

1. (W1:3) Visual check on spelling the day in bold.			
<u>Monday</u>	Tuesday	Wednesday	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 do not eat (meet / <u>meat</u>).		The boat was out at (<u>sea</u> / see).	
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 top	two top <u>s</u>	a rash	many rash <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.			
undone	heavy	tall	<u>open</u>
7. (W1:7, Sp 1:28) For most verbs (doing words): just add 'ing' for the present tense (am doing).			
I love _____ pictures.	painter	paint <u>ed</u>	<u>painting</u>
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).			
Mum's is slow.	Dad's is even slow <u>er</u> .	Mine is slow <u>est</u> of all.	

10. (W1:8, Sp 1:11, 1:17) Magic (or silent) 'e' makes the vowel 'a' say its name (long 'a' sound) e.g. mad-made, hat-hate.			11. (W1:8, Sp 1:12, 1:18) Double 'e' gives the long 'ee' sound (sleep, deep, keep)		
name	naym	naim	sleap	slepe	sleep
12. (W1:8, Sp 0:13, 1:14, 1:18, 1:21) 'ow' together at the end of a word make the long 'o' sound (grow, slow, throw)			13. (W1:8, Sp 1:15, 1:16) When two vowels go out walking the first one does the talking, so 'ue' can make the long 'u' sound (blue, true)		
sno	sno <u>e</u>	snow	bloo	blue	blo <u>e</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).					
c	e	a	o	<u>m</u>	d

15. (W1:20) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence.		
You can hold the baby	(and / <u>but</u>)	be very careful.
16. (W1:20) Coordinating conjunctions usually occurs mid-sentence.		
I put on my coat	(<u>and</u> / but)	I went outside.
17. (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.		18. (W1:21) A full stop is used at the end of a word, phrase or sentence to tell the reader to pause.
How old are you?		I am 6 years old.
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'.		
<u>I</u> am friends with <u>P</u> aul and <u>L</u> ily.	<u>W</u> hen are you going to <u>F</u> rance?	