

1. (W1:3) Visual check on spelling the day in bold.			
Monday	Tuesday	<b>Wednesday</b>	Thursday
2-3. (W1:4, 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)			
I am too ( <b>weak</b> / week ) to lift it.		Sita will ( reed / <b>read</b> ) you a story.	
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 game	two games <u>s</u>	a lash	some lashes
6. (W1:6, Sp 1:30) The prefix 'un' means 'not' or 'opposite'. When added it gives the word the opposite meaning.			
<b>unlock</b>	<b>open</b>	old	close
7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ing' for the present tense (is kicking).			
He is _____ the ball.	kicker	kicked	<b>kicking</b>
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).			
Wool is soft.	Cotton is even <b>softer</b> .	Velvet is <b>softest</b> of all.	

10. (W1:8, 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. (W1:8, Sp 1:15, 1:17) Magic (or silent) 'e' makes the vowel 'u' say its name (long vowel sound) eg tub-tube, cub-cube.		
lite	liyt	<b>light</b>	tyoon	choon	<b>tune</b>
12. (W1:8, Sp 1:15, 1:18) The letters 'ew' together can make the long 'oo' sound (chew, threw)			13. (W1:8, Sp 1:14, 1:17) Magic (or silent) 'e' makes the vowel 'o' say its name (long vowel sound) e.g hop-hope.		
nue	<b>new</b>	<b>nyu</b>	stoan	<b>stown</b>	<b>stone</b>

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).				
v	w	x	<b>a</b>	z

15. (W1:20) Coordinating <b>conjunctions</b> join two independent (or equal) clauses or sentences to make a <b>compound</b> sentence.		
You can use the glue	( and / <b>but</b> )	don't get it on your top.
16. (W1:20) Coordinating <b>conjunctions</b> usually occurs mid-sentence.		
We can have a party	( <b>and</b> / but )	we can have cake
17. (W1:21) A <b>question mark</b> 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. (W1:21) A <b>full stop</b> is used at the end of a word, phrase or sentence to tell the reader to pause.
<b>Why did you do that?</b>		<b>I went on my bike.</b>
19-20. (W1:21,22) A <b>capital letter</b> 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'.		
<b>Shall I call for Jeff and Sophie?</b>		<b>We are going to Spain on our holiday.</b>