

1. (W1:3) Visual check on spelling the day in bold.			
Saturday	<u>Sunday</u>	Monday	Tuesday
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.			
That's not (fair / fare).		Close the (gait / gate) behind you.	
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 plate	two plates	one dish	three dishes
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
unpack	<u>empty</u>	build	stare
7. (W1:7, Sp 1:28) Adding 'er' to a verb can turn it into a noun e.g. cook-cooker, walk-walker, sprint-sprinter.			
The _____ did lovely pictures.		<u>painter</u>	painted
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).			
Yours is warm.	Mine is even warmer.	Ben's is warmest of all.	

10. (W1:8, Sp 1:11, 1:18) 'y' can act as a vowel, making the 'a' say its name (long 'a' sound) e.g. play, stay, away			11. (W1:8, Sp 1:19) 'ie' can make the long 'ee' sound e.g. field, thief, but can also make a long 'I' sound (e.g. tie, pie)		
pai	pey	<u>pay</u>	feeld	<u>field</u>	feyld
12. (W1:8, Sp 1:19) A final 'y' can make the long 'I' sound (e.g. fly, try) but can also make an 'ee' sound (e.g. baby, lady).			13. (W1:8, Sp 1:17) Magic (or silent) 'e' makes the vowel say its name 'I' (e.g. fin-fine, din-dine).		
<u>my</u>	mi	miy	tyme	tiym	<u>time</u>

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).					
<u>x</u>	r	m	n	b	h

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
She took her bucket	(<u>and</u> / but)	she took her spade.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
It was hot	(and / <u>but</u>)	she kept her jumper 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.
Look out!		When is your birthday?
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'.		
We do art on Tuesday and Friday .		Ben and Molly came to my house.