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| 1. (W1:3) Visual check on spelling the day in bold. | | | |
| Saturday | Sunday | Monday | <u>Tuesday</u> |
| 2-3. (W1:4, Sp 1:11, 1:26, 2:17) When two vowels go out walking the first one does the talking, so 'ai' makes a long 'a' sound. Magic (or silent) 'e' also makes the vowel 'a' say its name (long vowel sound) e.g. mad/made. | | | |
| We went to the (fare / <u>fair</u>). | | Please don't (stair / <u>stare</u>) at me. | |
| 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 cup | two cups | one splash | three splashes |
| 6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning. | | | |
| unsafe | clean | short | <u>dangerous</u> |
| 7. (W1:7, Sp 1:28) Adding 'er' to a verb can turn it into a noun (object) e.g. cook-cooker, walk-walker, sprint-sprinter | | | |
| Ben put the soup on the _____. | | <u>cooker</u> | cooked cooking |
| 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). | | | |
| Fred's is tall. | Bill's is even <u>taller</u> . | Dan's is <u>tallest</u> of all. | |
| 10. (W1:8, Sp 1:11, 1:17) Magic (or silent) 'e' makes the vowel 'a' say its name (long 'a' sound) e.g. mad-made, hat-hate. | | | |
| <u>made</u> | <u>mayd</u> | mejd | sweit sweyt <u>sweet</u> |
| 12. (W1:8, Sp 0:13, 1:14, 1:18, 1:21) 'ow' together at the end of a word make the long 'o' sound (grow, slow, throw) | | 13. (W1:8, Sp 1:15, 1:16) When two vowels go out walking the first one does the talking, so 'ue' can make the long 'u' sound (blue, true) | |
| gro | groa | grow | troo true trew |
| 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). | | | |
| c | e | <u>u</u> | f s |
| 15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence. | | | |
| He got in his car | (<u>and</u> / but) | he drove away. | |
| 16. (W1:20) Coordinating conjunctions usually occurs mid-sentence. | | | |
| She put on her coat | (and / <u>but</u>) | she didn't put her hat on. | |
| 17. (W1:21) An exclamation mark is used at the end of a word, phrase or sentence to show strong feelings, surprise or high volume. | | 18. (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. | |
| Sit down! | | When are we having tea? | |
| 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'. | | | |
| It is Tuesday. | | I play with Adam and Laura. | |