

commonly misspelled words year 5

Commonly Misspelled Words Year 5: Helping Children Master Spelling with Confidence

commonly misspelled words year 5 are a challenge for many students as they move through their primary education. At this stage, children are expanding their vocabulary rapidly, encountering more complex words in their reading and writing. However, this growth often comes with the frustration of spelling errors. Understanding which words tend to trip up Year 5 learners—and why—can make a significant difference in how teachers and parents support children’s literacy development.

In this article, we’ll explore some of the most frequently misspelled words for Year 5 students, share practical strategies to help kids remember correct spellings, and discuss why spelling remains an important skill in an increasingly digital world.

Why Do Year 5 Students Struggle with Spelling?

By Year 5, children have usually mastered basic phonics and can read fluently, but spelling can still be tricky. This is largely because:

- **English is full of irregular spelling patterns.** Words like “friend” or “people” don’t follow simple phonetic rules, making them harder to spell.
- **Homophones cause confusion.** Words like “there,” “their,” and “they’re” sound alike but have different meanings and spellings.
- **Silent letters trip learners up.** Words such as “knight” or “psychology” contain letters that aren’t pronounced, which can be baffling.
- **Borrowed words add complexity.** Many words in English originate from other languages and keep their original spellings, such as “ballet” or “chalet.”

Recognizing these challenges helps adults tailor spelling instruction to meet children’s needs.

Commonly Misspelled Words Year 5: Examples and Insights

Certain words consistently appear on lists of misspellings for Year 5 pupils. Some of these are high-frequency words that students encounter daily, while others are more advanced vocabulary introduced at this level.

High-Frequency Words That Often Cause Mistakes

Even though words like “because,” “friend,” and “beautiful” are seen frequently, they remain stumbling blocks due to their tricky letter combinations or silent letters.

- **Because:** Often misspelled as “becuase” or “becasue.” A useful tip is to remember the phrase “Big Elephants Can Always Understand Small Elephants” to recall the letter order.
- **Friend:** Common mistakes include “freind” or “frend.” Highlighting the “i before e except after c” rule can help, though this rule has exceptions.
- **Beautiful:** This word is often misspelled as “beautifull” or “beautifal.” Breaking it down into syllables (beau-ti-ful) can support memorization.

Words That Challenge With Silent Letters and Unusual Patterns

Words like “knowledge,” “psychology,” and “island” contain silent letters that confuse young spellers.

- **Knowledge:** The silent “k” at the beginning can be tricky. Saying the word slowly and focusing on each sound can help.
- **Psychology:** The initial “p” is silent, leading to misspellings such as “sychology.”
- **Island:** The “s” is silent, which often results in “island” being spelled as “island” or “islend.”

Teaching children about silent letters and encouraging them to visualize the words can improve accuracy.

Homophones and Confusing Word Pairs

Understanding and correctly using homophones is a critical part of Year 5 spelling development.

- **There / Their / They’re:** These three words sound the same but have different meanings. Visual aids and context sentences can clarify their proper usage.
- **Your / You’re:** Commonly mixed up, children benefit from learning to break down “you’re” as “you are.”
- **To / Too / Two:** Teaching children the differences through examples can reduce errors.

Effective Strategies to Help Year 5 Students Spell Better

Spelling doesn’t have to be a dry or stressful subject. Engaging techniques can transform the experience for children.

Use Mnemonics and Memory Aids

Mnemonics turn tricky words into memorable phrases or sentences. For example:

- **Because:** “Big Elephants Can Always Understand Small Elephants”

- **Friend:** “Friends Really Enjoy Interesting New Discussions”

Such devices help embed the correct sequence of letters in children’s minds.

Encourage Breaking Words into Smaller Parts

Syllabification—breaking a word into syllables—makes longer words less intimidating. For “beautiful,” saying “beau-ti-ful” aloud helps students hear and remember each component. Similarly, “knowledge” can be segmented into “know-ledge.”

Incorporate Spelling Games and Activities

Games like spelling bees, word searches, and crosswords make learning fun and interactive. Digital spelling apps tailored for Year 5 levels offer immediate feedback, which is valuable for self-correction.

Teach Spelling Patterns and Rules

Although English has many exceptions, some spelling rules can guide learners:

- “i before e except after c”
- Adding suffixes like “-ing” or “-ed” to base words
- Pluralization rules

Helping children understand these patterns provides a framework to approach new words.

Why Mastering Spelling Matters Beyond Year 5

Good spelling skills extend beyond the classroom. Clear writing fosters better communication, boosts confidence, and even impacts academic performance in subjects where written work is required. Moreover, in our digital age, correct spelling enhances credibility in emails, social media, and professional writing.

Supporting children to overcome common spelling pitfalls early sets a foundation for lifelong literacy success.

Building Confidence Through Practice and Positive Feedback

Mistakes are natural, and spelling development is a gradual process. Celebrating small victories encourages perseverance. Providing gentle corrections rather than harsh criticism nurtures a positive attitude toward learning.

Using Technology as a Support Tool

Spellcheckers and grammar tools can assist but should not replace learning. Teaching children how to use these tools wisely—checking suggestions and understanding errors—helps them become independent writers.

Spelling is a journey filled with challenges and rewards, especially for Year 5 learners facing more complex vocabulary. By focusing on commonly misspelled words year 5 students encounter, and embracing strategies that make learning enjoyable and meaningful, we can help children not only improve their spelling but also develop a genuine love for language. This sets them up for clearer communication and academic success in the years to come.

Frequently Asked Questions

What are some commonly misspelled words for Year 5 students?

Commonly misspelled words for Year 5 students include 'accommodate', 'definitely', 'separate', 'occurred', and 'embarrass'.

Why do Year 5 students often misspell words like 'accommodate'?

Year 5 students often misspell words like 'accommodate' because of double letters and unfamiliar spelling patterns.

How can Year 5 students improve their spelling of commonly misspelled words?

Year 5 students can improve their spelling by practicing regularly, using mnemonic devices, and reading frequently to become familiar with word patterns.

Are there any fun activities to help Year 5 students learn misspelled words?

Yes, activities like spelling bees, word searches, and interactive games can make learning commonly misspelled words engaging for Year 5 students.

What is a good strategy to remember the spelling of the word 'definitely' for Year 5 students?

A good strategy is to remember that 'definitely' contains 'finite' in the middle and does not have an

'a' after the 'f'.

How important is it for Year 5 students to master commonly misspelled words?

Mastering commonly misspelled words is important for Year 5 students as it improves their writing clarity, confidence, and overall communication skills.

Can using technology help Year 5 students with spelling commonly misspelled words?

Yes, spelling apps and online quizzes can provide interactive and personalized practice to help Year 5 students improve their spelling.

What role does reading play in reducing spelling mistakes in Year 5?

Reading exposes Year 5 students to correct spelling in context, which helps reinforce correct word forms and reduces spelling mistakes.

Which commonly misspelled word is often confused with 'separate' by Year 5 students?

Year 5 students often confuse 'separate' with 'seperate', mistakenly using an 'e' instead of an 'a' in the middle of the word.

How can teachers assist Year 5 students in learning tricky spellings?

Teachers can assist by providing clear explanations, using visual aids, encouraging regular practice, and giving feedback on spelling errors.

Additional Resources

Commonly Misspelled Words Year 5: A Closer Look at Spelling Challenges in Upper Primary Education

commonly misspelled words year 5 pose a significant challenge for educators, parents, and students alike. As children progress through primary school, particularly by Year 5, their vocabulary expands substantially, introducing more complex words and nuanced spelling rules. This progression often results in frequent spelling errors which, if overlooked, can hinder literacy development and academic confidence. Understanding which words are typically misspelled and why they present difficulties is essential for improving teaching strategies and supporting learners effectively.

Understanding the Importance of Spelling Accuracy in Year 5

Spelling proficiency at the Year 5 level is not only critical for written communication but also forms the foundation for higher-level literacy skills such as reading comprehension and creative writing. By this stage, students are expected to master a wide range of vocabulary, including subject-specific terminology, commonly used adjectives, adverbs, and multisyllabic words. Spelling mistakes at this level can therefore impact the clarity and professionalism of students' work, potentially affecting their overall academic performance.

Moreover, correct spelling is a key component of standardized assessments and national curriculum benchmarks. According to recent educational performance data, students who demonstrate strong spelling skills tend to achieve higher literacy scores, underscoring the practical benefits of addressing commonly misspelled words in Year 5.

Why Do Year 5 Students Struggle With Certain Words?

The transition to Year 5 introduces new linguistic challenges. Several factors contribute to the prevalence of spelling errors among this age group:

1. Complexity of Word Structures

Words encountered in Year 5 often contain silent letters, irregular vowel combinations, and prefixes or suffixes that alter pronunciation and meaning. For example, words like "rhythm," "necessary," and "guarantee" frequently appear on misspell lists because their phonetic patterns defy straightforward decoding.

2. Influence of Phonics and Pronunciation

While early years focus heavily on phonics, the Year 5 curriculum demands recognition of exceptions to phonetic rules. This can confuse students who rely heavily on sounding words out. Words such as "knight" and "psychology" illustrate this issue, where letters are not pronounced but must be included in spelling.

3. Homophones and Confusable Words

Commonly misspelled words year 5 also include homophones—words that sound alike but have different spellings and meanings (e.g., "there," "their," and "they're"). Differentiating these requires contextual understanding, which is still developing in many students.

Top Commonly Misspelled Words in Year 5

Identifying specific words frequently misspelled by Year 5 pupils allows targeted intervention. The following list highlights examples drawn from educational assessments and spelling tests:

- **Accommodate** - Often misspelled due to double consonants.
- **Definitely** - Common errors include "definately" or "defiantly."
- **Occasionally** - Confused vowel placement leads to mistakes.
- **Necessary** - The arrangement of 'c' and 's' is often inverted.
- **Rhythm** - Silent letters and unusual consonant clusters cause errors.
- **Argument** - Commonly misspelled as "arguement."
- **Environment** - The complexity of vowels and syllables is challenging.
- **Government** - The silent 'n' and vowel placement trip up students.

These examples illustrate patterns such as double letters, silent letters, and vowel confusion, which are recurrent themes in Year 5 spelling mistakes.

Spelling Patterns and Rules Relevant to Year 5

To address these challenges, understanding key spelling patterns and rules is imperative:

1. **Doubling Consonants:** When adding suffixes, doubling the final consonant (e.g., "accommodate") is often overlooked.
2. **Silent Letters:** Words like "knight" and "psychology" require memorization since phonics are insufficient.
3. **Prefix and Suffix Usage:** Variations in adding prefixes (un-, dis-) and suffixes (-tion, -ally) can cause errors.
4. **Homophones:** Recognition of context to distinguish words such as "their" vs. "there" is key.
5. **Common Vowel Patterns:** Identifying vowel digraphs (ea, oi, ai) helps in accurate spelling.

Mastering these rules can significantly reduce spelling errors, a fact supported by numerous literacy studies focusing on upper primary learners.

Educational Strategies to Combat Misspellings in Year 5

Teachers and parents can adopt several effective strategies to help Year 5 students overcome spelling difficulties:

Explicit Teaching of Problematic Words

Introducing frequently misspelled words through direct instruction ensures students become familiar with tricky spellings. Using spelling journals or flashcards can reinforce retention.

Contextual Learning Through Reading and Writing

Exposure to well-written texts and encouraging creative writing help students internalize correct word forms naturally. Applying vocabulary in different contexts improves understanding and recall.

Use of Technology and Spelling Software

Interactive spelling apps and games provide engaging ways to practice difficult words and can offer immediate feedback, promoting independent learning.

Regular Assessment and Feedback

Frequent spelling tests paired with constructive feedback enable learners to identify errors and correct them promptly, fostering continuous improvement.

The Role of Curriculum and Assessment in Addressing Spelling Challenges

National curricula often outline specific spelling lists and expectations for Year 5 students, emphasizing both common and subject-specific vocabulary. Assessment frameworks typically evaluate spelling proficiency as part of literacy benchmarks, reflecting its importance in overall educational outcomes.

Comparative analysis of curriculum standards reveals that countries with rigorous spelling expectations and systematic instruction tend to report higher literacy achievement in upper primary students. This correlation underscores the value of prioritizing spelling instruction tailored to commonly misspelled words year 5.

Balancing Spelling Accuracy with Creative Expression

While accuracy is essential, educators must also balance this with encouraging creativity and fluency in writing. Overemphasis on spelling errors can inhibit students' willingness to express themselves. Strategies that integrate spelling correction with positive reinforcement are therefore recommended.

Looking Ahead: Supporting Spelling Development Beyond Year 5

As students transition into secondary education, spelling demands increase further, incorporating more complex terminology and academic language. The foundation laid in Year 5 is critical for this progression. Continuous reinforcement of spelling skills, combined with vocabulary expansion and reading comprehension, equips learners to meet future challenges confidently.

In conclusion, addressing commonly misspelled words year 5 requires a multifaceted approach that includes understanding the linguistic difficulties, targeted teaching strategies, and curriculum alignment. By focusing on these areas, educators can significantly enhance students' spelling competence, paving the way for academic success and effective communication skills.

[Commonly Misspelled Words Year 5](#)

Find other PDF articles:

<http://142.93.153.27/archive-th-026/files?ID=jVT25-6495&title=cornell-notes-for-math.pdf>

commonly misspelled words year 5: Month-by-Month Phonics and Vocabulary, Grade 5 Cunningham, Loman, Arens, 2008-08-28 Learn when and how to teach the Working with Words Block using Month-by-Month Phonics and Vocabulary. Help students in grade 5 read and understand multisyllabic words and morphemes, build vocabulary, and learn spelling strategies with this comprehensive classroom supplement. This 160-page book includes activities such as Nifty Thrifty Fifty, Guess the Covered Word, Word Detectives, and Making Words. The book also includes homework suggestions, ideas for struggling readers, word lists, and reproducibles and supports the Four-Blocks(R) Literacy Model.

commonly misspelled words year 5: Writing Engagement, Grade 5 Janet P. Sitter, Ph.D., 2002-01-01 These fun writing exercises will improve students' understanding of the writing process along with their language arts skills. This engaging reinforcement workbook includes reproducible practice and application work pages, evaluation rubrics for teacher and students, student writing prompts, writing skills tests, and an answer key. Unit topics include using commas, narrative writing, expository writing, writing a persuasive essay, writing a vignette, using adjectives and adverbs, and more! Aligned with Common Core State Standards. --Mark Twain Media Publishing Company specializes in providing captivating, supplemental books and decorative resources to complement middle- and upper-grade classrooms. Designed by leading educators, the product line

covers a range of subjects including mathematics, sciences, language arts, social studies, history, government, fine arts, and character. Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards. Since 1977, Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources.

commonly misspelled words year 5: Daily Warm-Ups: Language Skills Grade 5 Mary Rosenberg, 2009-05

commonly misspelled words year 5: Year 5 Basic Skills Tests Alan Horsfield, 2005

commonly misspelled words year 5: Analogies for Critical Thinking Grade 5 Ruth Foster, 2011-05 Approach analogies as puzzles. To solve them, students need to use cognitive processes and critical-thinking skills. These exercises present word and/or picture relationships in several different ways. The goal is to develop skills in visual imagery, reading comprehension, vocabulary development, reasoning and test-taking.

commonly misspelled words year 5: When Spelling Matters Doreen Scott-Dunne, 2012 Shows teachers how to nurture writers and build student confidence in their ability to write and to spell well. It argues that children learn to spell by investigating how words work and recognizing the unique structure and patterns of words.--back cover.

commonly misspelled words year 5: Traits of Good Writing, Grade 5 Stephanie Macceca, 2007-06-13 Help students improve their writing skills by implementing useful strategies that can be used by today's teachers.

commonly misspelled words year 5: Common Core for the Not-So-Common Learner, Grades K-5 Maria G. Dove, Andrea Honigsfeld, 2013-03-13 The strategies you need to teach common standards to diverse learners The elementary years are a critical opportunity to help students of all backgrounds meet the demands of the Common Core Standards. In this realistic, thorough book, Maria Dove and Andrea Honigsfeld show how to help every K-5 student, including English Learners, students with disabilities, speakers of nonstandard English, and other struggling learners, meet the Common Core Standards for English Language Arts (ELA). Educators will find an adaptable approach that ensures all students develop lasting language skills. This resource Familiarizes readers with each of the Common Core's 32 ELA anchor standards Outlines the specific skills that students need to master each standard Presents a wealth of flexible teaching strategies and instructional tools aligned to each anchor standard Includes guidance on collaboration and co-teaching for student success Common Core for the Not-So-Common Learner is the standards-based ELA resource that elementary teachers have been waiting for! Each anchor standard in all five domains is fully explained with practical, engaging activities that can add fun and learning to any classroom. Readers will feel supported and energized for the challenges ahead, with a toolkit for meeting the needs of all learners. --Elizabeth Gennosa, English/AIS Teacher Sagamore Middle School, Holtsville, NY Here's a resource that will make your teaching life easier and support those learners in your classroom who worry you the most. --Dolores Hennessy, Reading Specialist Hill and Plain School, New Milford, CT

commonly misspelled words year 5: Narrative Writing, Grades 3-5 Andrea Trischitta, 2000-05 Activities include lessons on the elements of narrative writing, figurative language, grammar, proofreading/editing skills, and ways to use technology.

commonly misspelled words year 5: Ready To Go Lessons: Reading & Writing Grd 5 Jessica M. Dubin Kissel, 2006-05

commonly misspelled words year 5: Spelling, Grade 5 Spectrum, 2002-06-01 Test with success using Spectrum Word Study and Phonics for grade 6! The lessons encourage creativity and strengthen phonics skills by focusing on digraphs, diphthongs, syllabication, acronyms, figures of speech, and dictionary skills. The book features full-color illustrations, provides essential tools for achieving reading fluency, and includes an answer key. Today, more than ever, students need to be equipped with the skills required for school achievement and success on proficiency tests. This 168-page book aligns with state and national standards, is perfect for use at home or in school, and is favored by parents, homeschoolers, and teachers.

commonly misspelled words year 5: Firefighter Exam For Dummies Stacy L. Bell, Lindsay Rock, Tracey Vasil Biscontini, 2011-01-11 The fast and easy way to score your best on the Firefighter Exam In addition to physical tests of strength, agility, and coordination, firefighters must also pass a difficult written test that requires serious preparation to fare well, and many applicants fail to succeed. Firefighter Exam For Dummies gives you a complete review of the most commonly tested topics that are typical of firefighter exams given to candidates across North America, as well as tips and advice on how to pass the oral interview, psychological testing, and the Candidate Physical Ability Test (CPAT). Coverage of reading comprehension, math, principles of mechanics, tool usage and recognition, memorization and visualization, and on-the-job scenarios Study advice and test-taking tips 4 full-length practice exams with answers and detailed explanations including the National Firefighter Selection Inventory (NFSI), a battery of 105 questions that assess the job-related cognitive skills required of a firefighter, and a test based on the New York City (NYC) firefighter exam-one of the most demanding Complete with advice for conquering test anxiety, Firefighter Exam For Dummies covers everything you need to know to confidently tackle-and pass-the big exam.

commonly misspelled words year 5: Essential Skills - Reading and Writing, Grade 4 Teacher Created Resources, Inc, 2009-01-30

commonly misspelled words year 5: Prefixes and Suffixes, Grades 3 - 8 Cunningham, 2008-08-27 Facilitate fun and functional phonics instruction using Prefixes and Suffixes for grades 3 and up. This 192-page resource features hands-on, minds-on manipulative activities in which students learn to decode words and properly use common prefixes, suffixes, and spelling changes. The book supports the Four-Blocks(R) Literacy Model and includes 120 dynamic lessons that encourage students to learn phonics and spelling through the Word Wall and Making Words activities. This book also includes review and extension activities, reproducibles, take-home word walls, and word lists.

commonly misspelled words year 5: *Handbook of Orthography and Literacy* R. Malatesha Joshi, P.G. Aaron, 2013-05-13 Until about two decades ago, the study of writing systems and their relationship to literacy acquisition was sparse and generally modeled after studies of English language learners. This situation is now changing. As the worldwide demand for literacy continues to grow, researchers from different countries with different language backgrounds have begun examining the connection between their writing systems and literacy acquisition. This text, which derives from a NATO sponsored conference on orthography and literacy, brings together the research of 70 scholars from across the world--the largest assemblage of such experts to date. Their findings are grouped into three parts, as follows: Part I, Literacy Acquisition in Different Writing Systems, describes the relationship between orthography and literacy in twenty-five orthographic systems. This section serves as a handy reference source for understanding the orthographies of languages as diverse as Arabic, Chinese, English, Icelandic, Kannada, and Kishwahili. Part II, Literacy Acquisition From a Cross-Linguistic Perspective, makes direct comparisons of literacy acquisition in English and other orthographic systems. The overall conclusion that emerges from these eight chapters is that the depth of an orthographic system does influence literacy acquisition primarily by slowing down the acquisition of reading skills. Even so, studies show that dyslexic readers can be found across all orthographic systems whether shallow or deep, which shows that dyslexia also has internal cognitive and biological components. Part III, Literacy Acquisition: Instructional Perspectives, explores literacy acquisition from developmental and instructional perspectives and ends with a look into the future of literacy research. This Handbook is appropriate for scholars, researchers, and graduate students in such diverse fields as cognitive psychology, psycholinguistics, literacy education, English as a second language, and communication disorders.

commonly misspelled words year 5: Flipping Over Making Words, Grade 3 Jessica Kissel, 2007-08 Teaches readers how to make words by flipping pages in a flip book.

commonly misspelled words year 5: *Going Green, Grades 6-8* Tracie Heskett, 2010-03 Standards-based lessons to encourage students to take care of the environment by adapting the way

"What is the meaning of 'IIUC' and how is it commonly used in 8 Jun 2024 "What is the meaning of 'IIUC' and how is it commonly used in English?"
Understand Correctly"

pak - 11 Sep 2024 **pak** **Pak** **Pak**

choose a less commonly used password choose a less commonly used password
choose a less commonly used password:1.It also allows you to choose four commonly used apps that

'commonly' know [know in common] | WordReference Forums 18 Oct 2009 'Commonly' is more or less synonymous with 'usually' ('there are a number of people I commonly see in the market'), so it it a little ambiguous in your phrase. 'People we

Used Vs Commonly used - WordReference Forums 14 Apr 2012 If you say 'more used' or 'most used', then the adverb will apply directly to the sense of the verb. It suggests a more intensive use as distinct from a more frequent use. In order to

Feller, fella, fellow - WordReference Forums 30 Sep 2008 This post is from another thread, but on a different subject. So, to avoid being off-topic, I've started this new thread to add my comment. (There are other threads concerning

against the commonly see - 21 Mar 2020 against the commonly see
1

Which one is used more commonly? I'm curious by nature. vs I'm a 28 Apr 2021 Since curious can mean strange, I doubt if many people would say either of those things. But in general, the shortest/neatest way of saying something is nearly always the one

Commonly-used [with or without hyphen] hyphenation -ly suffix 16 Jan 2016 Hi, I would like to know which of the two is correct: "a commonly-used word/object" or "a commonly used word/object"? I know that you usually use the hyphen for adjs before

commonly used widely used - commonly used; ; ; ; widely used; ; ; ; ;

"What is the meaning of 'IIUC' and how is it commonly used in 8 Jun 2024 "What is the meaning of 'IIUC' and how is it commonly used in English?"
Understand Correctly"

pak - 11 Sep 2024 **pak** **Pak** **Pak**

choose a less commonly used password choose a less commonly used password
choose a less commonly used password:1.It also allows you to choose four commonly used apps that

'commonly' know [know in common] | WordReference Forums 18 Oct 2009 'Commonly' is more or less synonymous with 'usually' ('there are a number of people I commonly see in the market'), so it it a little ambiguous in your phrase. 'People we

Used Vs Commonly used - WordReference Forums 14 Apr 2012 If you say 'more used' or 'most used', then the adverb will apply directly to the sense of the verb. It suggests a more intensive use as distinct from a more frequent use. In order to

Feller, fella, fellow - WordReference Forums 30 Sep 2008 This post is from another thread, but on a different subject. So, to avoid being off-topic, I've started this new thread to add my comment. (There are other threads concerning

against the commonly see - 21 Mar 2020 against the commonly see
1

Which one is used more commonly? I'm curious by nature. vs I'm a 28 Apr 2021 Since curious can mean strange, I doubt if many people would say either of those things. But in general, the shortest/neatest way of saying something is nearly always the one

Related to commonly misspelled words year 5

Most commonly misspelled words in the UK are uncovered by new research (Hull Daily Mail3y) New research has found the most commonly misspelled words in the UK. Commissioned by Casinotop10.net, the research was carried out by looking up the Google search volume from British searchers for the

Most commonly misspelled words in the UK are uncovered by new research (Hull Daily Mail3y) New research has found the most commonly misspelled words in the UK. Commissioned by Casinotop10.net, the research was carried out by looking up the Google search volume from British searchers for the

Back to Home: <http://142.93.153.27>