

1. (WI:3) Visual check on spelling the day in bold.					
Sunday	Monday	Tuesday	<u>Wednesday</u>		
2-3. (WI: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)					
Would you like some (tee / <u>tea</u>)?		Where have you (<u>been</u> / bean)?			
4. (WI:5, Sp 1:27) For most nouns (naming words): just add 's' to make the plural.		5. (WI: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 book	two books	a bush	some bushes		
6. (WI:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.					
untidy	<u>messy</u>	short	sorry		
7. (WI:7, Sp 1:28) For most verbs (doing words): just add 'ing' for the present tense (am doing).					
Dad is _____ tea	cooker	cooked	<u>cooking</u>		
8-9. (WI:7, Sp 1:29) The suffix 'er' forms the comparative (comparing 2 things). The suffix 'est' forms the superlative (comparing 3 or more things).					
Harry's is quick.	Bob's is even quicker.	Dan's is quickest of all.			
10. (WI: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. (WI: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.			
hiy	<u>hie</u>	<u>high</u>	cyoob	<u>cyube</u>	<u>cube</u>
12. (WI:8, Sp 1:15, 1:18) The letters 'ew' together can make the long 'oo' sound (chew, threw)		13. (WI:8, Sp 1:14, 1:17) Magic (or silent) 'e' makes the vowel 'o' say its name (long vowel sound) e.g hop-hope.			
<u>grew</u>	grue	groo	rowp	<u>rope</u>	<u>roap</u>
14. (WI: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	s	o	a	e	<u>l</u>
15. (WI:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.					
You can have some sweets	(and / <u>but</u>)	you can't have lots.			
16. (WI:20) Coordinating conjunctions usually occurs mid-sentence.					
We are wearing our hats	(<u>and</u> / but)	we are wearing our gloves.			
17. (WI: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. (WI:21) A full stop is used at the end of a word, phrase or sentence to tell the reader to pause.			
Have you remembered your coat?		My new bike is blue.			
19-20. (WI: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'.					
What time should I call for you?	Shiva is going to London.				