

1. (W1:3) Visual check on spelling the day in bold.			
Friday	Saturday	Sunday	<b><u>Monday</u></b>
2-3. (W1:4, Sp 1:12, 1:16, 2:18, 3:19) When two vowels go out walking the first one does the talking, so 'ea' makes a long 'a' sound. Magic (or silent) 'e' also makes the vowel 'e' say its name (long vowel sound) e.g. hear, here			
The ( <b><u>bear</u></b> / bare ) ate the fish.		Come over ( hear / <b><u>here</u></b> ).	
4. (W1:5, Sp 1:27) For most nouns (naming words): just add 's' to make the plural.		5. (W1:5, Sp 1:27) Nouns ending in a hiss sound ' <b>sh</b> ': add ' <b>es</b> ' for the plural to make an extra syllable and make it easier to say.	
one sock	two socks	one flash	two flashes
6. (W1:6, Sp1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
<b><u>unwrap</u></b>	small	kind	<b><u>open</u></b>
7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ed' for the past tense (have done).			
David _____ to Ben.		shouter	<b><u>shouted</u></b> shouting
8-9. (W1:7, Sp 1:29) The suffix 'er' forms the comparative (comparing 2 things). The suffix 'est' forms the superlative (comparing 3 or more things).			
Jessica's is long.	Emily's is even <b><u>longer</u></b> .	Ava's is <b><u>longest</u></b> of all.	

10. (W1:8, Sp 0:20, 1:20) 'oo' most often makes along 'oo' sound, often before 'm', 'n' and 'l' (stool, moon,			11. (W1:8, Sp 1:21) The 'ow' sound can be made using 'ou', this is usually in the middle of a word or before 'nd' ( cloud, found)		
roowm	<b><u>roome</u></b>	<b><u>room</u></b>	sownd	<b><u>sound</u></b>	sowned
12. (W1:8, Sp 1:22) 'oi' is often used in the middle of a word to make an 'oy' sound (soil, foil, join)			13. (W1:8, Sp 1:23, 1:24) 'or' is often used in the middle of a word (form, short). If it is at the end of a word, it is often followed by 'e' (shore, before)		
<b><u>soil</u></b>	soyl	soile	shawt	<b><u>short</u></b>	shaut

14. (W1:13) Letters formed in similar ways are called 'families'. There are 'long ladders' (down and off: i, j, l, t, u, y), 'one armed robots' (down and retrace up: b, h, k, m, n, p, r), 'curly caterpillars' (anti-clockwise curl: c, a, d, e, f, g, o, q, s) and 'zig zag' (v, w, x, z).				
<b><u>l</u></b>	<b><u>c</u></b>	<b><u>i</u></b>	<b><u>t</u></b>	<b><u>u</u></b>

15. (W1:20) Coordinating <b>conjunctions</b> join two independent (or equal) clauses or sentences to make a <b>compound</b> sentence.		
She got her spade	( <b><u>and</u></b> / but )	she dug a hole.
16. (W1:20) Coordinating <b>conjunctions</b> usually occurs mid-sentence.		
She brought her bucket	( and / <b><u>but</u></b> )	she didn't use it.
17. (W1:21) A <b>full stop</b> is used at the end of a word, phrase or sentence to tell the reader to pause.		18. (W1:21) A <b>question mark</b> is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop.
I walked the dog.		Did you get some cakes?
19-20. (W1:21,22) A <b>capital letter</b> is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun) and the personal pronoun 'I' meaning 'me'.		
You can come on <b>Friday</b> or <b>Sunday</b> .		I live in <b>Leeds</b> .