**Week Beginning 20th April**

**Spelling Task Monday**

Year 3: Suffixes (‘-ed’, ‘-ing’, ‘-s’, ‘-es’, ‘-ness’, ‘-ful’, ‘-less’, and ‘-ly’)

Use the Bug Club activity, ‘Adding the –ly suffix’ which has been allocated to you on Bug Club Grammar and Punctuation, to practise adding the –ly suffix. Watch the video and play the games.

Year 4: Endings that sound like /ʒən/ spelt ‘sion’, ‘tion’ or ‘cian’.

Check that you can correctly spell the following words. Can you remember the guidelines which help you remember whether to use the –sion, -tion or –cian ending? Try writing some sentences using the different words. Are there any that are new to you? Research their meanings and practise using them correctly in sentences.

|  |  |  |  |
| --- | --- | --- | --- |
| **-cian** | **-sion** | **-ssion** | **-tion** |
| **physician** | **extension** | **profession** | **fiction** |
| **optician** | **collision** | **session** | **fraction** |
| **magician** | **confusion** | **percussion** | **direction** |
| **politician** | **exclusion** | **passion** | **attention** |
| **electrician** | **transfusion** | **mission** |
| **infusion** | **possession** |
| **explosion** |
| **corrosion** |

Year 5: Homophones: **cereal/serial, father/farther, guessed/guest, morning/ mourning, who’s/whose**

Revise the homophones practised last week. Circle the correct spelling in the sentences below:

1. (Who’s/ Whose) are the muddy wellie boots by the back door?
2. Would you prefer toast or (cereal/ serial) for breakfast this morning?
3. Each day, I find I can run a little (father/ farther) than the day before.
4. In days gone (past/ passed), people wore black armbands for months after a close family member died to show they were in (morning/ mourning).
5. As a (guest/ guessed) of the hotel, I was able to use the leisure facilities at any time of day or night.
6. The children looked forward to watching the latest episode of their favourite (cereal/ serial) after they had finished their schoolwork.
7. I wonder (who’s/ whose) got the highest score on TTRS today?

Can you find and write some homophone sentences of your own? Or what about a poem, like these:

I’m All Mixed Up!

I’m all mixed up!

I need help from you.

How do I no/know

Why the sky is blue/blew?

I do knot/not know.

I wish I new/knew!

Is my sister aged for/four or too/to/two?

Eye/I am named Marie.

She is named Be/Bee/Bea.

We eat red/read berries

By/Buy the water at the see/sea.

I have a whole/hole day of work to do!

I’ll so/sew a button on the coat you wear/where.

I’ll write/right a letter to my father/farther

Then I’ll/aisle/isle meet/meat you/ewe at the fair/fare!

I’m all mixed up!

Eye Have a Spelling Chequer

Eye have a spelling chequer

It came with my pea sea

t plainly marques four my revue

Miss steaks eye can knot sea.

Eye strike a quay and type a word

And weight four it two say

Weather eye am wrong oar write

It shows me strait a weigh.

As soon as a mist ache is maid

It nose bee fore two long

And eye can put the error rite

Its rarely ever wrong.

Eye have run this poem threw it

I am shore your pleased two no

Its letter perfect in it's weigh

My chequer tolled me sew.

(Sauce unknown)

Year 6: Words ending in ‘ant’, or ‘ent’.

Use the Bug Club activity, ‘-ant or –ent’ which has been allocated to you on Bug Club Grammar and Punctuation, to practise selecting the appropriate spelling. Watch the video and play the games.

**Spelling Task Wednesday**

Year 3: -ly suffix

To add the –ly suffix to a word that ends in –le, drop the –le to add –ly. Eg. *bubble*  becomes *bubbly.*

To add the –ly suffix to a word that ends in –ic, first add –al, then add –ly. Eg. *dramatic* becomes *dramatically.*

Practise adding the –ly suffix to the following words:

**simple, humble, gentle, able, fiddle**

**frantic, basic, automatic, music, magic**

Can you write a sentence using one or more of the words you have created? Then think: have you used them as **adjectives** (to describe a noun) or as **adverbs** (to describe how, when or where an action is performed)?

Year 4: Words ending with -sion

Use the games and activities on <https://www.spellzone.com/word_lists/list-132.htm> to practise spelling words ending with the –sion suffix.

Year 5: Silent letters

Use the ‘Silent Letters’ activity allocated to you on Bug Club Grammar and Punctuation to revise how to spell words containing silent letters.

Year 6: Prefixes and Suffixes

Have a look at the following quiz on prefixes and suffixes

**1** If the prefix **inter-** means **between**, the portion of time between acts of play or during a concert is called an…

* 1. bicycle
	2. intermission
	3. international
	4. audience
1. If the prefix **crede-** means to **believe**, if you can believe someone, then that person has good…

**a** credibility

**b** counterfeit

**c** cycle

**d** credit

1. If the prefix **dict-** means **speak**, a person’s manner of speaking is called…
2. benefit
3. diction
4. dictionary
5. prescription
6. If the prefix **tract-** means **to drag**, **draw**, the act of drawing or pulling a thing is known as…
7. traction
8. attractive
9. demagogue
10. incredulous
11. If the prefix **inter-** means **between**, the trade between nations is referred to as…
12. international
13. telescope
14. encyclopedia
15. television
16. If the root **script** means to **write**, a doctor’s hand-written instruction for the preparation of medicine is known as a…

**a** manuscript

**b** demagogue

**c** prescription

**d** television

1. If the suffix **-script** means **to write**, handwritten or typed text is also known as a…
2. prescription
3. predict
4. manuscript
5. attractive
6. If the suffix **-cede** means **to go**, **to yield**, to receive more in return than you thought you would, then your expectations are...
7. exceeded
8. proceed
9. succeed
10. preceded

Now, can you create a similar quiz of your own, using other words that contain similar roots, prefixes or suffixes?

**Spelling Task Thursday**

Year 3: Adverbials

Today, in place of practising spelling, use the activity allocated to you on Bug Club Grammar and Punctuation to revise and practise using adverbials.

Note: **Adverbials**  are words or phrases used to tell you more about how, when, where or why an action is completed.

Year 4: Punctuating Direct Speech

Use the activities allocated on Bug Club Grammar and Punctuation to revise how to punctuate direct speech correctly. This afternoon, you could apply these rules to include dialogue as part of a story.

Year 5: Homophones

Use the Bug Club Grammar and Punctuation ‘Homophones’ activities to revise some more essential homophones.

Year 6: Homophones or near-homophones:

Check that you are confiden in understanding the meanings of the following list of homophones:

**draught/draft, dissent/descent, precede/proceed, wary/ weary**

You may wish to use a dictionary to help with this.

Practise using the words appropriately in sentences.

Then look at the following sentences. Can you select the appropriate spelling in each case?

1. There was a distinct (**draught/draft**) coming from the broken pane in the window.
2. The climbers began their (**dissent/ descent**) down the mountain at approximately 11 am.
3. As she waited for the man in front of her to go through the door, he kindly motioned for her to **precede/ proceed)** him.
4. At the end of a long day of home-schooling, the **(wary/ weary)**  parent sat down for a rest, only to be disturbed by a loud noise from the children’s bedroom.
5. During the parliamentary debate, many loud voices were raised in **(dissent/ descent).**
6. “You may **(precede/ proceed)** with your cross-examination,” the judge told the defence lawyer after the prosecutor regained his seat.
7. Deciding that the first **(draught/ draft)** of the novel contained far too many homophone errors, the publisher instructed the author to proofread and edit it carefully.