

For the following weeks, the name and date requirements at the top of the page will vary. This will be revision of what the children have already been doing throughout the year.

LISTENING #1

TS2.1 TS2.2 RS2.6 WS2.9 WS2.11

Spelling

The aim of this exercise is to demonstrate attentive listening; TS2.2 interpret simple instructions from teacher or peer; TS2.1 hear a sequence of sounds in words; RS2.6 hear and articulate sounds in words; RS2.6 identify a spelling rule used in a spoken word (-l/-le); WS2.11 use a spelling rule used in a spoken word (-l/-le); WS2.11 produce own written text (words); WS2.9 use correct spelling; WS2.11

Tell the children to find the heading ... **Listening #1.**

- Teacher says the first word.
- Children identify the prefix.
- Ask the children to write the prefix in the correct column.
- Next, children identify the base word. Repeat the word as necessary. Explain that the base word may not always be a real word. *It is simply a base to "build" a word on.*
- Ask the children to write the base word in the correct column. {Remind the children that, if the base word ends with the letter, 'e', they need to remember **Rule 1 from Week 8** ... *ie. drop off the letter 'e' if the ending starts with a vowel.*}
- Children identify the suffix. (Repeat the word if necessary.)
- Ask the children to write the suffix in the correct column.
- Repeat for each of the other words.

Use the following words:-

1. feel
2. boil
3. steeple
4. spoil
5. trail
6. marble
7. howl
8. fool
9. hail
10. chuckle
11. battle
12. coil

LISTENING #2

TS2.1 TS2.2 RS2.6 WS2.9 WS2.11

Spelling

The aim of this exercise is to demonstrate attentive listening; TS2.2 interpret simple instructions from teacher or peer; TS2.1 hear a sequence of sounds in words; RS2.6 hear and articulate sounds in words; RS2.6 identify a spelling rule used in a spoken word (-ss/-se/-ce); WS2.11 use a spelling rule used in a spoken word (-ss/-se/-ce); WS2.11 produce own written text (words); WS2.9 use correct spelling; WS2.11

Tell the children to find the heading ... **Listening #2.**

- Teacher says the first word.
- Tell the children to decide which letters for the sound [s] are required in the word that they have just heard.
- Next, tell them to write the word, using the spelling rule in the correct column.
- Repeat for each of the other words.

Use the following words:-

1. mouse
2. mince
3. goose
4. mess
5. bounce
6. floss
7. dress
8. cheese
9. voice
10. fuss
11. face
12. praise

LISTENING #3

TS2.2 RS2.6 RS2.8 WS2.9 WS2.11

Sound Awareness ... prefix, base word, suffix

The aim of this exercise is to demonstrate attentive listening; TS2.2 follow verbal instructions on how to complete an activity; TS2.2 repeat sounds in words in correct sequence; TS2.2 listen to a word containing a suffix and a prefix; TS2.2 identify the prefix and write the prefix with correct spelling; RS2.6 RS2.8 WS2.1 identify the base word and write the base word with correct spelling; RS2.6 RS2.8 WS2.1 identify the suffix and write the suffix with correct spelling; RS2.6 RS2.8 WS2.1 produce own written text (words); WS2.9 use correct spelling; WS2.11

Tell the children to find the heading ... **Listening #3.**

- Teacher says the first word.
- Children identify the prefix.
- Ask the children to write the prefix in the correct column.
- Next, children identify the base word. Repeat the word as necessary. Explain that the base word may not always be a real word. *It is simply a base to "build" a word on.*
- Ask the children to write the base word in the correct column. {Remind the children that, if the base word ends with the letter, 'e', they need to remember **Rule 1 from Week 8** ... *ie. drop off the letter 'e' if the ending starts with a vowel.*}
- Children identify the suffix. (Repeat the word if necessary.)
- Ask the children to write the suffix in the correct column.
- Repeat for each of the other words.

Use the following words:-

1. disjointed
2. rejoicing
3. employer
4. appointment

Discuss the meaning of each of these words and make a sentence together to show the meaning.

Initials and Surname	Short Date
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Listening #1 TS 2.1, TS 2.2, RS 2.6, WS 2.9, WS 2.11

l	le

Listening #2 TS 2.1, TS 2.2, RS 2.6, WS 2.9, WS 2.11

ss	se	ce

Listening #3 TS 2.2, RS 2.6, RS 2.8 WS 2.9, WS 2.11

prefix	base word	suffix

Spelling --- Build words. Use en as the prefix.

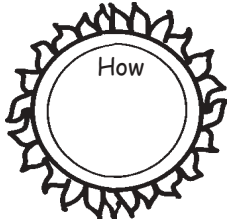
RS 2.6, RS 2.8, WS 2.11

Use ed, ing, ment, er, ee or able (or none) as the suffix. Add them to the base word 'joy'.

<input type="text"/> joy	<input type="text"/>	<input type="text"/> joy	<input type="text"/>
<input type="text"/> joy	<input type="text"/>	<input type="text"/> joy	<input type="text"/>
<input type="text"/> joy	<input type="text"/>	<input type="text"/> joy	<input type="text"/>

Grammar #1 --- Write each of these words under its best heading. RS 2.5, RS 2.6, RS 2.8, WS 2.9, WS 2.11

(outside often sadly never anywhere inside
brightly everywhere seldom loudly weekly s)



Use these words as adjectives or adverbs?

Grammar #2 --- Use the endings er, en, ed correctly in these words. RS 2.5, RS 2.6, RS 2.8 WS 2.9, WS 2.11, WS 2.14

Joy is strong___ than me.
Joy explained, "My dog is bark___ than your dog."
"I have read the long___ book in the world-wide world," boasted Emily.

Word knowledge --- Choose a prefix, base word and a suffix to build words. Write the word in the line inside its meaning.

RS 2.5
RS 2.6
RS 2.8
WS 2.11

em de dis ap	oid stroy loy point	al ment er er
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- _____ An arrangement to meet someone.
- _____ A person or thing that destroys.
- _____ To not be loyal.
- _____ To do decorative needlework.