

1. (W1:3) Visual check on spelling the day in bold.			
Wednesday	Thursday	Friday	Saturday
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.			
The ship set (<u>sail</u> / sale).		Bob walked down the (lain / <u>lane</u>).	
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 chair	two chairs <u>s</u>	one crash	two crashes <u>es</u>
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
untrue	empty	sad	false
7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ed' for the past tense (have done).			
I _____ the road carefully.	crosser	crossed	crossing
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).			
I am young.	Dan is even young_____.	Betty is young_____ 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)		
stay	stai	stey	cheyf	cheef	chief
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).		
fli	fly	fliy	smiyl	smyl	smile

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).				
m	n	<u>s</u>	h	r

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
The cat saw the bird	(and / but)	the cat chased it.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
The cat chased the bird	(and / but)	the bird flew away.
17. (W1:21) A full stop is used at the end of a word, phrase or sentence to tell the reader to pause.		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.
I went to the park.		Where is my coat?
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 go to P aris on W ednesday.	Can I go with J ames and S ally?	