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| 1. (W1:3) Visual check on spelling the day in bold. | | | |
| Monday | Tuesday | Wednesday | Thursday |
| 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' can make a long 'e' sound (read, stream, dream) | | | |
| I am too (<u>weak</u> / week) to lift it. | | Sita will (reed / <u>read</u>) you a story. | |
| 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 'sh': add 'es' for the plural to make an extra syllable and make it easier to say. | |
| one game | two games | a lash | some lashes |
| 6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning. | | | |
| unlock | <u>open</u> | old | close |
| 7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ing' for the present tense (is kicking). | | | |
| He is _____ the ball. | | kicker | kicked kicking |
| 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). | | | |
| Wool is soft. | Cotton is even softer. | Velvet is softest of all. | |

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| 10. (W1:8, Sp 0:18, 1:13, 1:18) The letters 'igh' together make a long 'I' sound 'eye'. They are often followed by the letter 't' (sight, night). | | | 11. (W1:8, Sp 1:15, 1:17) Magic (or silent) 'e' makes the vowel 'u' say its name (long vowel sound) eg tub-tube, cub-cube. | | |
| lite | liyt | <u>light</u> | tyoon | choon | <u>tune</u> |
| 12. (W1:8, Sp 1:15, 1:18) The letters 'ew' together can make the long 'oo' sound (chew, threw) | | | 13. (W1:8, Sp 1:14, 1:17) Magic (or silent) 'e' makes the vowel 'o' say its name (long vowel sound) e.g hop-hope. | | |
| nue | <u>new</u> | <u>nyu</u> | stoan | <u>stow</u> | <u>stone</u> |

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| 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). | | | | |
| v | w | x | <u>a</u> | z |

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| 15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence. | | |
| You can use the glue | (and / <u>but</u>) | don't get it on your top. |
| 16. (W1:20) Coordinating conjunctions usually occurs mid-sentence. | | |
| We can have a party | (<u>and</u> / but) | we can have cake |
| 17. (W1:21) A question mark is used at the end of a word, phrase or sentence that asks a question. It is used in place of the full stop. | | 18. (W1:21) A full stop is used at the end of a word, phrase or sentence to tell the reader to pause. |
| Why did you do that? | | I went on my bike. |
| 19-20. (W1:21,22) A capital letter 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'. | | |
| Shall I call for Jeff and Sophie? | | We are going to Spain on our holiday. |