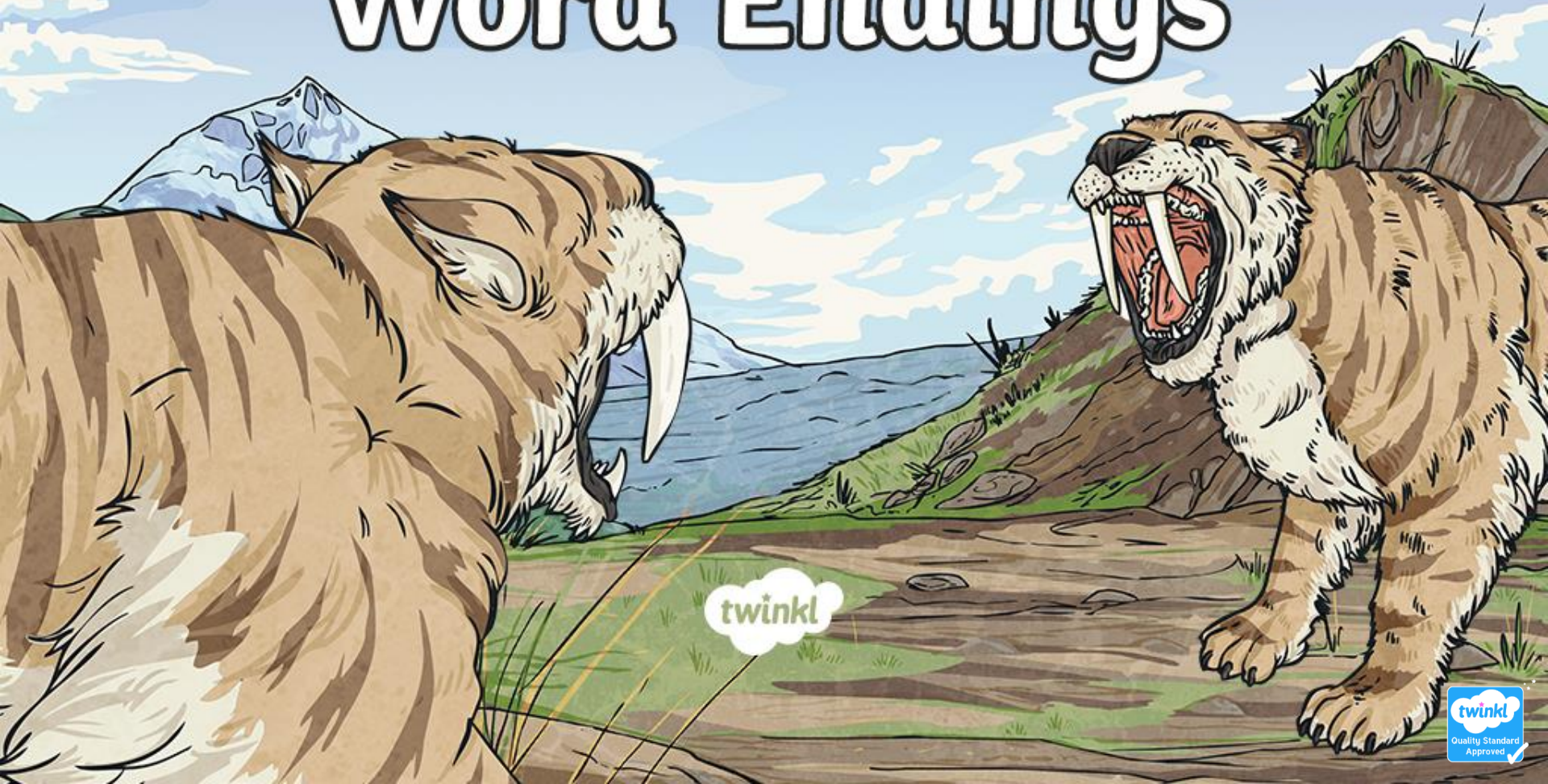


Weeks 3 and 4

This presentation includes the next 2 weeks of activities for Grammar, Punctuation and Spelling

Activity 1

-tious and -cious Word Endings



Adding the Suffix -cious

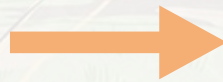


In this picture, we can see a lot of *space* in the attic.

We could describe the attic as very *spacious*.

By adding the suffix *-cious* to the root word, we have turned a **noun** into an **adjective**.

space
(noun)



spacious
(adjective)

Rule for Adding the Suffix -cious

If the root word ends in -ce, remove -ce and replace it with -cious.

For example:

grace → grace~~ce~~ → gracious

This will change the word from a **noun** into an **adjective**.

Your Turn: Adding the Suffix -cious

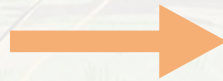


The character we see in this picture has a lot of malice.

How could we add the suffix -cious to turn the noun malice into an adjective to describe this person?

As our root word ends in -ce, we need to remove these letters and add the suffix -cious. This will change the **noun** into an **adjective**.

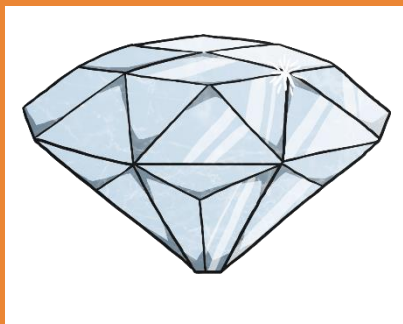
malice
(noun)



malicious
(adjective)

Words Ending in -cious

Sometimes, adjectives end in the suffix -cious which do not follow the rule. Click on each image to find out more.



precious



delicious



ferocious

These words are **adjectives**. They end in -cious but this has not been added using the rule.

Adding the Suffix -tious



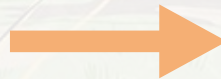
The suffix -tious acts in a similar way to -cious.

In this picture, we can see food that is full of nutrition.

We could describe the food as nutrit**ious**.

By adding the suffix **-tious**, we have turned the noun nutrition into an adjective.

nutrition
(noun)



nutritious
(adjective)

Rule for Adding the Suffix -tious

If the root word ends in **-tion**, remove **-tion** and replace it with **-tious**.

For example:

ambition → ~~ambition~~ → ambitious

This will change the word from a **noun** into an **adjective**.

Your Turn: Adding the Suffix -tious

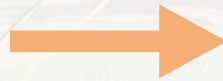


The person we see in picture has got an infection.

How could we add the suffix -tious to turn the noun infection into an adjective to describe this person?

As our root word ends in **-tion**, we need to remove these letters and add the suffix -tious. This will change the **noun** into an **adjective**.

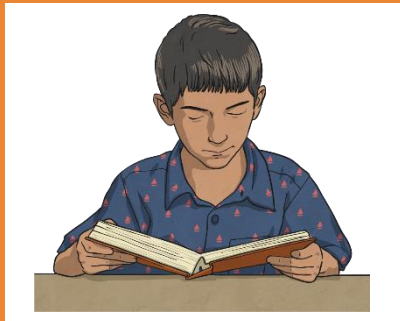
infection
(noun)



infectious
(adjective)

Words Ending in -tious

Sometimes, adjectives end in the suffix -tious which do not follow the rule. Click on each image to find out more.

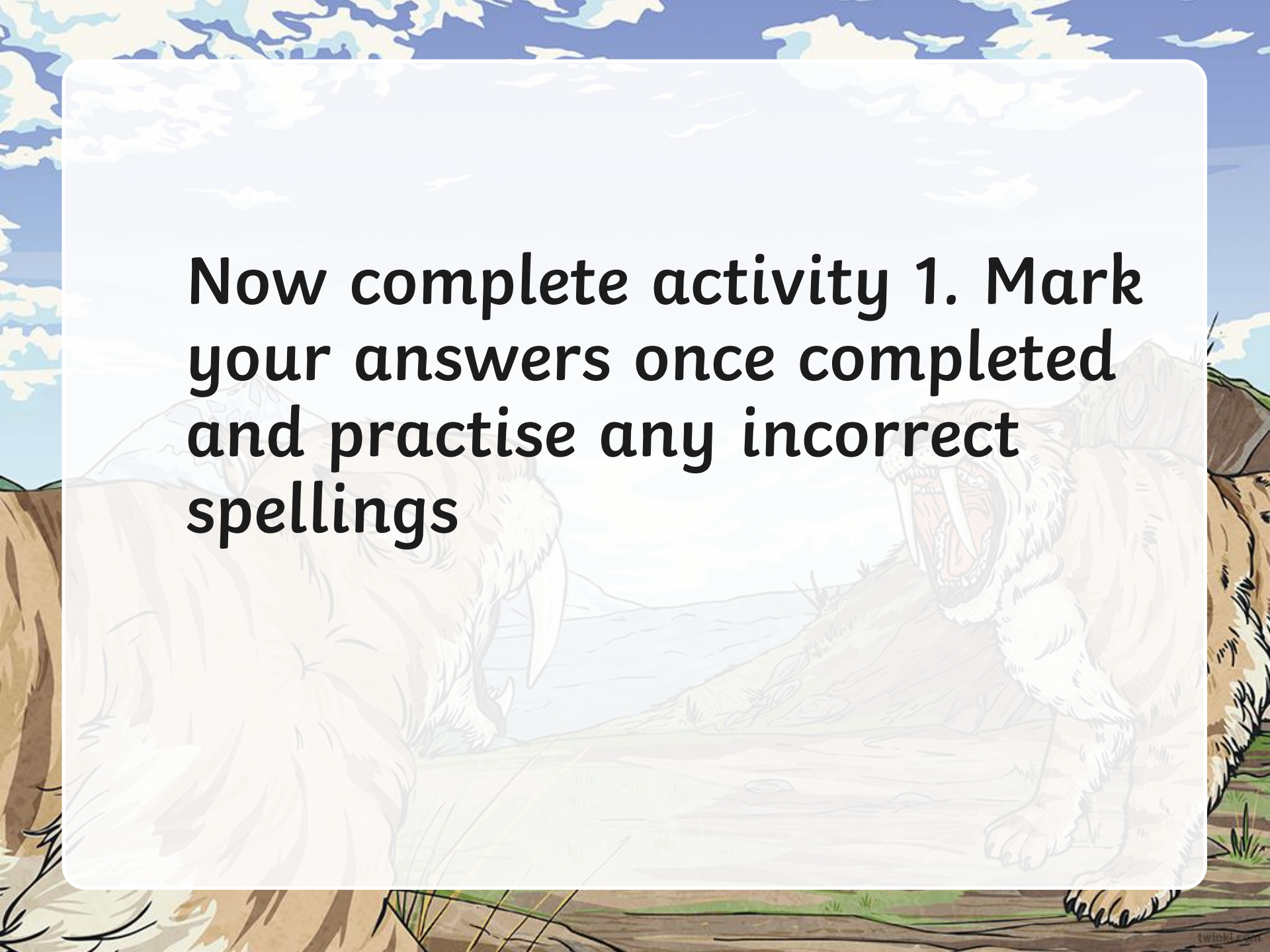


conscientious



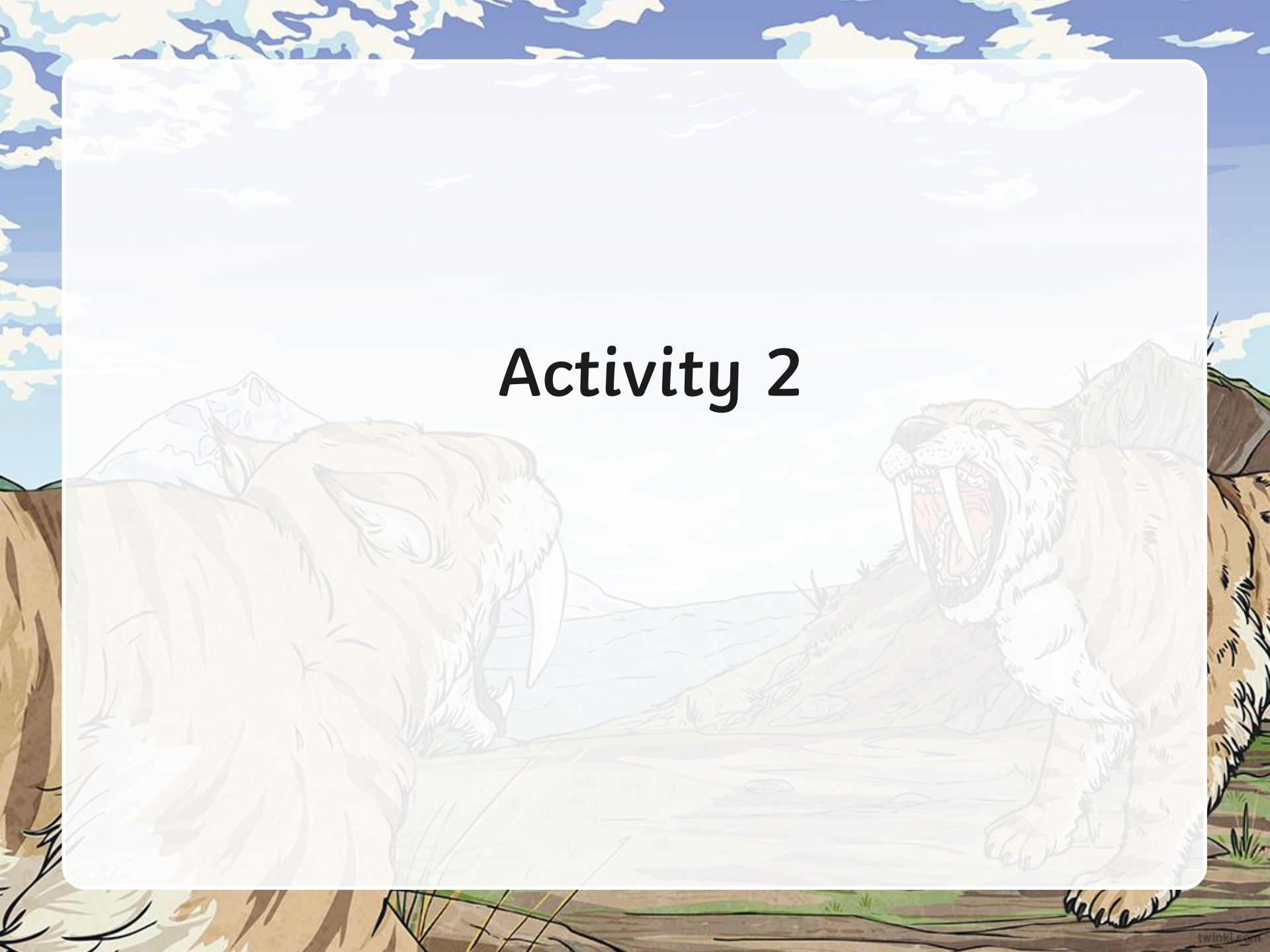
scrumptious

These words are **adjectives**. They end in -tious but this has not been added using the rule.

The background is a colorful illustration of a prehistoric scene. In the foreground, a river flows through a valley. On the left bank, a large mammoth is partially visible. On the right bank, another mammoth is shown in profile, roaring with its mouth wide open, revealing sharp teeth. The background features rolling green hills and a blue sky with white clouds. The entire scene is framed by a white border.

**Now complete activity 1. Mark
your answers once completed
and practise any incorrect
spellings**

Activity 2



This week, we are going to look at pairs of homophone words.
Can you remember what a homophone is?

Homophones are words that sound the same, but have different spellings and meanings.

Can you spot the pair of homophones in this sentence?

Winifred the **witch** had an old, battered broomstick, **which** could barely lift her into the air.



Mr Whoops has got in a terrible muddle with these pairs of homophones.
Can you help him put the correct word into the correct sentence?



passed

past

Jumping for joy, I celebrated as I had _____ my driving test
on the eighty-first attempt.

I really enjoy going to my historical studies night class and learning about
the events of the _____.

Mr Whoops has got in a terrible muddle with these pairs of homophones.
Can you help him put the correct word into the correct sentence?



proceed precede

In my history class, I learnt that King George VI was the monarch
to _____ Queen Elizabeth II on the throne.

As my broken leg has now healed (after my unfortunate accident),
I can now _____ to cycle to work.

Mr Whoops has got in a terrible muddle with these pairs of homophones.
Can you help him put the correct word into the correct sentence?



aisle

Isle

Last year, I had a fabulous sight-seeing holiday on
the _____ of Wight.

Yesterday, while at the local supermarket, I accidentally knocked over a
large stack of baked bean tins, which then spilled into the _____.

Mr Whoops has got in a terrible muddle with these pairs of homophones.
Can you help him put the correct word into the correct sentence?



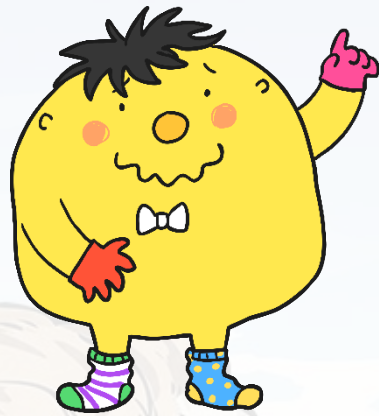
aloud

allowed

During my recent talent show audition, I sang a rendition of
my favourite song _____ to the judges.

My new puppy has made a terrible mess chewing up my best flip-flops, so
he is therefore no longer _____ in my shoe cupboard.

Mr Whoops has got in a terrible muddle with these pairs of homophones.
Can you help him put the correct word into the correct sentence?



affect

effect

I watched a fascinating nature programme last night that had
a profound _____ on me; I will definitely be sending a
donation to the 'Save the Tiger' charity fund.

Hopefully, the weather will not _____ my plans for the weekend as I
want to go camping.

Here are your spelling words for this week.

Work hard to practise
these pairs of
homophones.

Week 5
**Homophones
& near
homophones**

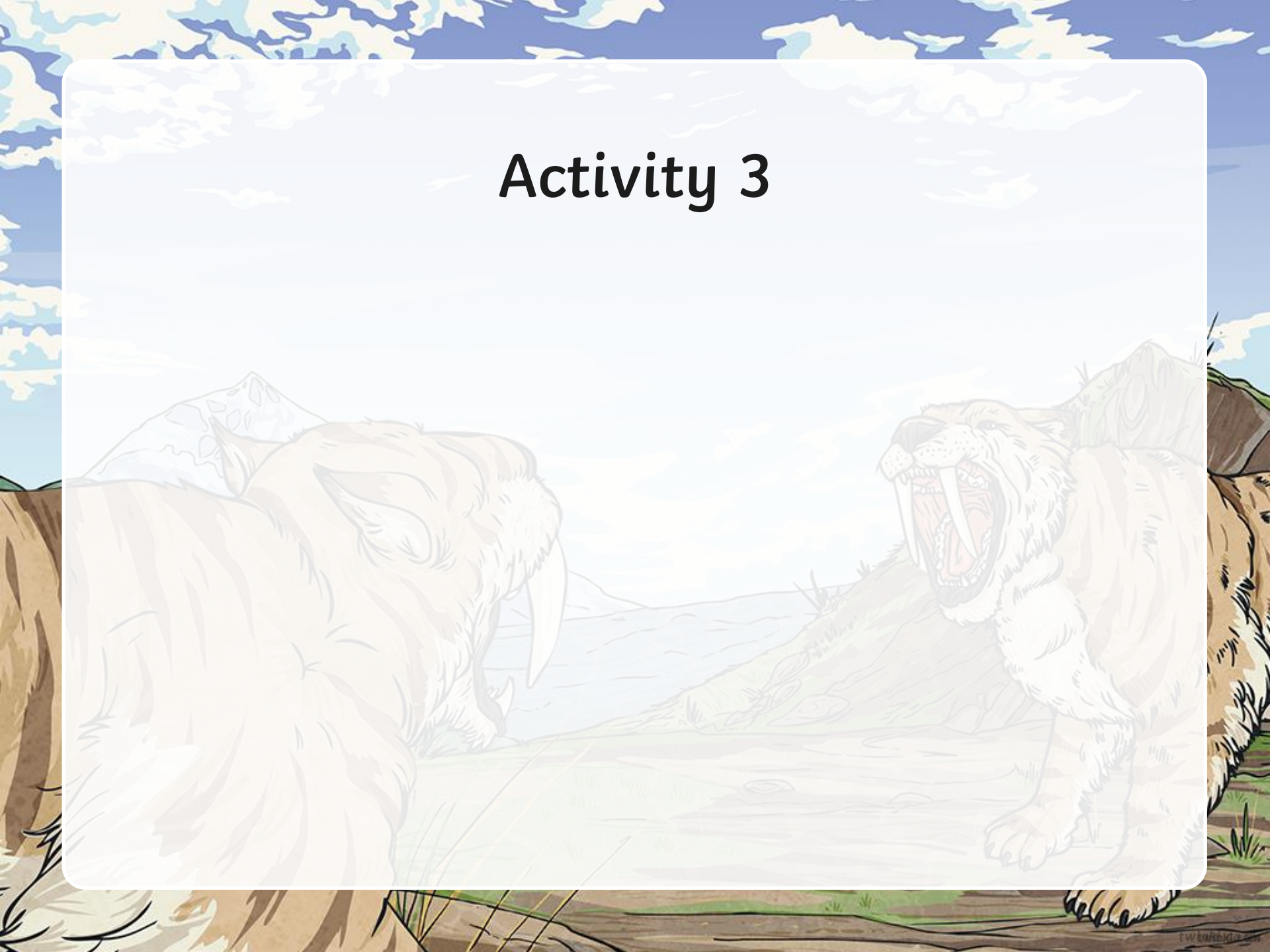
past
passed
proceed
precede
aisle
isle
aloud
allowed
affect
effect

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Complete activity 2



Activity 3



This week, we are going to look at words that contain silent letters.

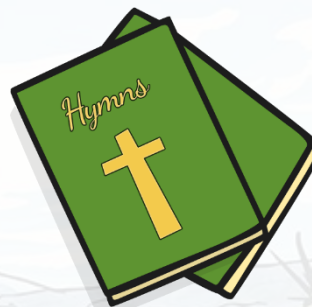


Many words in English have silent letters. Silent letters are letters that you can't hear when you say the word, but that are there when you spell the word.

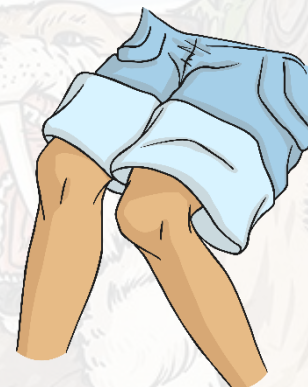
Can you spot the silent letters in these words?



bomb



hymn



knee

In this session, we are going to concentrate on words that contain a silent 'b', silent 'k' or silent 'n'.

Here are your spelling words for this week.

Can you spot all of the
silent letters in the list?

Week 1

Words with silent letters

doubt

lamb

debt

thumb

solemn

autumn

column

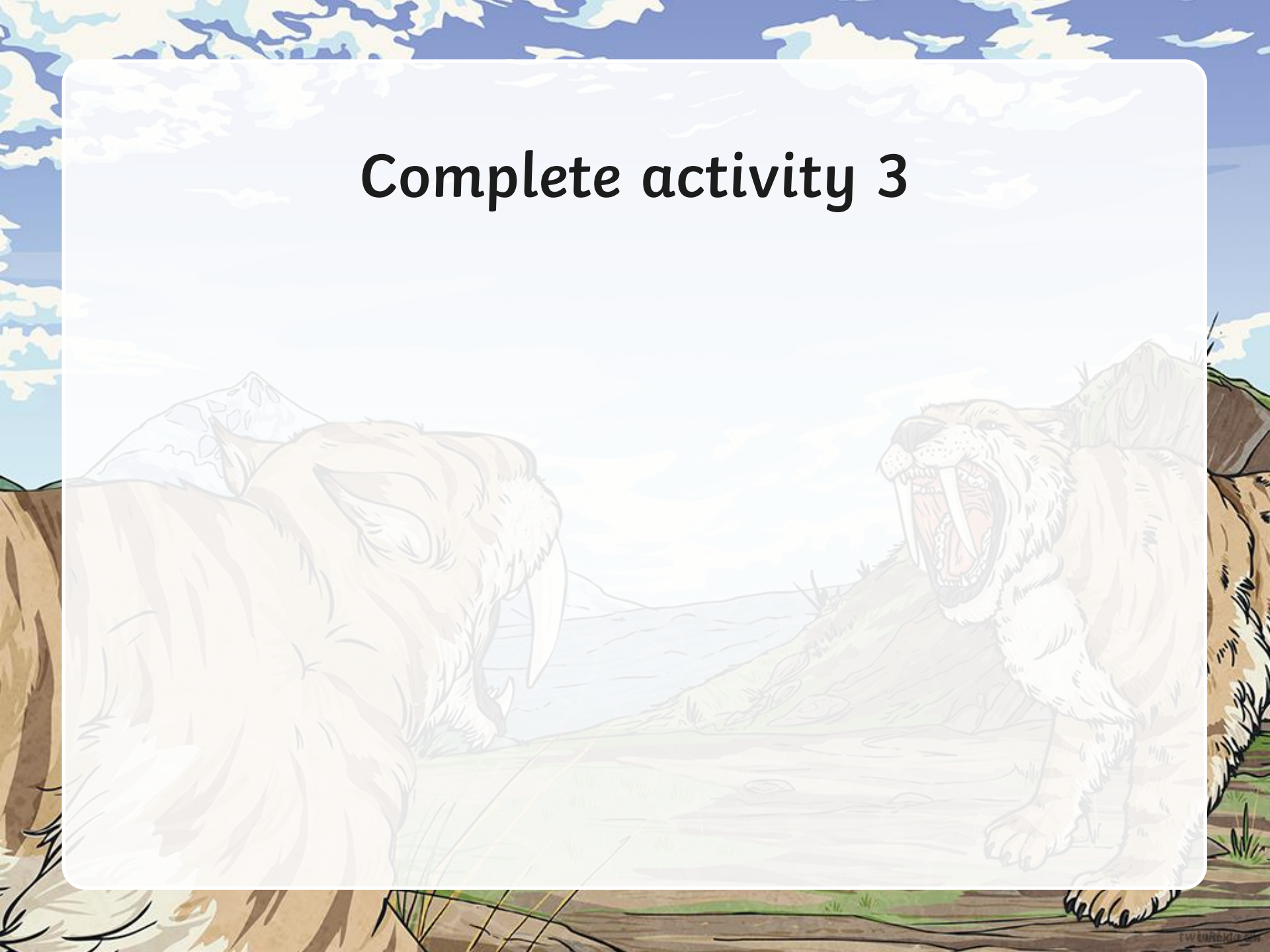
knight

knuckle

knot

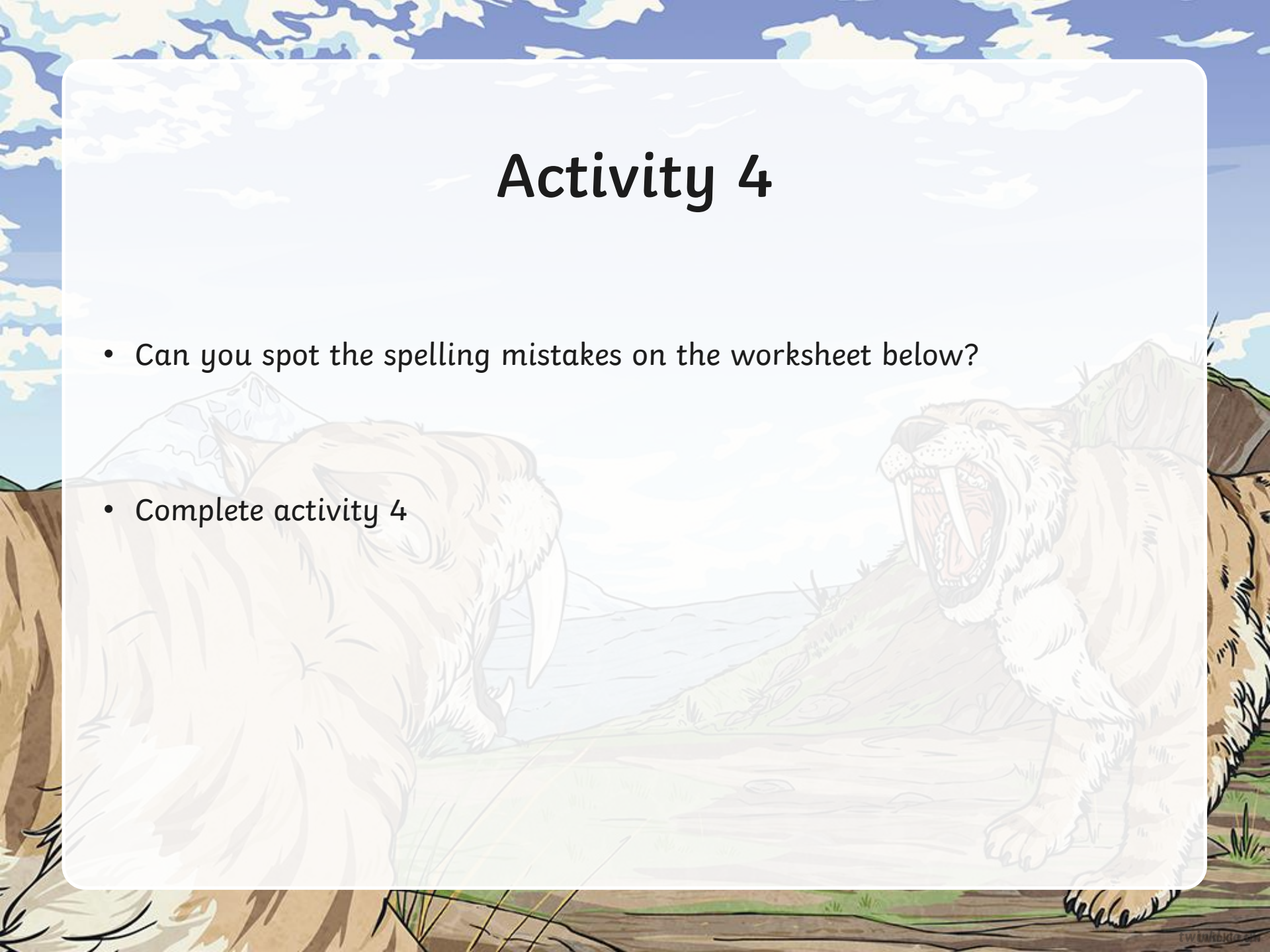
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Complete activity 3



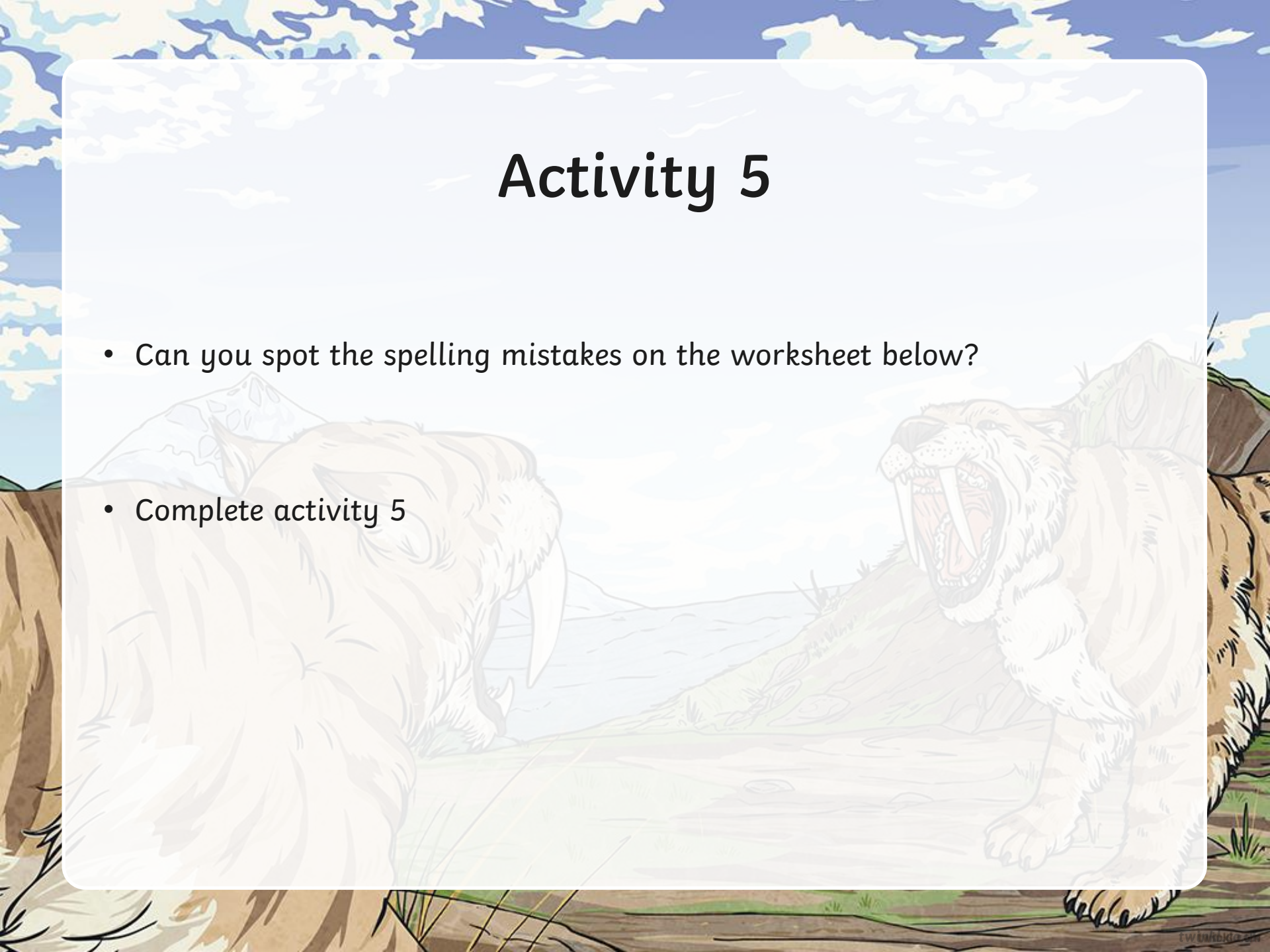
Activity 4

- Can you spot the spelling mistakes on the worksheet below?
- Complete activity 4

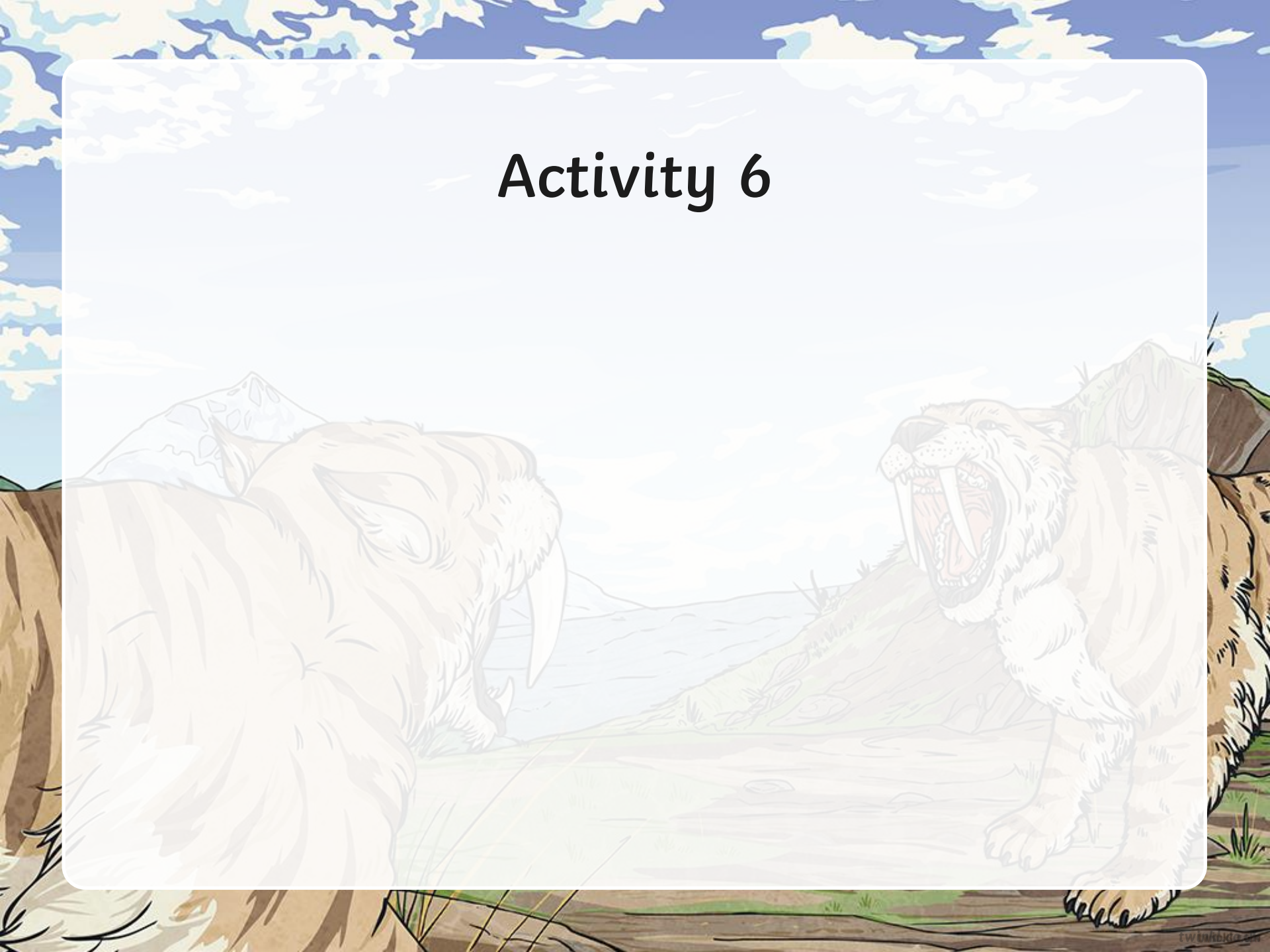


Activity 5

- Can you spot the spelling mistakes on the worksheet below?
- Complete activity 5



Activity 6



Using Commas to Clarify Meaning



Introductory Activity



Can you give the reason that commas have been used in each of these example sentences? Discuss your thinking with a partner.



Max had bought cheese, pears, sausage rolls and pickle, especially for the picnic.

Artem, who was only 9 years old, was a better piano player than many students twice his age.

The rain was certainly heavy, but the Sun was suggesting it hadn't gone for good.

"I was amazed at how much I had got done in the day," she said.

When they finally reached their destination, they realised he had been right all along!

The artist, who was a bit of a dreamer, sat and painted the sea.



You may have already learned about using commas in these situations:

To separate items in a list.

After a fronted adverbial.

To indicate extra information in a sentence.

After direct speech.

This lesson may call on your knowledge of general comma use but it is primarily about using commas to make the meaning of sentences absolutely clear. On some occasions a comma may be needed even though there is no grammatical rule that requires it.

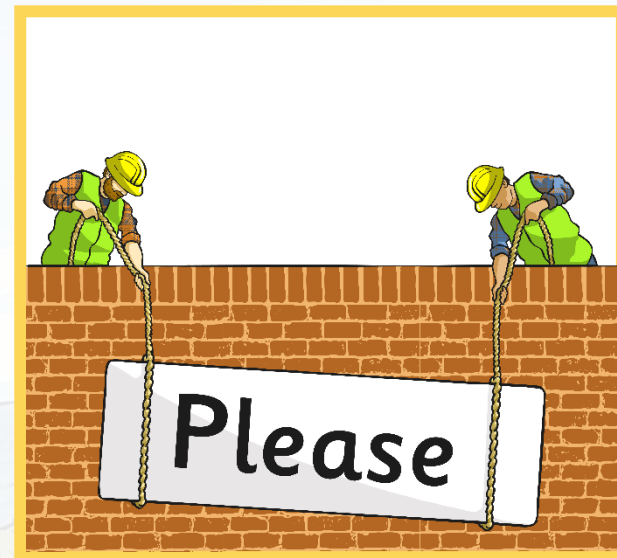
Sometimes a comma can make a huge difference to the meaning of a sentence. Consider these two interpretations...



Lower, please!

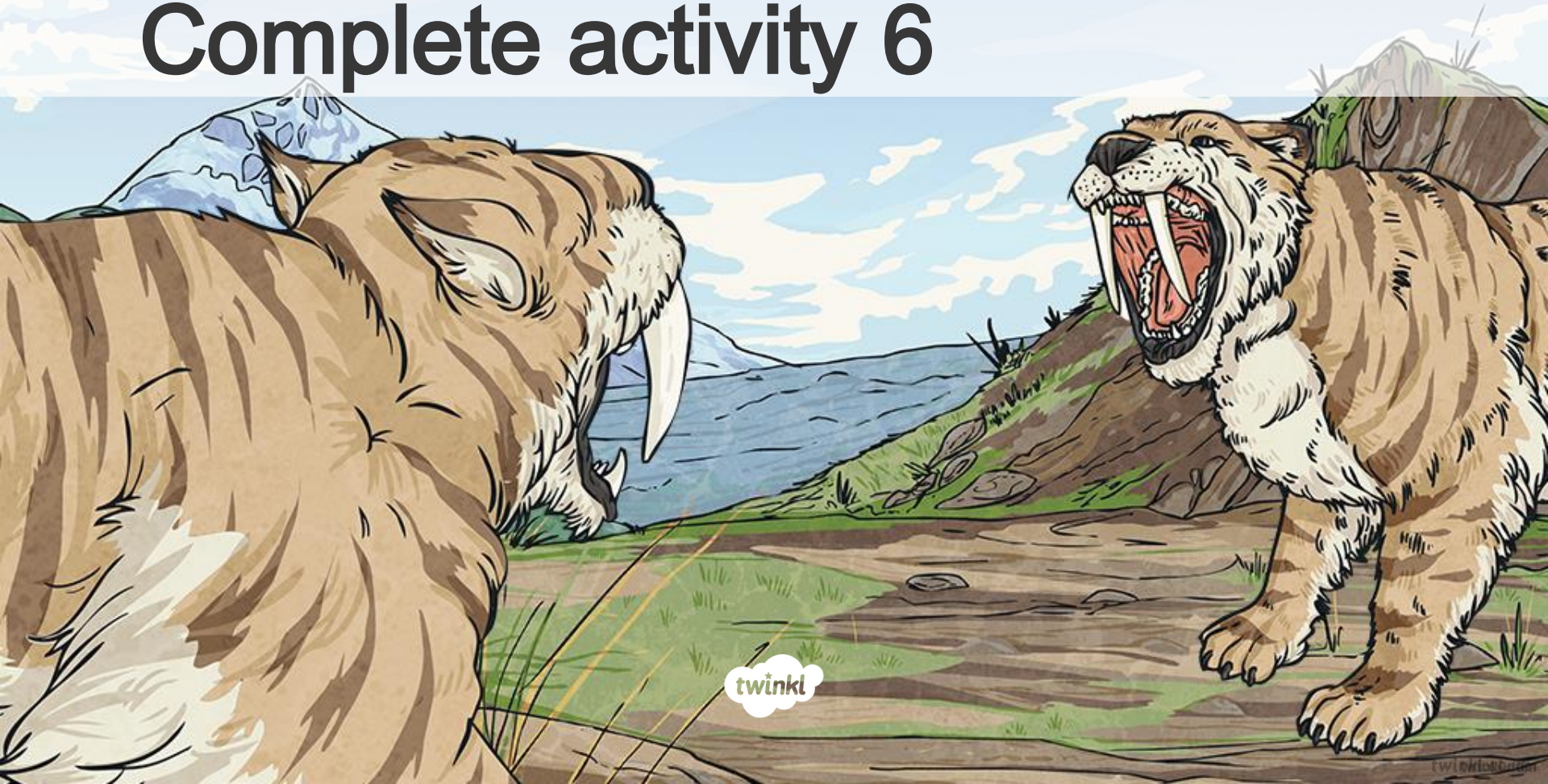


Lower please!



Independent Focused Activity

Complete activity 6





★

Sentence Draw

I can suggest different meaning a sentence could have.

Can you show the huge difference one comma makes to the meaning of these sentences by illustrating each version or explaining the difference in words? Use colour in your illustrations!

| | |
|---------------------------------|--------------------------------|
| Slow children crossing! | Slow, children crossing! |
| Eat Daniel! | Eat, Daniel! |
| Look at that blue, bearded man. | Look at that blue bearded man. |

★★★

Sentence Draw

I can suggest different meanings a sentence could have.

Can you show the huge difference one comma makes to the meaning of these sentences by illustrating each version or explaining the difference in words? Use colour in your illustrations!

| | |
|---|--|
| Most of the time travellers take the bus. | Most of the time, travellers take the bus. |
| Edward tickled the boy with a bunch of carrots. | Edward tickled the boy, with a bunch of carrots. |
| Now blow up the pipe! | Now blow, up the pipe! |

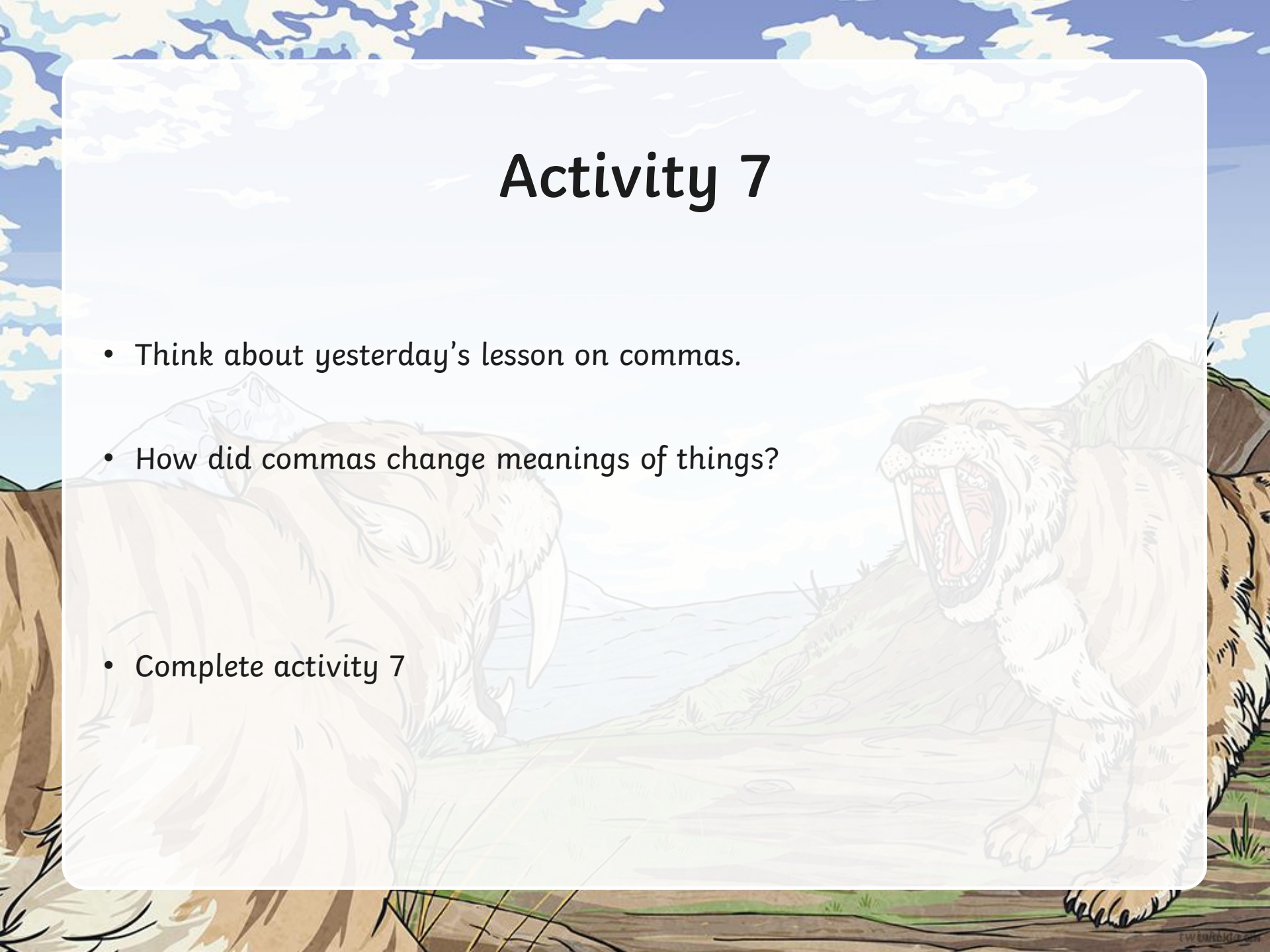
Activity 6: Draw the sentence Activity Sheet.

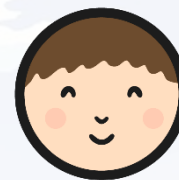
Can you see how the meaning of some sentences can depend on punctuation?

Use the drawings to interpret these sentences literally – draw exactly what they say.

Activity 7

- Think about yesterday's lesson on commas.
- How did commas change meanings of things?
- Complete activity 7





Adding Commas

I can add commas to clarify the meaning of a sentence.



Read the sentences as an editor and decide if you think commas need to be added. If you decide to add commas, explain your reason for doing so.

| Sentence | Explain your reason for adding commas or leaving the sentence as it is. |
|---|---|
| The rabbit had long sharp pointy teeth. | |
| As the campers sat round the fire eating the bear stayed in the bushes. | |
| Lucy wanted a biscuit but she couldn't have one. | |
| David who was 10 wore glasses. | |
| Hetty dressed and performed for the packed audience. | |
| There was lots to do at the fair including face painting and a raffle. | |
| While the onions were cooking soup was brought from the shop. | |
| If you have got everything you need then we are ready to go! | |
| Hanging out the washing is one of the most boring things in the world. | |



Adding Commas

I can add commas to clarify the meaning of a sentence.



Read the sentences as an editor and decide if you think commas need to be added. If you decide to add commas, explain your reason for doing so.

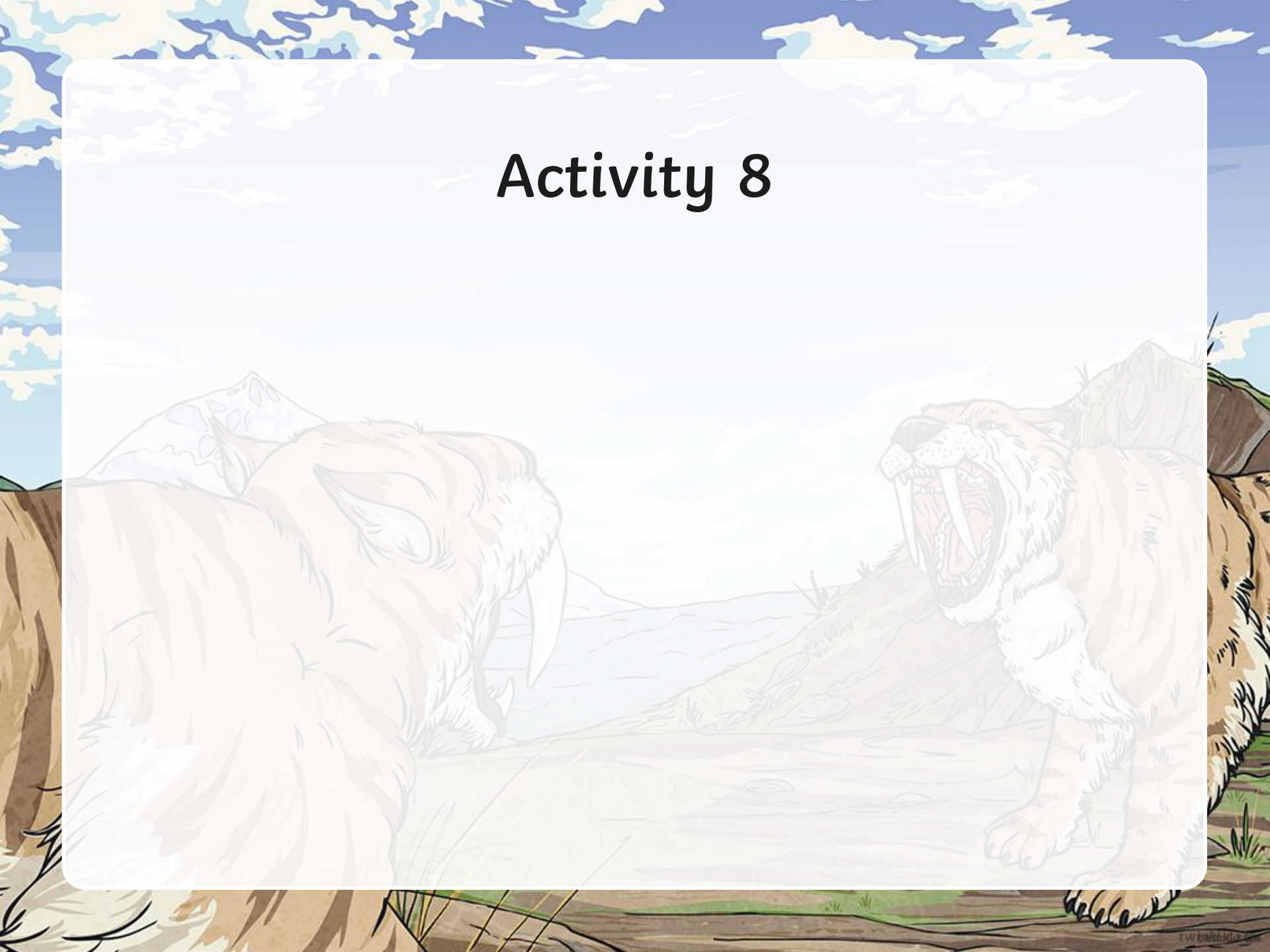
| Sentence | Explain your reason for adding commas or leaving the sentence as it is. |
|---|---|
| The rabbit had long sharp pointy teeth. | |
| While the campers sat round the fire eating the bear crouched just metres away in the bushes. | |
| Lucy wanted a biscuit but she couldn't have one. | |
| David who was in year six had lots to say about most subjects. | |
| Hetty dressed and performed for the packed audience. | |
| There were a lot of different activities at the fair including face painting and a raffle. | |
| At the same time as the onions were cooking soup was being bought from the shop. | |
| If you have got everything you need then we are ready to go! | |
| Hanging out washing is one of the most boring things in the world. | |

Adding Commas Activity Sheet.

Can you decide for yourself if a sentence is unclear or not?

Read these sentences carefully and add commas if you think they are needed to make the meaning clearer.

Activity 8



Using Modal Verbs to Indicate Possibility



Modal Verbs



Have a look at the list opposite and see if you can think of a sentence that uses each possibility.

Write your sentences down..

I can... e.g. I can do a handstand

I could...

I may...

I might...

I will...

I would...

I must...

I should...

I ought to...



Modal Verbs



The words on the previous page are known as **modal verbs**.

Modal verbs work with another verb to describe how likely things are to happen or to what degree of certainty something is known.



modal verb

might be

infinitive of the
verb 'to be'

One day he might be King.

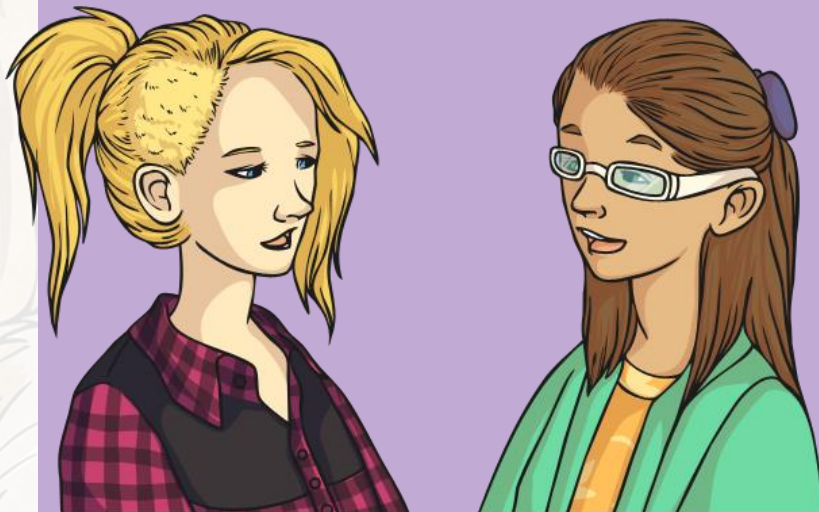
Because the **modal verb** is not the main verb in the sentence, it is sometimes called just the '**modal**' or the **auxiliary verb**.

Modal Verbs



Can you see any way to organise these **modal verbs** into smaller groups that have something in common?

Talk to a partner to help you decide and discuss why you are putting some words together.



might

may

could

will

would

must

should

ought to

can

Explain why you have grouped them together.

Modal Verbs



How did you get on?

This is one possible way to organise these modal verbs.

These words indicate that something might or might not happen.

could

may

might

These words indicate that something needs to happen but still might not.

would

should

ought to

These words indicate a degree of certainty that something will happen.

will

can

must

Did you find any others?

Modal Verbs



You can also make
modal verbs negative.

You must try the spaghetti.

You must not (mustn't) try the spaghetti.

Can you think of the negative forms of these modal verbs?

I can do a handstand

I can not (can't) do a handstand

We could have an ice cream.

We could not (couldn't) have an ice cream.

It may be sunny tomorrow.

It may not be sunny tomorrow.

This might take a long time.

This might not (mightn't) take a long time.

Modal Verbs



I will take more care next time.

I will not (won't) take more care next time

I would like to leave this place.

I would not (wouldn't) like to leave this place.

You must take a closer look.

You must not (mustn't) take a closer look.

I should really have a holiday.

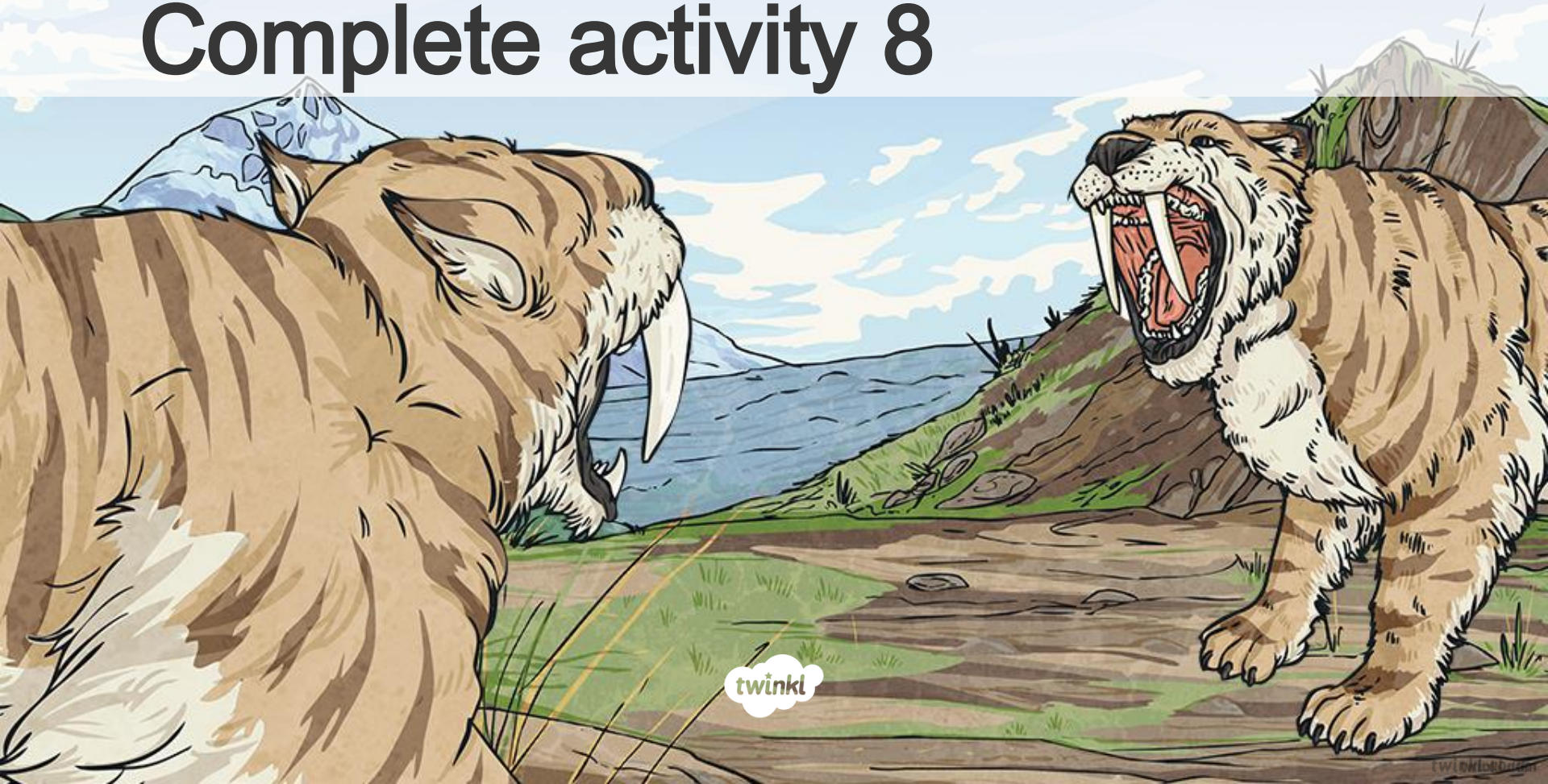
I should not (shouldn't) really have a holiday.

I've heard a lot about it, I ought to go there.

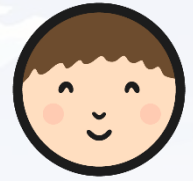
I've heard a lot about it, I ought not (oughtn't) to go there.

Independent Focused Activity

Complete activity 8



Complete the Sentences with Modal Verbs



Work on your own to complete the **Complete the Sentences with Modal Verbs Activity Sheet**.



Complete the Sentences with Modal Verbs

1. Choose one of these modal verbs to complete each of these sentences.
You may only use each once so cross it off when you have used it!

can

might

will

should

would

can't

may

must

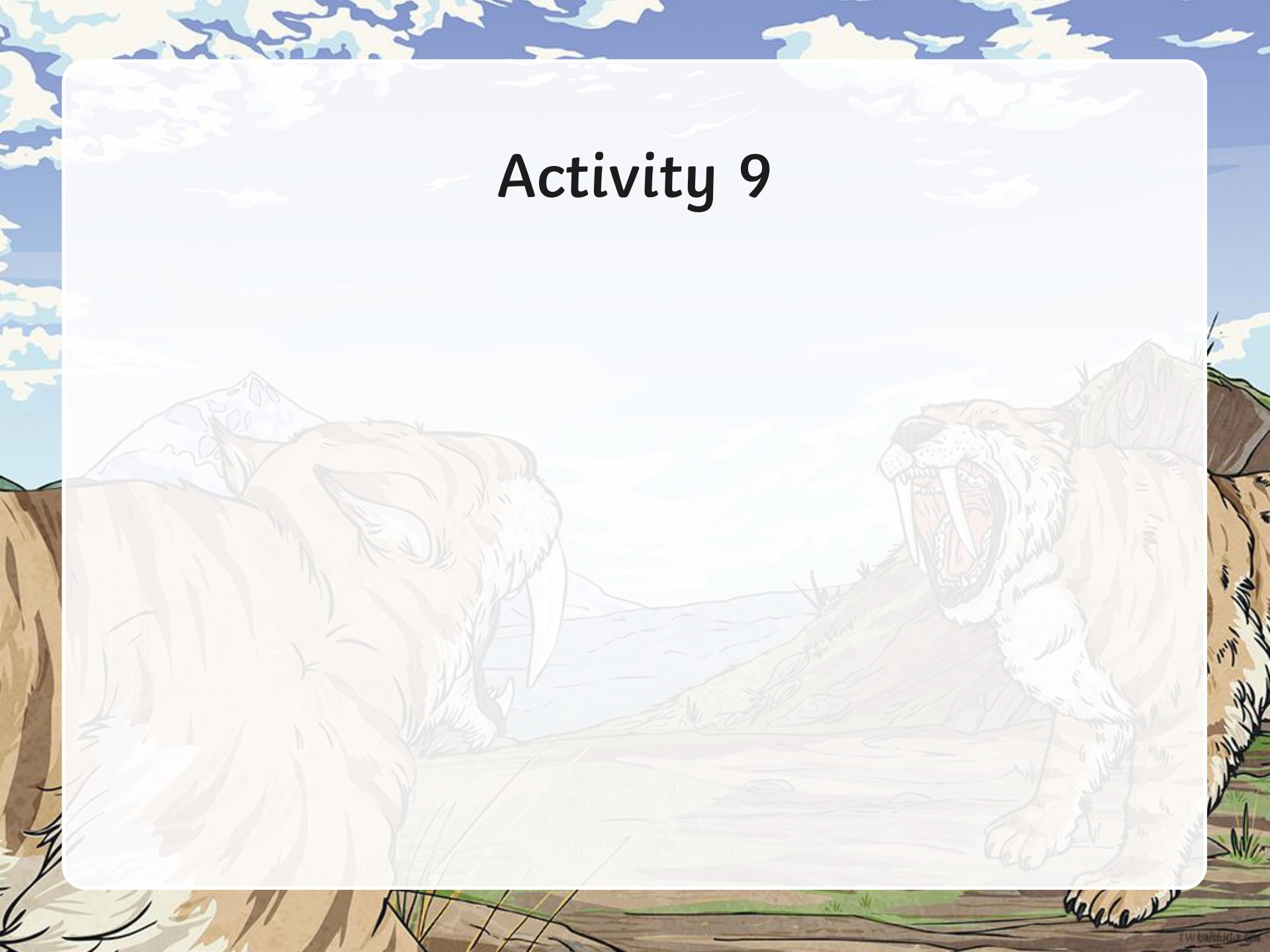
shouldn't

couldn't

- a) Pasha _____ complete her homework.
- b) He was so tired he _____ keep his eyes open.
- c) Tom is a great footballer. He _____ even play in goal!
- d) If she keeps trying hard, she _____ just have a chance.
- e) He is still learning. He _____ do his shoe laces up just yet.
- f) You _____ hurt people or steal things.
- g) When you have finished, you _____ leave the table.
- h) It has been ordered, so when they get there, they _____ find it waiting for them.
- i) The bitter cold makes it certain there _____ be icy roads tomorrow.
- j) I _____ happily swap places with a millionaire.



Activity 9

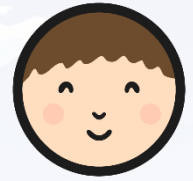


Modal verbs

- Think about what we did yesterday.
- What is a modal verb?
- Can you think of any?



Using Modal Verbs to Assess Situations



Work on your own to take these unusual situations (such as a teddy bear playing for Manchester United) and use **modal verbs** to suggest some of the implications and possibilities.

Using Modal Verbs to Assess Situations

1. Consider the situations below and see if you can create a sentence which uses **two of the modal verbs** supplied with the situation. Be as creative as you can in your thinking.

Example: An elephant jumps into a swimming pool. **might must not should**

It might be okay for elephants to swim without clothes in the wild but when they are in the swimming pool, they should wear a costume like everybody else.

a) A bull gets loose in a supermarket. **may shouldn't could**

b) A teddy bear plays up front for Manchester United. **will can would**

c) It rains non-stop for a month. **wouldn't (would not) ought to might not**

d) A shark has a wrestling match with a bear. **can might not (mightn't) could**

e) A chocolate river is found in South America. **must may not (mayn't) could**

Using Modal Verbs to Assess Situations

Challenge:

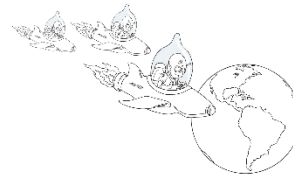
2. For the following situations make **your own choice of two modal verbs** to use to create a sentence. Be as creative as you can in your thinking.

a) Some cows form a band and release a single.

b) An alien attack fleet approaches Earth.

c) A cat attempts to climb Mount Everest.

d) The police start recruiting children to join the force.



Complete activity 9



Activity 10

Complete activity 10- Modal verbs 'mini test'

