word Type 2: The Schemer also likes words that include the /zhun/ sound, spelled with the -sion suffix.

Word Type 3: Words that end in the suffix -ly, where the original root word ended in -le, are collected by The Schemer.

Word Type 4: Finally, The Schemer likes words where the root word ends in -ic and the -ally suffix is added to change it into an adverb.

We're depending on you!

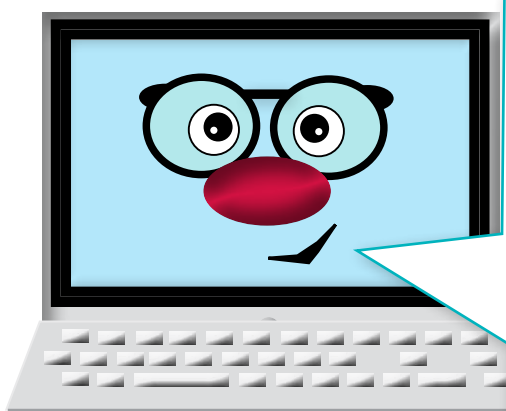
Mission 3 – Objective 1

GCCA Parent Information

The Mission 3 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 1 is a wordsearch in which your child will need to find words that use the Mission 3 spelling patterns.

Introduction



Objective 1 is always a **search and find mission**.

The Schemer keeps some of his favourite words in a wordsearch grid.

Your job is to find the words and put them into the table at the bottom.

The number in brackets in the table tells you the number of words to find.

It is vital that you record each word as you found it or you might struggle in the code cracking-challenge.

Bonne chance!



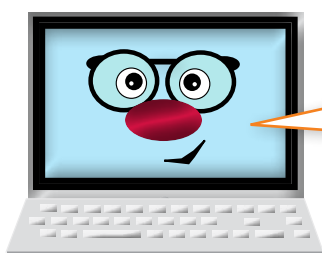
Search and find



S F U S I O N P M Y C K J K Z
Q I F N D S N O L W H R M J Y
K N M J B H F T X W O R C L K
K T J P U A N C J V R X L O N
P D G H L E S N H E D A A W I
E V F J G Y O I M O C H H Z N
D J W K M I C E C I R S V X V
S R G D S B H E T A B U F O A
Z G Y I Z C C N G A L M S O S
R Y V B S C A O P Q G L N Y I
X I D G O R L V W O F O Y B O
D W I H F I T F P O D F R A N

scheme
fusion
gently
chorus
division
simply
chord
invasion
basically
frantically

ch grapheme, k sound (3)	-sion suffix words (3)	-ly suffix words (2)	-ally suffix words (2)

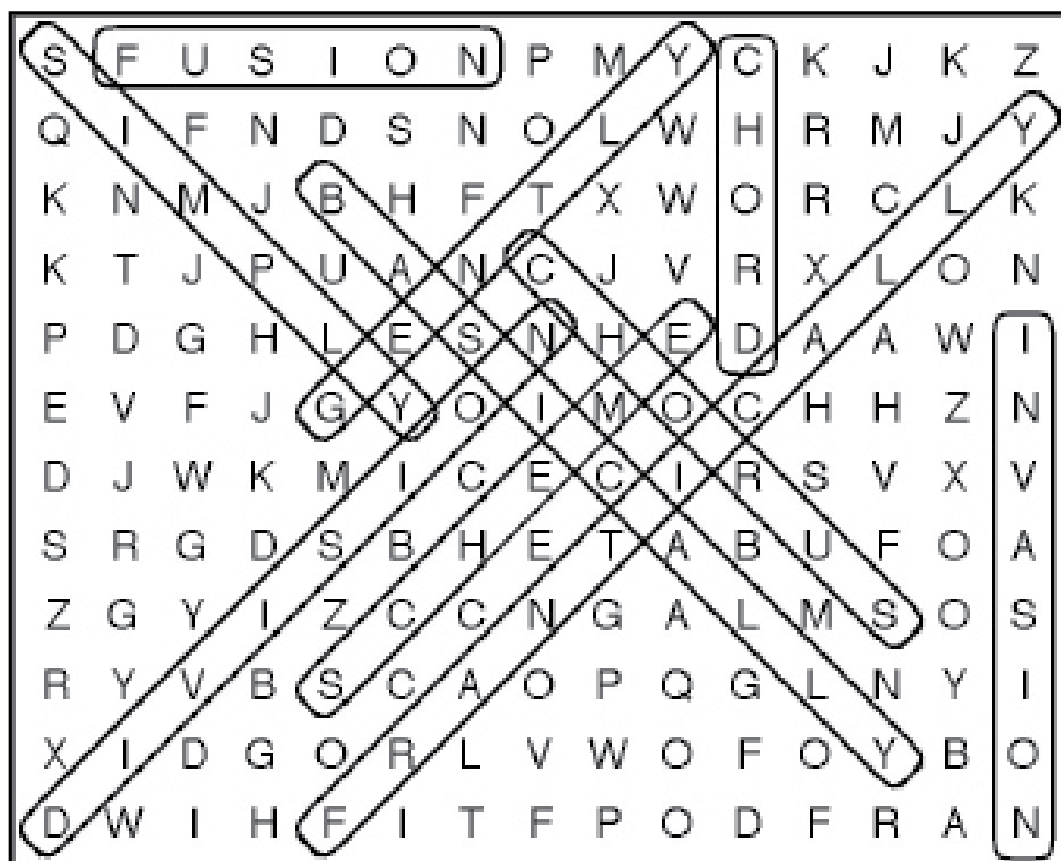


CHAD's fact

The **-ly suffix** changes adjectives to adverbs.

However, if the adjective ends with **-le**, then the **e** is simply changed to a **y**.

Mission 3 – Objective 1: answer



ch grapheme, k sound (3)	-sion suffix words (3)	-ly suffix words (2)	-ally suffix words (2)
scheme	fusion	gently	frantically
chorus	division	simply	basically
chord	invasion		

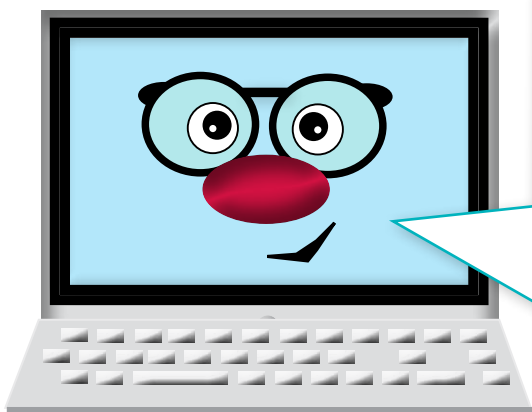
Mission 3 – Objective 2

GCCA Parent Information

The Mission 3 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 2 is a crossword: your child will need to spell each word correctly based on a given clue.

Introduction



Objective 2 is always a **define and spell mission**.

The Schemer keeps some of his favourite words hidden in a crossword grid and just leaves little clues to remind himself of what they are.

We've got the grid and we've got the clues... we need you to work out the words and spell them properly.

Thank you!



Define and spell

1.					2.						
		3.									
	4.			5.				6.			
7.			8.								
								9.			

Across

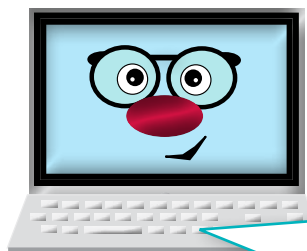
- A good way to act in a drama lesson (-ALLY)
- You need a main _____ in a story (CH)
- The opposite of multiplication (SION)
- How you might carry an expensive vase (LY)
- You might use this word to describe someone who stays in bed all day

Down

- The adverb for terrible (LY)
- The Schemer is good at planning a terrible _____ (CH)
- The adverb form of simple (LY)
- Neckwear that is sometimes worn with a shirt or a suit

Key:

SION = ends in -sion
 CH = written CH (/k/ sound)
 LY = ends in -ly
 ALLY = ends in -ally



CHAD's fact

If an **adjective ends with -ic**, we add **-ally** to change it into an adverb.

For example:

logic → logically
fantastic → fantastically

However, if it **ends in -ck**, we simply add **-ly**. Make sure you remember these rules!

For example:

slack → slackly
sick → sickly

			y					e		e	
y	z	a	l ⁶					!		m	
			d			y	l	t ⁸	u	e	g ⁷
			m			l				h	
			!			q				c	
u	o	!	s ⁹	!	v	!	p ⁵			s ⁴	
						r					
		r	e	t	c	a	r	a	h	c ³	
						e					
y	l	l	a	c	!	t ²	a	m	a	r	d ¹

Define and spell: Mission 3 answer

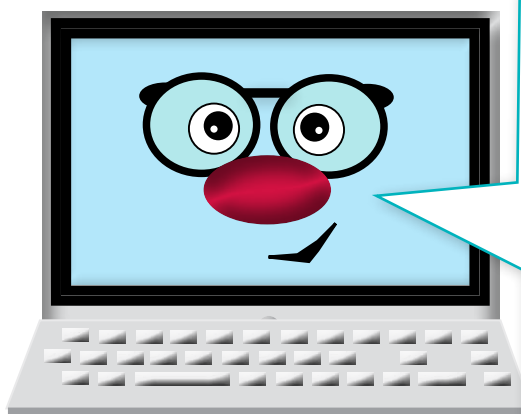
Mission 3 – Objective 3

GCCA Parent Information

The Mission 3 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is an anagram challenge. Your child will need to unscramble and spell words based on given definitions.

Introduction



Objective 3 is always an
unscramble and spell
mission.

The Schemer muddles up
some of his favourite words.

He always leaves himself
a little clue in case he gets
stuck.

We've got the scrambled
words and the clues; we
need you to unscramble and
correctly spell the words.

**We're counting
on you!**



Unscramble and spell



Scrambled word	Clue	Unscrambled word
H A N C R O	(CH) A ship uses this to stay in one place.	
B L B U B Y	(LY) How you might like a bubble bath.	
A M L T T C Y A U A I L O	(ALLY) Some shop doors open _____	
U I F S O O N C N	(SION) A feeling you have when you can't remember things	
B O H R Y I R L	(LY) The adverb form of horrible	
E T C A R R H A C	(CH) You have many of these in stories and TV shows	
N E V O I S R	(SION) The Three Cheeky Pigs and The Put-upon Wolf is an alternative _____ of The Three Little Pigs	
A Y L B A L C S I	(LY) The adverb form of basic	
B F O M O C L R Y T A	(LY) You might be asked if you are sitting _____ before a long film or event	
O S L H O C	(CH) The place where children go to learn	

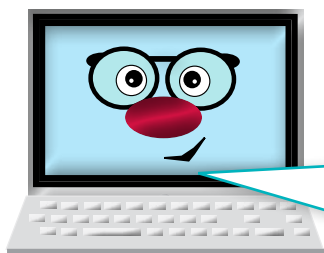
Key:

SION = ends in -ion

LY = ends in -ly

CH = written CH (/k/ sound)

ALLY = ends in -ally



CHAD's fact

Many people assume that when they see the **ch grapheme**, the sound is always the soft sound of cheese and chore. Don't get caught out!

Often, if there is an s in front of the ch or an l or r after it, you say the /k/ sound instead. For example:

school

chlorine

Unscrambled word	Clue	Scrambled word
ANCHOR	(CH) A ship uses this to stay in one place	H A N C R O
BUBBLY	(LY) How you might like a bubble bath.	B L B U B Y
AUTOMATICALLY	(ALLY) Some shop doors open	A M L T T C Y A U A I L O
CONFUSION	(SION) A feeling you have when you can't remember things	U I F S O O N C N
HORRIBLY	(LY) The adverb form of horrible	B O H R Y I R L
CHARACTER	(CH) You have many of these in stories and TV shows	E T C A R R H A C
VERSION	(SION) The Three Cheeky Pigs and The Put-upon Wolf is an alternative of The Three Little Pigs	N E V O I S R
BASICALLY	(LY) The adverb form of basic	A Y L B A L C S I
COMFORTABLY	(LY) You might be asked if you are sitting before a long film or event	B F O M O C L R Y T A
SCHOOL	(CH) The place where children go to learn	O S L H O C

Unscramble and spell : Mission 3 answer

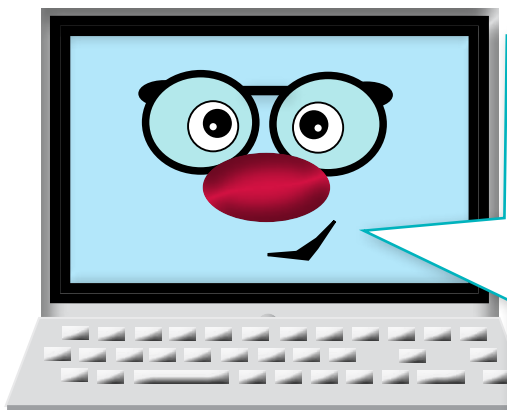
Mission 3 – Objective 4

GCCA Parent Information

The Mission 3 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is a number-to-letter code puzzle. Your child will need to use the grid to assign letters to numbers in order to spell the words. As this is the trickiest puzzle, you might want to give your child a couple of extra letters if they are struggling.

Introduction



Objective 4 is always a **translate and spell** mission.

The Schemer has changed some of the letters in his words to numbers.

We know some of the numbers but you'll need to work out the rest.

Don't worry if you get stuck when completing this puzzle, it is very tricky.

Keep your wits about you!



Translate and spell



Word 1 (CH)

1	7	10	2	21	13	26	16

Word 2 (SION)

5	25	8	13	2	26

Word 3 (ALLY)

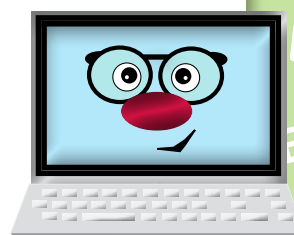
5	21	4	26	11	13	1	4	10	10	12

Word 4 (CH)

8	1	7	16	14	16	21

Word 5 (LY)

11	16	21	21	13	19	10	12



CHAD's clues

Start by writing in the word endings, then use the letter-number correspondences you've worked out (F = 5!) and fill in as many blanks as possible.

1	2	3	4	5	6	7	8	9	10	11	12	13
C				F		H						
14	15	16	17	18	19	20	21	22	23	24	25	26

Key:

SION = ends in -ion

LY = ends in -ly

CH = spelled CH (/k/ sound)

ALLY = ends in -ally

Mission 3 - Objective 4: answer

N	U	X	D	W	R	Z	B	Q	G	E	K	M
26	25	24	23	22	21	20	19	18	17	16	15	14
I	Y	T	L	J	S	H	P	F	A	V	O	C
13	12	11	10	9	8	7	6	5	4	3	2	1

Y	L	B	I	R	R	E	T
12	10	19	13	21	16	11	11

Word 5 (LY)

R	E	M	E	R
21	16	14	7	8

Word 4 (CH)

Y	L	A	L	C	I	T	A	R	F
12	10	4	10	1	13	11	26	21	5

Word 3 (ALLY)

N	O	S	U	F
26	2	13	8	25

Word 2 (SION)

E	N	R	I	O	H	L	C
16	26	13	21	2	10	7	1

Word 1 (CH)



Crack that code: Mission 3

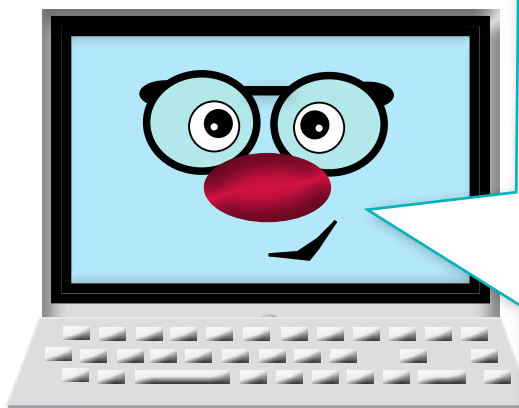
Code-cracking challenge

GCCA Parent Information

The Code-cracking challenge requires an adult/older sibling to assist. You will need the answer sheets from the four completed missions. Your child will give you the word number and the clue.

You then read out the word using the mission answer sheets or the code-cracking answer sheet. They then need to spell it correctly in the assigned box on the next page. The yellow boxes, read together, will spell a word to complete the mission.

Introduction



You've completed the four objectives and are now ready for the Code-cracking challenge!

You will need an adult or older sibling to help you with this challenge.

Read the word clue to them and they will tell you the word you need to write down. Spell it correctly!

When you've spelled all 9 words, you'll have the word we need to foil The Schemer's plans.

Good luck!



Code-cracking challenge

Word 1: Objective 1, ALLY word, another word for simply

--	--	--	--	--	--	--	--	--

Word 2: Objective 2, 4 down

--	--	--	--	--	--

Word 3: Objective 3, first word

--	--	--	--	--	--

Word 4: Objective 4, word 5

--	--	--	--	--	--	--	--

Word 5: Objective 2, 9 across

--	--	--	--

Word 6: Objective 1, CH word, the repeated part of a song

--	--	--	--	--	--

Word 7: Objective 3, ninth word down

--	--	--	--	--	--	--	--	--	--	--

Word 8: Objective 2, 7 across

--	--	--	--	--	--	--

Word 9: Objective 4, word 1

--	--	--	--	--	--	--	--

The password is: _____



Mission 3 – Code-cracking challenge: answer

Word 1: Objective 1, ALLY word, another word for simply

b	a	s	i	c	a	i	i	y
---	---	---	---	---	---	---	---	---

Word 2: Objective 2, 4 down

s	c	h	e	m	e
---	---	---	---	---	---

Word 3: Objective 3, first word

a	n	c	h	o	r
---	---	---	---	---	---

Word 4: Objective 4, word 5

t	e	r	r	i	b	i	y
---	---	---	---	---	---	---	---

Word 5: Objective 2, 9 across

l	a	z	y
---	---	---	---

Word 6: Objective 1, CH word, the repeated part of a song

c	h	o	r	u	s
---	---	---	---	---	---

Word 7: Objective 3, ninth word down

c	o	m	f	o	r	t	a	b	i	y
---	---	---	---	---	---	---	---	---	---	---

Word 8: Objective 2, 7 across

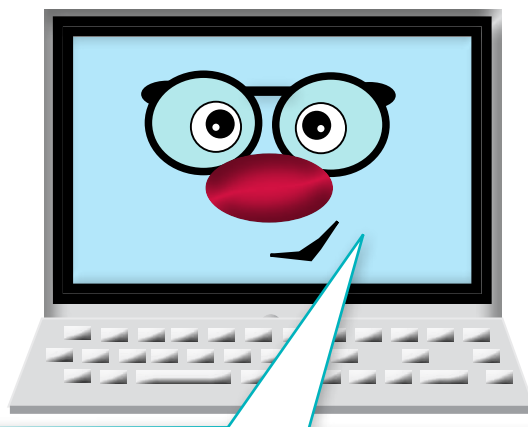
g	e	n	t	i	y
---	---	---	---	---	---

Word 9: Objective 4, word 1

c	h	i	o	r	i	n	e
---	---	---	---	---	---	---	---

The password is: character

Crack that code: Mission 3 debrief



Congratulations! You completed Mission 3. Once you worked out the The Schemer's password, we were able to access his email, obtain an IP address and find his secret hideout. Unfortunately he wasn't there, but we have confiscated all of his electronic equipment so he shouldn't cause any trouble any more. In this debrief you can recap the word types you have studied and the words you worked with in Mission 3.

Word Type 1: The Schemer likes words that are spelled with the grapheme **ch** but have a **/k/** sound.

**scheme chorus chord character
anchor school chlorine schemer**

Word Type 2: The Schemer also likes words that contain the **/zhun/** sound, spelled with the **-sion** suffix.

fusion division invasion confusion version

Word Type 3: Words that end in the suffix **-ly** where the original root word ended in **-le**, are some of The Schemer's favourites.

gently simply terribly horribly comfortably

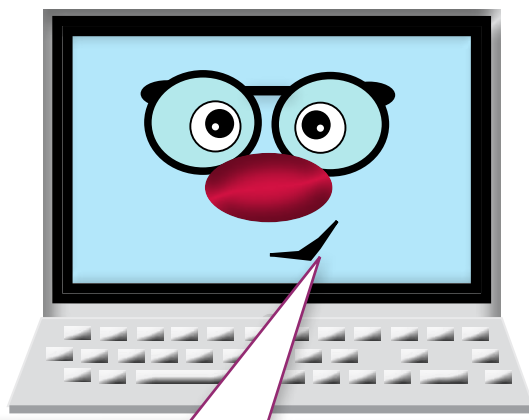
Word Type 4: Finally, The Schemer likes words where the root word ends in **-ic** and the **-ally** suffix is added to change it into an adverb.

frantically basically dramatically automatically

Good luck with Mission 4!

Crack that code: Mission 4 Briefing

Introduction



Great work on Mission 3! Now we need you to turn your attention to our fourth villain.

The Mad Scientist is known for his extreme experiments and manic laughter. Since we stopped The Schemer we've been able to access the data we need to bring The Mad Scientist down.

Word Type 1: The Mad Scientist likes words that include the /s/ sound but are spelled with sc.

Word Type 2: The Mad Scientist also likes words that have the /sh/ sound, spelled ch.

Word Type 3: Words that have the /g/ sound (spelled gue) make The Mad Scientist scarily gleeful.

Word Type 4: Finally, The Mad Scientist likes /k/ sound words (spelled que).

Good luck!



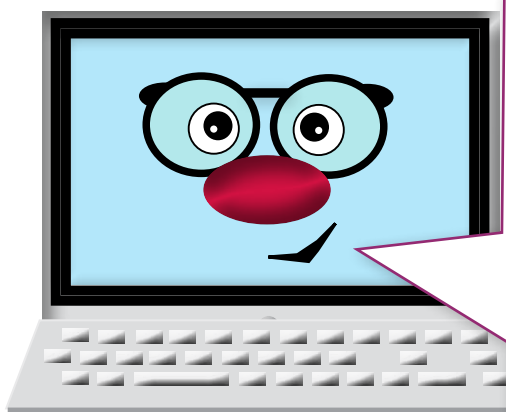
Mission 4 – Objective 1

GCCA Parent Information

The Mission 4 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 1 is a wordsearch in which your child will need to find words that use the Mission 4 spelling patterns.

Introduction



Objective 1 is always a search and find mission.

The Mad Scientist keeps some of his favourite words in a wordsearch grid.

Your job is to find the words and put them into the table at the bottom.

The number in brackets in the table tells you the number of words to find.

It is vital that you record each word as you found it or you might struggle in the code cracking-challenge.

In bocca al lupo!

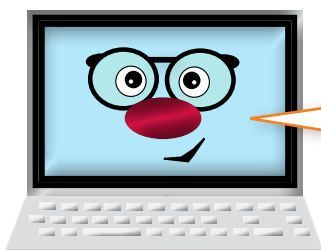


Search and find



guest
 chef
 science
 scene
 machine
 tongue
 discipline
 parachute
 unique
 antique

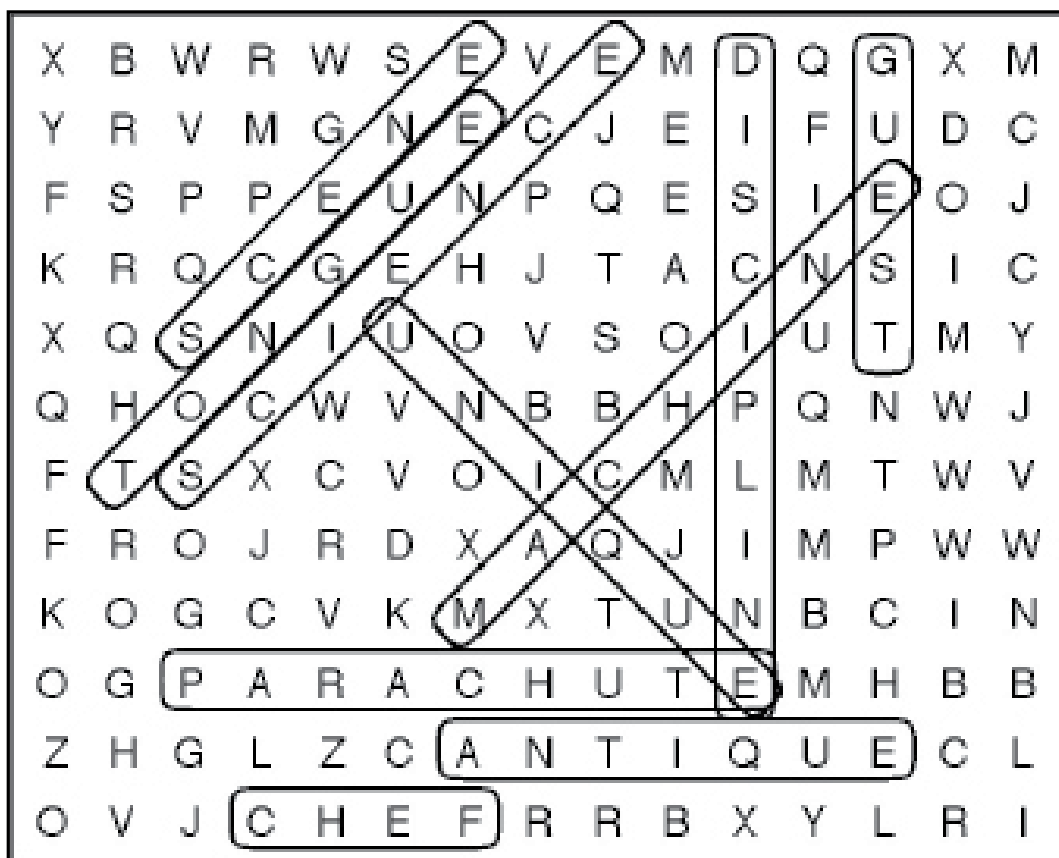
sc grapheme, s sound (3)	ch grapheme, sh sound (3)	gue grapheme, g sound (2)	que grapheme, k sound (2)



CHAD's fact

Did you know? The ch grapheme makes three different sounds: the one in **ch**ease, the one in **ch**aracter and the one in **ch**ef.

Mission 4 – Objective 1: answer



sc grapheme, s sound (3)	ch grapheme, sh sound (3)	gue grapheme, g sound (2)	que grapheme, k sound (2) look
science scene discipline	chef machine parachute	guest tongue	antique unique

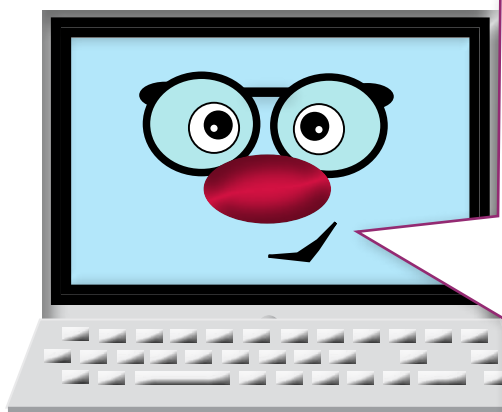
Mission 4 – Objective 2

GCCA Parent Information

The Mission 4 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 2 is a crossword: your child will need to spell each word correctly based on a given clue.

Introduction



Objective 2 is always a **define and spell mission**.

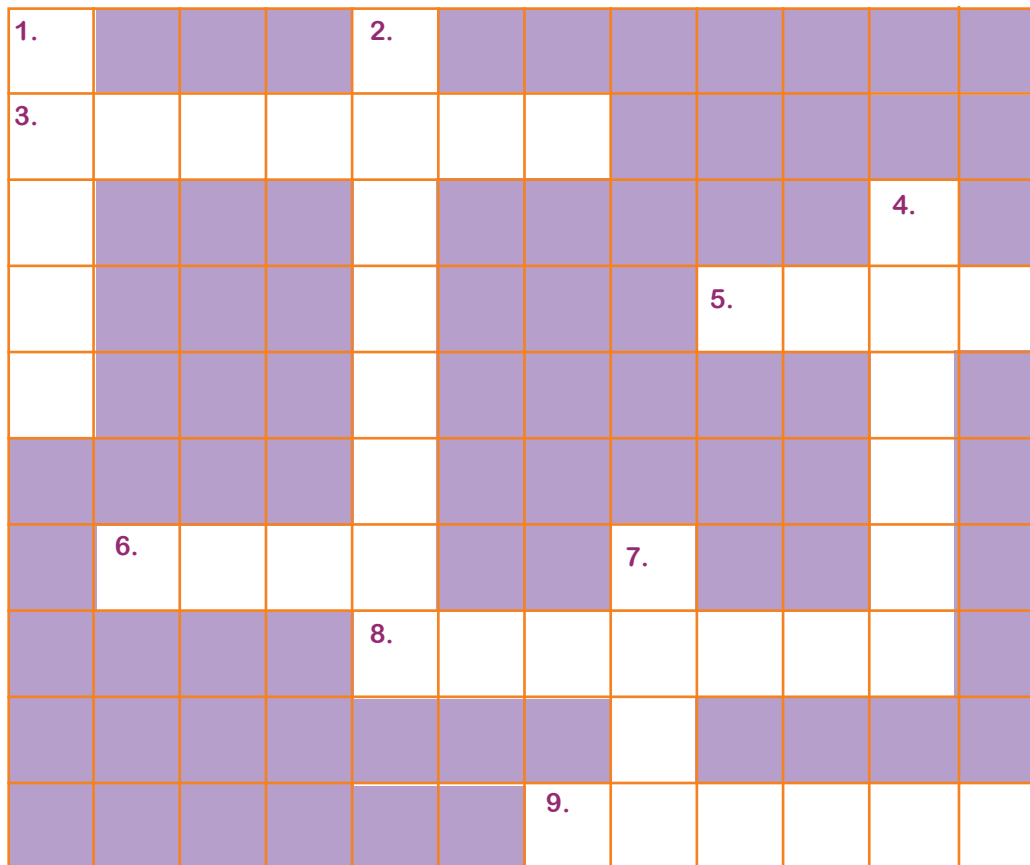
The Mad Scientist keeps some of his favourite words hidden in a crossword grid and just leaves little clues to remind himself of what they are.

We've got the grid and we've got the clues... we need you to work out the words and spell them properly.

Watch your back!



Define and spell



Across

3. A city in the USA referred to as 'The Windy City' (CH)
5. A person whose job is to cook meals (CH)
6. The hair on a male lion's head
8. A school subject that involves experiments (SC)
9. Individual or one of a kind (QUE)

Down

1. Act 1, _____ 2 (SC)
2. They are used in factories to make things (CH)
4. Football teams play in the Premier _____ (GUE)
7. When you are 13, you are a ____ager

Key:

SC = spelled SC but /s/ sound
 GUE = spelled GUE (/g/ sound)
 CH = spelled CH (/sh/ sound)
 QUE = spelled QUE, /k/ sound

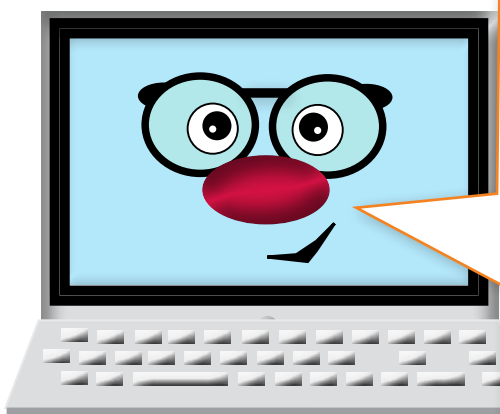
Mission 4 – Objective 3

GCCA Parent Information

The Mission 4 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is an anagram challenge. Your child will need to unscramble and spell words based on given definitions.

Introduction



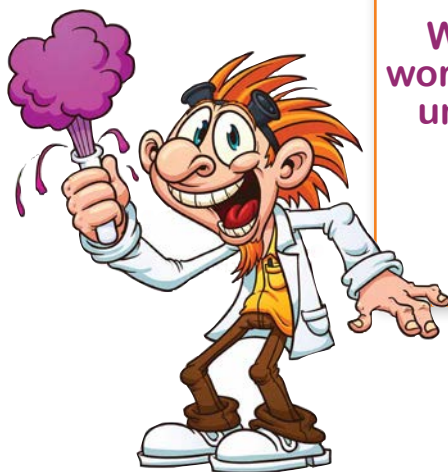
Objective 3 is always an unscramble and spell mission.

The Mad Scientist muddles up some of his favourite words.

He always leaves himself a little clue in case he gets stuck.

We've got the scrambled words and the clues. Can you unscramble and correctly spell the words?

Good luck!



Unscramble and spell



Scrambled word	Clue	Unscrambled word
E H C F	(CH) Someone who works in a kitchen making food	
I Z B M E M O Q A U	(QUE) A country in South Africa, next to the Indian Ocean	
N T E U G O	(GUE) It's in your mouth and you use it to speak	
N C I I S L I D P E	(SC) Training people or animals to obey rules of behaviour	
T Q E A N I U	(QUE) An old item that might be worth a lot of money	
U B E R O C R H	(CH) You can look in one of these for holidays information	
T E U C N H I Q E	(QUE) A way of carrying out a certain task	
I F G T A E U	(GUE) Extreme tiredness	
N E S E C	(SC) A part of a play or film	
C E Q I H U	(CH) A food that is popular in buffets, made with egg and cheese	

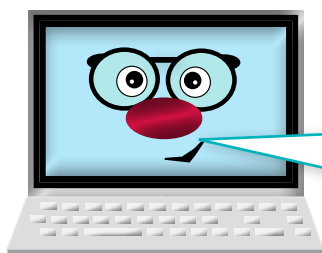
Key:

SC = spelled SC (/s/ sound)

CH = spelled CH (/sh/ sound)

GUE = spelled GUE (/g/ sound)

QUE = spelled QUE (/k/ sound)



CHAD's fact

The grapheme **sc** is only pronounced /s/ when it's followed by the letters E, I, Y.

For example:

scent **science**
fascinate **scythe**

but **scone** and **scrum**

Unscrambled word	Clue	Scrambled word
CHEF	(CH) Someone who works in a kitchen making food	E H C F
MOZAMBIQUE	(QUE) A country in South Africa next to the Indian Ocean.	I Z B M E M O Q A U
TONGUE	(GUE) It's in your mouth and you use it to speak.	N T E U G O
DISCIPLINE	(SC) Training people or animals to obey rules of behaviour	N C I S L I D P E
ANTIQUE	(QUE) An old item that might be worth a lot of money	T Q E A N I U
BROCHURE	(CH) You can look none of these holidays information	U B E R O C R H
TECHNIQUE	(QUE) A way of carrying out a certain task	T E U C N H I Q E
FATIGUE	(GUE) Extreme tiredness	I F G T A E U
SCENE	(SC) A part of a play or film	N E S E C
QUICHE	(CH) A food that is popular in buffets, made with egg and cheese	C E Q I H U

Unscramble and spell : Mission 4 answer

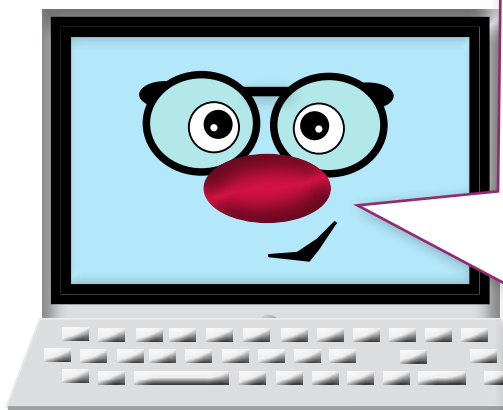
Mission 4 – Objective 4

GCCA Parent Information

The Mission 4 spelling patterns have been introduced in the briefing. Remember to remind your child to refer back to these different rules throughout the tasks.

Objective 3 is a number-to-letter code puzzle. Your child will need to use the grid to assign letters to numbers in order to spell the words. As this is the trickiest puzzle, you might want to give your child a couple of extra letters if they are struggling.

Introduction



Objective 4 is always a translate and spell mission.

The Mad Scientist has changed some of the letters in his words to numbers.

We know some of the numbers but you'll need to work out the rest.

Don't worry if you get stuck; this is the trickiest puzzle of all.

I have some clues available if you need them.

Good luck!



Translate and spell

Word 1 (CH)

18	10	12	9	4	7	25	1	20

Word 2 (GUE)

13	20	7	22	12	20

Word 3 (QUE)

25	13	15	3	12	20

Word 4 (SC)

11	7	9	25	15	16	7	4	20

Word 5 (CH)

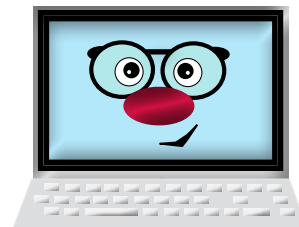
25	1	7	14	7	26	20	9

1	2	3	4	5	6	7	8	9	10	11	12	13
		Q				A		S				L
14	15	16	17	18	19	20	21	22	23	24	25	26
						E					C	

Key:

SC = SC but /s/ sound
CH = CH but /sh/ sound

GUE = GUE but /g/ sound
QUE = QUE but /k/ sound



CHAD's clues

1: Facial hair below the nose, above the lip

2: teams play in groups; one is called a _____

3: friends who don't include outsiders

4: something amazing may _____ you

5: acting out a film / book (game)

Mission 4 – Objective 4: answer

R	I	N	Z	M	Y	E	P	G	W	B	C	D
14	15	16	17	18	19	20	21	22	23	24	25	26
H	J	Q	T	V	K	A	X	S	O	F	U	L
1	2	3	4	5	6	7	8	9	10	11	12	13

C	H	A	R	A	D	E	S
25	1	7	14	7	26	20	9

Word 5 (CH)

F	A	S	C	I	N	A	T	E
11	7	9	25	15	16	7	4	20

Word 4 (SC)

C	L	I	Q	U	E
25	13	15	3	12	20

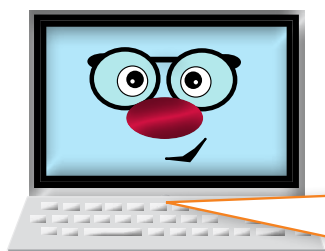
Word 3 (QUE)

L	E	A	G	U	E
13	20	7	22	12	20

Word 2 (GUE)

M	O	U	S	T	A	C	H	E
18	10	12	9	4	7	25	1	20

Word 1 (CH)



CHAD's clues

- 1: Facial hair below the nose, above the lip
- 2: teams play in groups; one is called a ____
- 3: friends who don't include outsiders
- 4: something amazing may _____ you
- 5: acting out a film / book (game)

Crack that code: Mission 4

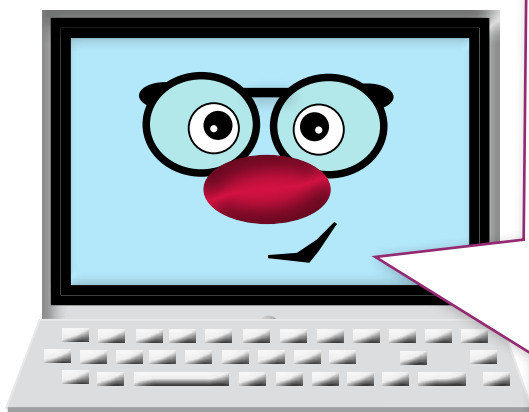
Code-cracking challenge

GCCA Parent Information

The Code-cracking challenge requires an adult/older sibling to assist. You will need the answer sheets from the four completed missions. Your child will give you the word number and the clue.

You then read out the word using the mission answer sheets or the code-cracking answer sheet. They then need to spell it correctly in the assigned box on the next page. The yellow boxes, read together, will spell a word to complete the mission.

Introduction



You've completed the four objectives and are now ready for the Code-cracking challenge!

You will need an adult or older sibling to help you with this challenge.

Read the word clue to them and they will tell you the word you need to write down. Spell it correctly!

When you've spelled all 10 words, you'll have the vital code word to stop The Mad Scientist's plans.

You can do it!



Code-cracking challenge

Word 1: Objective 4, word 5

--	--	--	--	--	--	--	--

Word 2: Objective 3, fifth word

--	--	--	--	--	--	--

Word 3: Objective 2, 8 across

--	--	--	--	--	--	--	--

Word 4: Objective 1, CH word for someone who cooks

--	--	--	--

Word 5: Objective 3, eighth word down

--	--	--	--	--	--	--	--

Word 6: Objective 1, CH word, what skydivers use

--	--	--	--	--	--	--	--	--

Word 7: Objective 4, word 2

--	--	--	--	--	--

Word 8: Objective 2, 9 across

--	--	--	--	--	--

Word 9: Objective 3, ninth word down

--	--	--	--	--

Word 10: Objective 2, 2 down

--	--	--	--	--	--	--	--

The password is: _____



Mission 4 – Code-cracking challenge: answer

Word 1: Objective 4, word 5

c	h	a	r	a	d	e	s
---	---	---	---	---	---	---	---

Word 2: Objective 3, fifth word

a	n	t	i	q	u	e
---	---	---	---	---	---	---

Word 3: Objective 2, 8 across

s	c	i	e	n	c	e
---	---	---	---	---	---	---

Word 4: Objective 1, CH word for someone who cooks

c	h	e	f
---	---	---	---

Word 5: Objective 3, eight word down

f	a	t	i	g	u	e
---	---	---	---	---	---	---

Word 6: Objective 1, CH word, what skydivers use

p	a	r	a	c	h	u	t	e
---	---	---	---	---	---	---	---	---

Word 7: Objective 4, word 2

l	e	a	g	u	e
---	---	---	---	---	---

Word 8: Objective 2, 9 across

u	n	i	q	u	e
---	---	---	---	---	---

Word 9: Objective 3, ninth word down

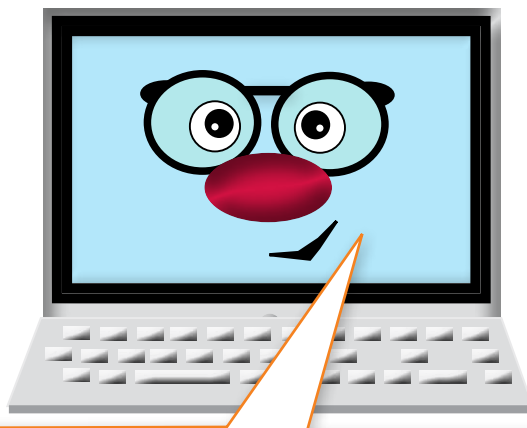
s	c	e	n	e
---	---	---	---	---

Word 10: Objective 2, 2 down

m	a	c	h	i	n	e	s
---	---	---	---	---	---	---	---

The password is: discipline

Crack that code: Mission 4 debrief



Congratulations! Not only have you completed Mission 4, you've completed all of our current missions! Once you'd worked out the The Mad Scientist's password, we were able to find out where his secret lab was. The field team arrested him and the world is undoubtedly a safer place! Recap the word types you have studied and the words you worked with in your last mission debrief.

Word Type 1: The Mad Scientist likes words that include the /s/ sound, spelled sc.

science scene discipline fascinate

Word Type 2: The Mad Scientist also likes words with the /sh/ sound, spelled ch.

**chef machine parachute Chicago brochure
quiche moustache charades**

Word Type 3: Words that have the /g/ sound, spelled gue, are some of The Mad Scientist's favourites.

guest tongue league fatigue

Word Type 4: Finally, The Mad Scientist likes words that have the /k/ sound but only if they are spelled que.

antique unique Mozambique technique clique

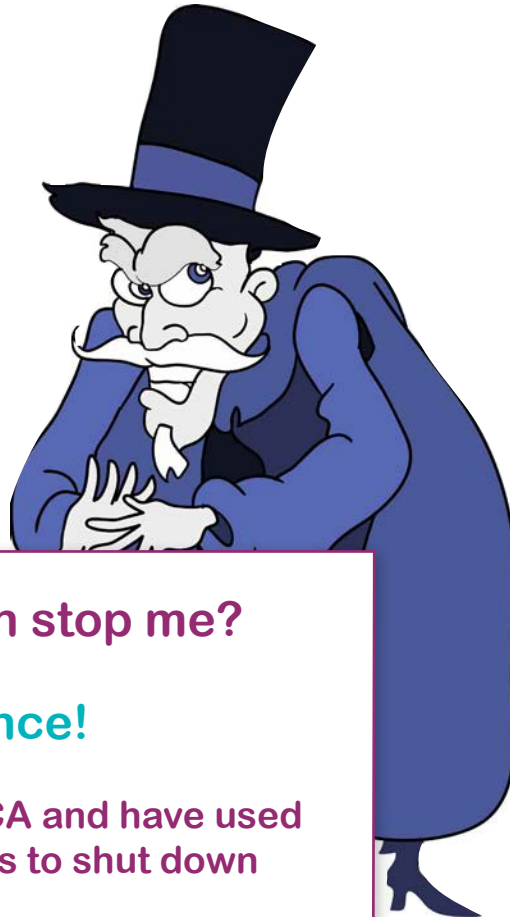
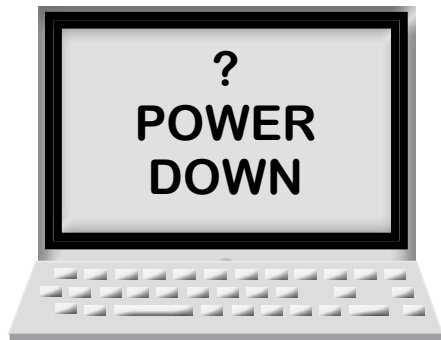
And there you have it. Well done agent, fine work!

Oh... what's happening???

Something's in the system... (POWERING DOWN)

Crack that code: Mission 5

Introduction



You think you can stop me?

Not a chance!

I have infiltrated the GCCA and have used the HOMOPHONE virus to shut down CHAD.

The great thing about homophones is that because they sound so similar, the spelling patterns the GCCA use are useless when trying to spell them. Ha!

Unless you can correctly spell these words I'm afraid the days of the GCCA are over!

Farewell!

Mission 5 – Task 1

GCCA Parent Information

Mission 5, Task 1 presents your child with a page of words. The aim is to read the words and match them to words that sound the same or similar. Homophones cause lots of spelling confusion; this mission involves learning words not by using spelling patterns but by remembering their meanings.

Introduction



Hello agent.

These are dark times for the GCCA.

I'm Chad Spellington, the director of the GCCA. I designed the CHAD computer software and have been stopping villains for many years... but this time we've been attacked.

We're going to have to learn these homophones if we're going to stop The Schemer.

All we have is a page of different words, all muddled up!

Can you match the words that sound the same?

groan	bury	scene	not
peace	brake	seen	mail
here	main	whether	he'll
meat	grate	heal	piece
plain	break	meet	mist
berry	weather	meddle	plane
ball	great	grown	bawl
medal	hear	knot	male
missed	fare	heel	fair

mane

Homophones:
ball/bawl
berry/bury
brake/break
fair/fare
grate/great
groan/grown
here/hear
heel/heal/he'll
knot/not
mail/male
main/mane
meat/meet
medal/meddle
missed/mist
peace/piece
plain/plane
scene/seen
weather/whether



Mission 5 – Task 2

GCCA Parent Information

Mission 5, Task 2 will continue to help your child learn a selection of homophones and near homophones.

Working through the task will help your child to remember the words and what they look like.

Introduction



Great work matching the words up, agent.

I think you're going to be able to match The Schemer and defeat him.

You need to become as familiar with the homophones as possible if you want to stand a chance!

Cut out the homophone cards on the next page and shuffle them, then turn them face down. See if you can turn one card over at a time and find the matching card to make pairs.

If you find a pair, put it to one side until you've found them all. If you don't have a pair, turn them over and try again. Remember: heel, heal and he'll will need to be found as a three.

ball	bawl	groan	weather
bury	berry	peace	
scene	seen	not	fair
brake	break	here	
meat	meet	plain	heel
main	mane	grate	
missed	mist	whether	he'll
medal	meddle	fare	
mail	male	heal	
grown	knot	great	
piece	hear	plane	



Mission 5 – Task 3

GCCA Parent Information

Mission 5, Task 3 will continue to reinforce these homophones and near homophones and help your child link the spelling and what the words look like with the correct meaning.

Introduction



You should be familiar with the homophones now agent.

It's time to learn what they mean.
In the tables on the next pages, you'll see the homophones and two meanings.

Try to sort the homophones into the correct boxes.

Homophones	Meaning 1	Meaning 2
ball / bawl	a round object _____	to cry _____
berry / bury	to put something in the ground _____	a fruit _____
brake / break	a pause in something, or to damage _____	to stop movement _____
fair / fare	when something is reasonable _____	the price to do something _____
grate / great	another word for good _____	to slice something into small amounts _____
groan / grown	to moan _____	to have increased in size _____
here / hear	referring to sound _____	referring to a place _____
heel / heal / he'll	to make something better _____	the back of your foot _____
knot / not	when something is tied in a complicated way _____	meaning no _____

Homophones	Meaning 1	Meaning 2
mail / male	a boy or man _____	to post a letter _____
main / mane	meaning the most important _____	a lion's hair _____
meat / meet	food such as chicken or pork _____	to encounter _____
medal / meddle	to get involved when you shouldn't _____	an award _____
missed / mist	to have not hit a ball _____	a light fog _____
peace / piece	a portion of something _____	happiness _____
plain / plane	basic _____	a flying vehicle _____
scene/seen	a part of a film or play _____	to have looked at or noticed something _____
weather / whether	relating to choice _____	relating to rain, sun and wind _____

Mission 5 – Task 3: answer

Homophones	Meaning 1	Meaning 2
ball/bawl	a round object ball	to cry bawl
berry/bury	to put something in the ground bury	a fruit berry
brake/break	a pause in something or to damage break	to stop movement brake
fair/fare	when something is reasonable fair	a price to do something fare
grate/great	meaning good great	to slice something into small amounts grate
groan/grown	to moan groan	to have got bigger grown
here/hear	referring to sound hear	referring to a place here
heel/heal/he'll	to make something better heal	the back of your foot heel
knot/not	when something is tied in a complicated way knot	meaning no not
mail/male	a boy or man male	to post a letter mail
main/mane	meaning the most important main	a lion's hair mane
meat/meet	food such as chicken or pork meat	to encounter meet
medal/meddle	to get involved when you shouldn't meddle	an award medal
missed/mist	to have not hit a ball missed	a light fog mist
peace/piece	a portion of something piece	happiness peace
plain/ plane	basic plain	a flying vehicle plane
scene/seen	a part of a film or play scene	to have looked at or noticed something seen
weather/whether	relating to choice whether	relating to rain, sun and wind weather

Mission 5 – Task 4

GCCA Parent Information

Mission 5, Task 4 will require your child to create their own mnemonic device to help them remember the different homophones. Pictures will help visual learners to remember the spelling for the different meanings.

Introduction




Now you know the homophones' meanings, you need to learn them by heart.

I've prepared a blank card for each homophone. Can you draw a picture for each word using the information in Task 3?

This will help you to remember the words by visualising them.


ball



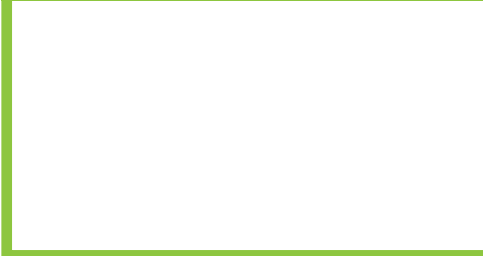
bawl



groan



grown



bury




berry



peace



piece



scene

seen

brake

break

meat

meet

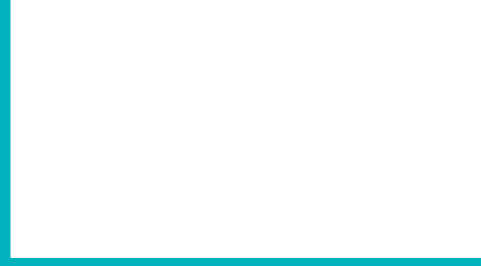
main

mane

missed



mist



medal



meddle



mail



male



not



knot



hear

here

plain

plane

grate

great

whether

weather

fair

fare

heal

heel

he'll



Crack that code: Mission 5

Code-cracking challenge

GCCA Parent Information

The Code-cracking challenge requires an adult/older sibling to assist. You will need the parent sheet (next page) in order to read out words and a sentence for your child to spell correctly in the assigned box. One letter in each word will be in a yellow box; combined, the yellow boxes will spell a word to complete the mission.

Introduction



This is it, you've mastered the homophones and learned their spellings.

Complete the Code-cracking challenge as before to reveal the password.

The correct password should allow us to stop the virus and restore CHAD.

Once CHAD is restored, he'll be able to track down The Schemer once and for all.

Good luck, agent. We're depending on you!

Code-cracking challenge: parent sheet

Word 1: **heel** - Jack had injured his heel.

Word 2: **grown** - The dog had grown over the summer.

Word 3: **medal** - Kate won a medal after scoring the most goals for her football team.

Word 4: **groan** - Auntie Sally loved to groan about the supermarket queues.

Word 5: **piece** - Carly had a piece of cake with her tea.

Word 6: **heal** - The doctor said Jack's foot would heal.

Word 7: **knot** - Abi had tied her laces in a knot.

Word 8: **main** - The main character had lost his key.

Word 9: **plane** - Tony went to Florida on a plane.



Code-cracking challenge

Word 1:

Y			
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Word 2:

		Y		
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Word 3:

Y				
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Word 4:

		Y		
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Word 5:

Y				
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Word 6:

Y			
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Word 7:

		Y	
--	--	---	--

Word 8:

			Y
--	--	--	---

Word 9:

				Y
--	--	--	--	---



The password is: _____

Mission 5 – Code-cracking challenge: answer

Word 1:

h	e	e	l
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Word 2:

g	r	o	w	n
---	---	---	---	---

Word 3:

m	e	d	a	l
---	---	---	---	---

Word 4:

g	r	o	a	n
---	---	---	---	---

Word 5:

p	i	e	c	e
---	---	---	---	---

Word 6:

h	e	a	l
---	---	---	---

Word 7:

k	n	o	t
---	---	---	---

Word 8:

m	a	i	n
---	---	---	---

Word 9:

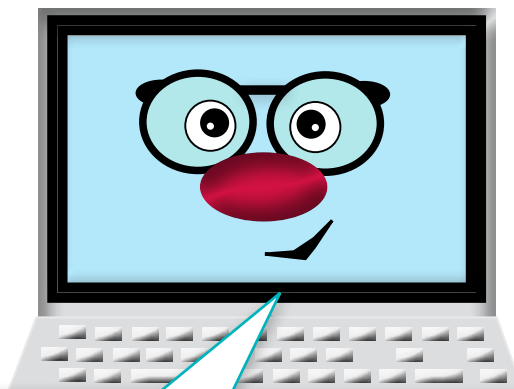
p	l	a	n	e
---	---	---	---	---

The password is: homophone

Crack that code: Mission 5 debrief

You've done it!

You found out the password (how dim is The Schemer to use the word homophone?!), fixed the GCCA's systems and stopped The Schemer from destroying our agency. Great work, agent!



Great work indeed agent!

Thank you for saving me and stopping The Schemer once and for all.

Because of your hard work and dedication, we were able to track him down and bring him to justice.

He won't be releasing any more viruses.

You can have a well-earned rest now, agent... until more evil geniuses think that they can meddle with us wordsmiths!