

Tuesday 5th May

Reading

Look at the passage below. Find and copy the word that, in this context, is closest in meaning to the word involved.

All of the employees huddled around the large, oval table, staring intently at the documents. I wandered over but they were all engaged in an intense discussion and no one seemed to notice me.

Match each sentence to the definition of the underlined word that makes sense.

I smiled and thanked her for her sound advice.

look into, investigate

I jumped up with a start as the bell began to sound.

logical, sensible, based on good judgement

We wanted to sound out our classmates before booking the trip.

emit a noise

Tick to show the meaning of the underlined word in the sentence below.

The manager looked through the profits and losses that her business had made over the past twelve months and used this to project that the company would take over one million pounds in the coming year.

Tick **one**

extend outwards

throw, cause something to move forwards

estimate, forecast

homework, an assignment

Tuesday 5th May

Reading

Bornean Orangutans

The Bornean Orangutan is now critically endangered. Their populations are in decline thanks to the rapid deforestation and devastation of their habitats as well as illegal hunting.

Bornean Orangutans are unique to the island of Borneo. The word orangutan translates to 'man of the forest' in Malay language. Orangutans reside in the rainforest and their bodies are perfectly adapted for climbing trees, with extended arms and powerful hands and feet for gripping the branches.

Orangutans are the only great ape to travel predominantly through trees, spending nearly their entire existence in trees, swinging through the canopies and constructing nests for sleep. Orangutans are arboreal, as large predators (such as tigers and leopards) patrol the forest floor.

- 1. Look at the first paragraph. Find and copy one word that means at risk.**
- 2. Find and copy a group of words in the first paragraph that suggests that the number of Bornean Orangutans is decreasing.**
- 3. Find and copy one word in the first paragraph that is used to give the impression that deforestation has happened quickly.**

$$a_0 = 1 [a_0]$$

10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

05.05.26

TBAT: solve problems involving fractions.

5 in 5

$$\frac{3}{4} + \frac{2}{5} =$$

$$1\frac{1}{4} - \frac{1}{3} =$$

$$\frac{3}{5} \div 3 =$$

$$2\frac{1}{3} + \frac{5}{6} =$$

$$\frac{4}{6} \times \frac{3}{5} =$$

Challenge -

Tick (✓) **two** cards that give a **total** of $\frac{1}{2}$

$$\frac{3}{10}$$

$$\frac{1}{6}$$

$$\frac{3}{8}$$

$$\frac{1}{10}$$

$$\frac{1}{8}$$

$$\frac{3}{6}$$

Equivalent fractions recap

To find equivalent fractions: Whatever the **denominator** is multiplied by, the **numerator** is multiplied by the same, or whatever the numerator is multiplied by, the denominator is multiplied by.

$$\begin{array}{c} \text{X 3} \\ \frac{1}{6} = \frac{3}{18} \\ \text{X 3} \end{array}$$

$$\begin{array}{c} \text{X 5} \\ \frac{1}{5} = \frac{5}{25} \\ \text{X 5} \end{array}$$

Comparing fractions recap

I have eaten $\frac{3}{8}$ of my sandwich. Cam has eaten $\frac{2}{5}$ of his sandwich.

Who has eaten the most?

We need to compare $\frac{3}{8}$ and $\frac{2}{5}$ to see which is the largest fraction.

Comparing fractions recap

I have eaten $\frac{3}{8}$ of my sandwich. Cam has eaten $\frac{2}{5}$ of his sandwich.

Equivalent
fractions using
the common
denominator



$$\begin{array}{cc} \frac{3}{8} & \frac{2}{5} \\ \downarrow & \downarrow \\ \frac{15}{40} & \frac{16}{40} \end{array}$$


$$\frac{16}{40} > \frac{15}{40} \quad \text{so} \quad \frac{2}{5} > \frac{3}{8}$$

Cam ate the most.

Your turn


Compare these two fractions. Which is the smallest?

$$\frac{3}{8} \text{ or } \frac{1}{3}$$



$$\frac{9}{24} \quad \frac{8}{24} \quad \frac{8}{24} < \frac{9}{24} \quad \text{so } \frac{1}{3} \text{ is the smallest.}$$

$$\frac{5}{7} \text{ or } \frac{4}{5}$$



$$\frac{25}{35} \text{ or } \frac{28}{35} \quad \frac{28}{35} > \frac{25}{35} \quad \text{so } \frac{4}{5} \text{ is the smallest.}$$

Comparing fractions

We don't always need to compare fractions by finding a common denominator to convert them to.

Look at these two fractions:

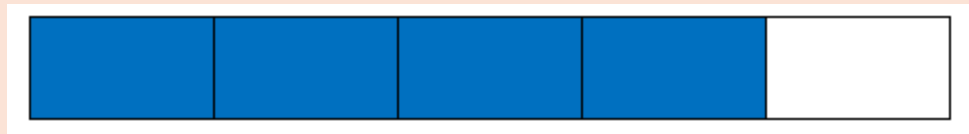
$$\frac{3}{5} \text{ and } \frac{4}{5}$$

The denominators are the same.

Comparing fractions

$$\frac{3}{5} \text{ and } \frac{4}{5}$$

The denominators are the same, so it is simple to compare.



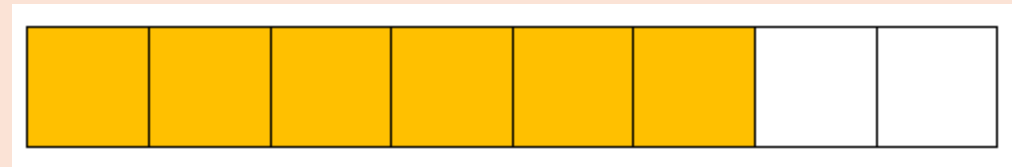
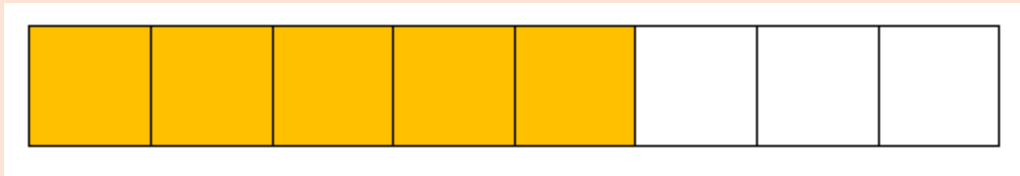
There are three fifths and four fifths.

$$\frac{4}{5} > \frac{3}{5}$$

Your turn

Draw a diagram for each to prove that $\frac{6}{8} > \frac{5}{8}$

Make sure your wholes are the same size so that you can compare.



$$\frac{6}{8} > \frac{5}{8}$$

Comparing fractions

Look at these two fractions:

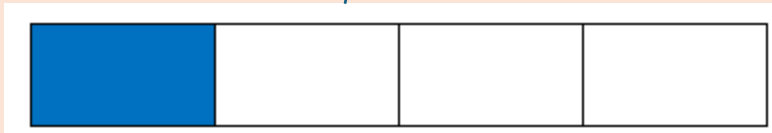
$$\frac{1}{3} \text{ and } \frac{1}{4}$$

The numerators are the same.

Comparing fractions

$$\frac{1}{3} \text{ and } \frac{1}{4}$$

If the numerators are the same, then we can compare the denominators.



The whole is divided into 3 equal pieces.

The whole is divided into 4 equal pieces.

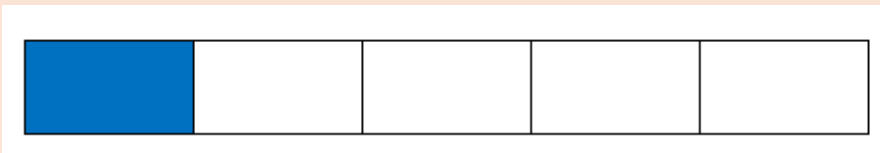
The more equal pieces there are, the smaller the denominator.

Your turn

Look at these two fractions:

$$\frac{1}{5} \text{ and } \frac{1}{6}$$

Draw a diagram for each. Make sure your wholes are the same size so that you can compare.



The whole is divided into 5 equal pieces.

The whole is divided into 6 equal pieces.

$$\frac{1}{5} > \frac{1}{6}$$

Comparing fractions

Look at these two fractions:

$$\frac{7}{4} \text{ and } \frac{3}{4}$$

How do we know which is the largest?

$\frac{7}{4}$ is an improper fraction which means that it is greater than 1

$\frac{3}{4}$ is a proper fraction which means that it is less than 1

Your turn

Look at these two fractions:

$$\frac{8}{15} \text{ and } \frac{15}{8}$$

How do we know which is the largest?

$\frac{15}{8}$ is an improper fraction which means that it is greater than 1

$\frac{8}{15}$ is a proper fraction which means that it is less than 1

Comparing fractions

Look at these two fractions: $\frac{24}{5}$ and $\frac{7}{2}$

How do we know which is the largest?

They are both **improper fractions** so changing them into mixed numbers will make it simpler to compare them.

$\frac{24}{5}$ is equivalent to $4\frac{4}{5}$

$\frac{7}{2}$ is equivalent to $3\frac{1}{2}$

$$\frac{24}{5} > \frac{7}{2}$$

Your turn

Look at these two fractions:

$$\frac{27}{5} \text{ and } \frac{19}{4}$$

Which is the largest?

$$\frac{27}{5} \text{ is equivalent to } 5 \frac{2}{5}$$

$$\frac{19}{4} \text{ is equivalent to } 4 \frac{3}{4}$$

$$\frac{27}{5} > \frac{19}{4}$$

Comparing fractions

Look at these two fractions:

$$\frac{5}{6} \text{ and } \frac{7}{8}$$

These are trickier to compare.

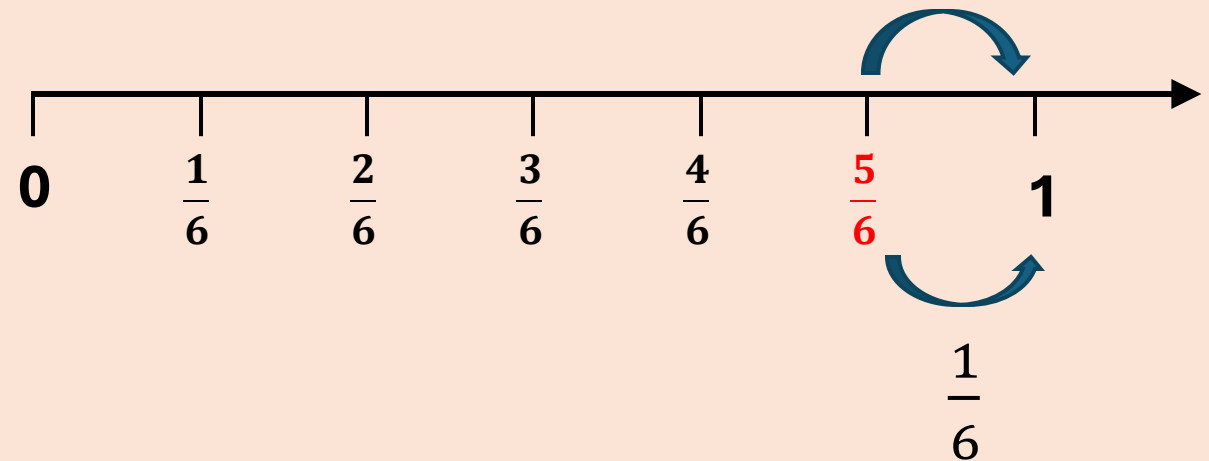
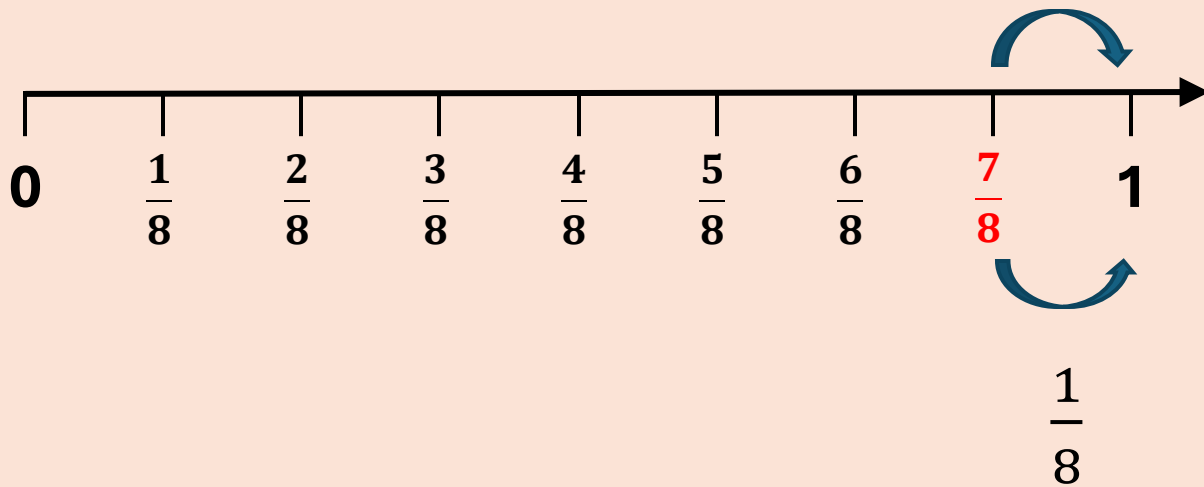
$$\frac{5}{6} \text{ and } \frac{7}{8}$$

Sixths are bigger fractions than eighths
but there are less sixths than eighths.

Comparing fractions

$$\frac{5}{6} \text{ and } \frac{7}{8}$$

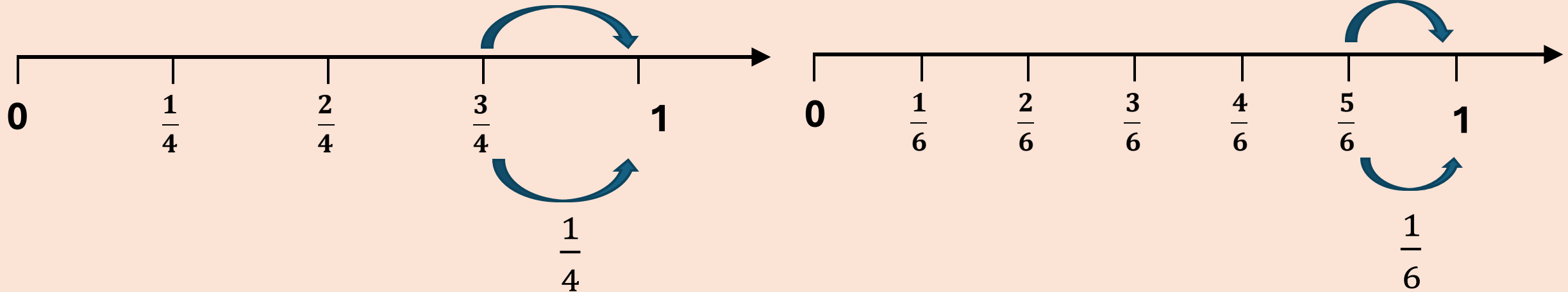
However, if we look them on a number line, they are both close to 1.



$\frac{1}{8}$ is a smaller jump to 1 so that means $\frac{7}{8}$ is the bigger fraction.

Your turn

Compare $\frac{3}{4}$ and $\frac{5}{6}$. Use your number line to help you.



$\frac{1}{4}$ is a bigger jump to 1 so that means $\frac{3}{4}$ is the bigger fraction.

Comparing fractions recap

There are different ways to compare fractions:

- by finding a common denominator to convert them to
- by comparing the numerators when the denominators are the same
- by comparing the denominators when the numerators are the same
- seeing if the fraction is more or less than 1
- converting them both to mixed numbers to compare improper fractions
- seeing how far each fraction is from 1

$$\frac{1}{6} \text{ and } \frac{1}{7}$$

Compare these fractions – which of these methods would be best to use?



by finding a common denominator to convert them to



by finding a common denominator to convert them to



by comparing the denominators when the numerators are the same



by comparing the numerators when the denominators are the same

$\frac{8}{6}$ and $\frac{5}{7}$

Compare these fractions – which of these methods would be best to use?



seeing how far each fraction is from 1



by finding a common denominator to convert them to



seeing if the fraction is more or less than 1



by comparing the numerators when the denominators are the same

$\frac{9}{10}$ and $\frac{8}{9}$

Compare these fractions – which of these methods would be best to use?



seeing if the fraction is more or less than 1



by finding a common denominator to convert them to



by comparing the denominators when the numerators are the same



seeing how far each fraction is from 1



Reasoning

Sara says that $\frac{4}{5}$ is bigger than $\frac{3}{4}$ because the numerators and the denominators are bigger.

Is she correct? Explain how you know.

$\frac{4}{5}$ is $\frac{1}{5}$ away from 1

$\frac{3}{4}$ is $\frac{1}{4}$ away from 1 which is a larger gap.

She is correct but not for the reason she gave.

1. Fill in the correct $<$ or $>$ signs to make these number sentences correct.

$$\frac{1}{6} \square \frac{1}{8}$$

$$\frac{2}{10} \square \frac{6}{10}$$

$$\frac{18}{5} \square \frac{5}{18}$$

2. Sara says $\frac{5}{6}$ is smaller than $\frac{7}{8}$. Prove how she knows.

Recap equivalence

Equivalent means **equal** or the same amount.

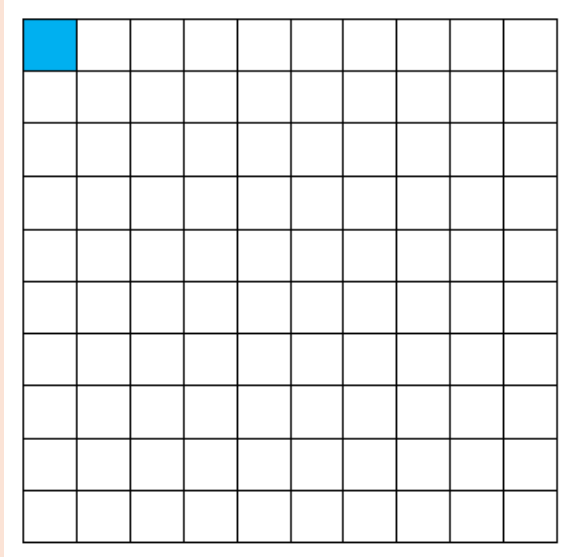
Equivalent fractions have the same value but look different.

Fractions, decimals and percentages can all be equivalent.

Recap percentage

A **percentage** represents the **number of parts per hundred**.

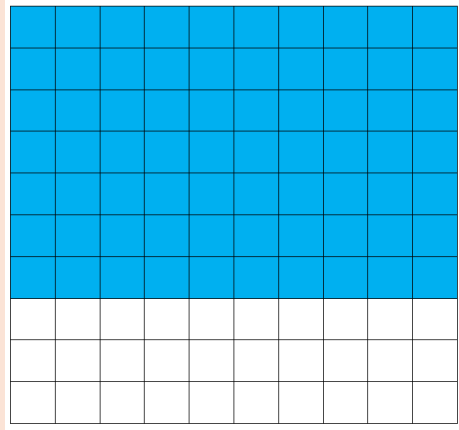
1% means **one part out of every hundred**.



1% is equal to $\frac{1}{100}$

Simple equivalence

If your test score was 10%, what would your score be as a fraction?



What does 10% mean?

Percent means out of 100

so 10% is equivalent to $\frac{10}{100}$

You would have scored 10% or $\frac{10}{100}$ of your marks in the test.

Simple equivalence

If your test score was 10%, what would your score be as a decimal?

10% is equivalent to $\frac{10}{100}$

$\frac{10}{100}$ is the same as writing 0.10 or 0.1

hundreds	tens	ones	.	tenths	hundredths	thousandths
		0	.	1	0	

You would have scored 0.1 of your marks in the test.

Simple equivalence

If your test score was 50%, what would your score be as a decimal?

50% is equivalent to $\frac{50}{100}$

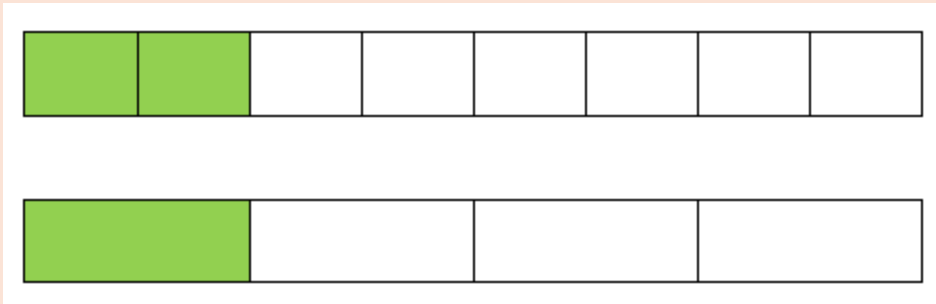
$\frac{50}{100}$ is the same as writing 0.50 or 0.5

You would have scored 0.5 of your marks in the test.

Recap simplest form

When we are using fractions, we may be able to **simplify** them.

Simplest form is scaling down the numerator and denominator to make them as small as possible.



$\frac{1}{4}$ is a fraction in its **simplest form**.

This shows that two eighths is equivalent to one quarter.

$$\frac{2}{8} = \frac{1}{4}$$

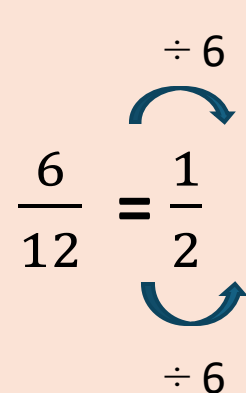
Recap finding simplest form

What is $\frac{6}{12}$ in its simplest form?

Factors of 6: 1, 2, 3, 6

Factors of 12: 1, 2, 3, 4, 6, 12

The highest common factor is 6 so the numerator and denominator

$$\frac{6}{12} \stackrel{\div 6}{=} \frac{1}{2} \stackrel{\div 6}{}$$


are divided by 6

$\frac{1}{2}$ is a fraction in its **simplest form**.

Simple equivalence

If your test score was 50%, what would your score be as a fraction?

50% is equivalent to $\frac{50}{100}$

$\frac{50}{100} = \frac{1}{2}$ in its simplest form.

You would have scored $\frac{1}{2}$ marks in your test.

Simple equivalence

We can use known facts to help us work out equivalences.

We know that: **$10\% = \frac{10}{100} = \frac{1}{10}$ which is also 0.1 as a decimal.**

This means we can use this to find 20% as a fraction or decimal.

$$20\% = \frac{20}{100} = \frac{1}{5} \quad \frac{20}{100} = 0.2 \quad \text{so } \frac{1}{5} = 0.2$$

Simple equivalence

Now we know that: **20%** = $\frac{1}{5}$ or **0.2** we can use this to find equivalence to 40%.

40% is double 20% so $40\% = \frac{2}{5}$ or 0.4

How would you work out the equivalence to 80%?

We could either double 40% or do $20\% \times 4$

$$80\% = \frac{4}{5} = 0.8$$

Simple equivalence

$$10\% = \frac{10}{100} = \frac{1}{10} \text{ which is also } 0.1 \text{ as a decimal.}$$

We can use this to find 5% as a fraction or decimal.

5% is half of 10%.

$$5\% = \frac{5}{100} = \frac{1}{20} \quad \frac{5}{100} = 0.05 \quad \text{so } \frac{1}{20} = 0.05$$

Simple equivalence

Now we know:

$$5\% = \frac{5}{100} = \frac{1}{20} \quad \frac{5}{100} = 0.05 \quad \frac{1}{20} = 0.05$$

We can use it to find other percentage equivalences.

How could you find the equivalence to 35% using the facts above?

$$35\% = 5\% \times 7$$

$$\text{so } 35\% = \frac{35}{100} = \frac{7}{20} \quad \text{so } \frac{7}{20} = 0.35$$

Equivalence

Match the equivalences.

60%

0.75

0.45

15%

$\frac{9}{20}$

$\frac{3}{5}$

$\frac{3}{20}$

$\frac{3}{4}$

Show all

Click to see the equivalences.

Problem solving

If you completed $\frac{2}{5}$ of a jigsaw,
what percentage or decimal would you have done?

Remember: You have to write your fraction out of 100 to be able to find the equivalent percentage or decimal.

Using equivalent fractions $\frac{2}{5} = \frac{40}{100}$

$\frac{40}{100}$ is the same as 40% or 0.4

Reasoning

Which of these are equivalent to 60%?

$$\frac{60}{100} \quad \frac{6}{100} \quad 0.06 \quad \frac{3}{5} \quad \frac{3}{50} \quad 0.6$$

Prove it

$$\frac{60}{100} \quad \frac{3}{5} \quad 0.6 \text{ are all equivalent to } 60\%$$

Reasoning

True or false?

$$\frac{1}{25} = 25\%$$

$$\frac{2}{10} = 0.20 \quad \checkmark$$

$$\frac{1}{4} = 0.4$$

$$20\% = 0.05$$

$$\frac{3}{5} = 0.6 \quad \checkmark$$

$$0.35 = 35\% \quad \checkmark$$

Reasoning

Which is the odd one out? Explain how you know.

0.4 $\frac{40}{100}$ 40% 0.04

_____ is the odd one out because

Reasoning

Which is the odd one out? Explain how you know.

0.4 $\frac{40}{100}$ 40% 0.04

0.04 is the odd one out because all the rest are equivalent but 0.04 is equivalent to 4% or $\frac{4}{100}$

Reasoning

Two children were given the same amount of pocket money each.

Joe spent $\frac{30}{50}$ of his money. Maryam spent 30% of her money.

Maryam said they both spent the same. Is she correct?

Prove it.

1. Draw a line to match the equivalences. There may be more than one line going to some of the numbers.

$$\frac{3}{4}$$

$$\frac{1}{5}$$

0.2

0.4

0.5

10%

0.1

50%

$$\frac{1}{10}$$

0.75

2. Underline the percentage which is equivalent to $\frac{1}{5}$.

10% 20% 30% 40% 50%

3. Jan scored 38% in a test. What is this as a decimal fraction?

Tuesday 5th May

TBAT: use and explain the meaning of a range of prefixes and suffixes.

3 in 3

Complete the table with the **singular** or **plural** form of the nouns.

Singular	Plural
sheep	
	people
ox	
hoof	

Match each **suffix** to the correct **root word**.

environment

class

employ

access

al

ible

ify

ee

Complete the sentences below with the **plural** form of the noun in brackets.

I could see lots of _____ [woman] waiting for the swimming pool to open.

Our teacher's _____ [quiz] are always quite tricky!

Tell me... Examples...

Tell me what a prefix is.

*...a **prefix** is a group of letters that is added to the beginning of a word, changing its meaning.*

Examples of prefixes:

un-, dis-, re-

Suffixes

PiXL

QUICK-FIRE GPS RECALL

GRAMMAR

A **suffix** is a letter or group of letters that is added to the end of a root word (to change the meaning).

Add a suffix to:

- a) e.g. doing
- b) e.g. parted, particle

Tell me... Examples...

Tell me what a suffix is.

*...a **suffix** is a letter/group of letters that is added to the **end of a word**, often changing its meaning and/or changing it from one **word class** to another.*

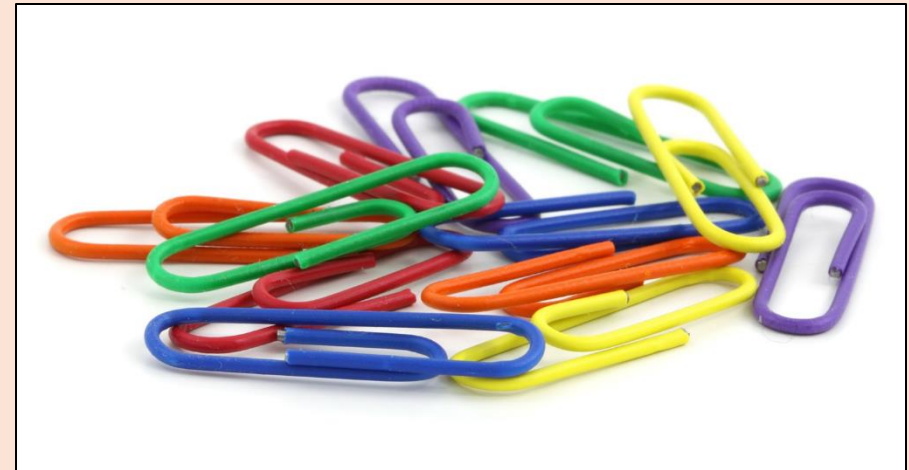
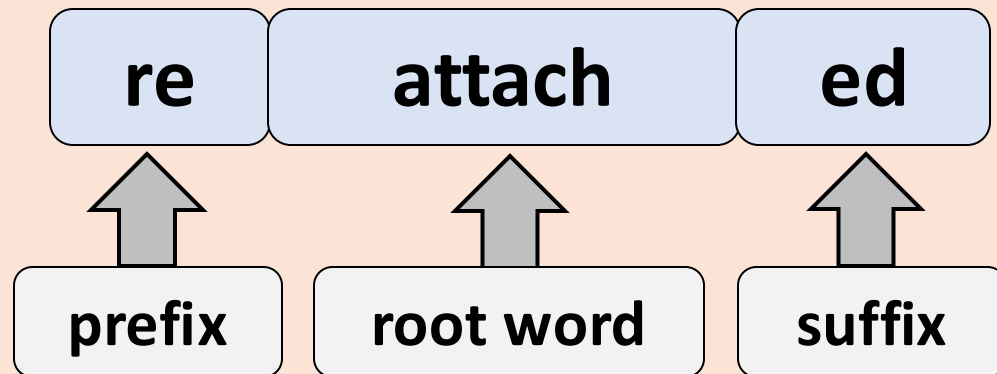
Examples of suffixes:

-s, -ed, -ful

Prefixes and suffixes

A **prefix** is a group of letters that is added to the **beginning of a word**.

A **suffix** is a letter/group of letters that is added to the **end of a word**.



Prefixes

Some **prefixes** can be added to create the **antonym** of a word (*a word with the opposite meaning*).



un – e.g. undone, unfamiliar

dis – e.g. disappear, disagree

in – e.g. indefinite, inconvenience

Prefixes

Top tip: ir- is often used before words starting with 'r',
il- is often used before words starting with 'l',
im- is often used before words starting with 'm', 'p' or 'b'.



ir = irregular, irrelevant

il = illegible, illegal

im = impractical, immature

Prefixes

Knowing common **meanings** of **prefixes** can help you understand a word's meaning.

sub = under/below

auto = self/own

anti = against

super = above/beyond

semi = half/partial



Prefixes

Knowing common **meanings** of **prefixes** can help you understand a word's meaning.



dis = opposite/away/apart

de = reverse/remove/out of

mis = wrongly/not

over = too much

re = again/back

Prefixes

Knowing common **meanings of prefixes** can help you understand a word's meaning.

aqua = water

audi = hear

trans = across

tele = distant/far away

pre = before/in front



Prefixes

Knowing common **meanings** of **prefixes** can help you understand a word's meaning.



preview
= view before



overexaggerate
= exaggerate too much

Prefixes

Watch out: not every word starting with a **prefix letter string** is using those letters as a prefix.



replay = play again
decode = opposite of code



antique restaurant
desperate uncle



Suffixes

Some **suffixes** can change the tense of a **verb**.

I interrupt.

I interrupted.

I was interrupting.



Suffixes

Knowing common **meanings** of **suffixes** can help you understand a word's meaning.

er = person or thing that does something or has a particular quality

ful = full of **less** = without

er = more **est** = most

able/ible = capable of being

dom = state of being

ness = state of being

ment = action/process

ology = study

graph = write

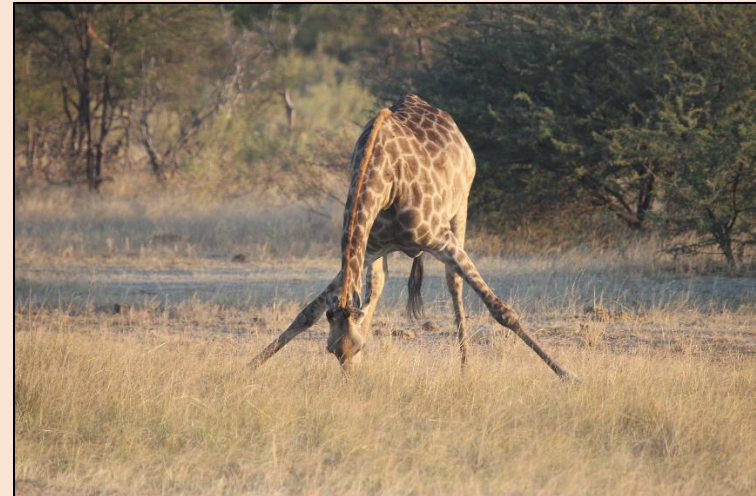
Suffixes

Knowing common **meanings** of **suffixes** can help you understand a word's meaning.



government

= the process of governing



awkwardness

= a state of being awkward

Spelling rules

Make sure you use spelling rules to help you add **suffixes** correctly.

play + ful = playful

weary + ness = weariness

'y' changes to 'i' unless there is a vowel before the 'y' or the **suffix** begins with 'i'.



Spelling rules

Make sure you use spelling rules to help you add **suffixes** correctly.

movee + ment = movement

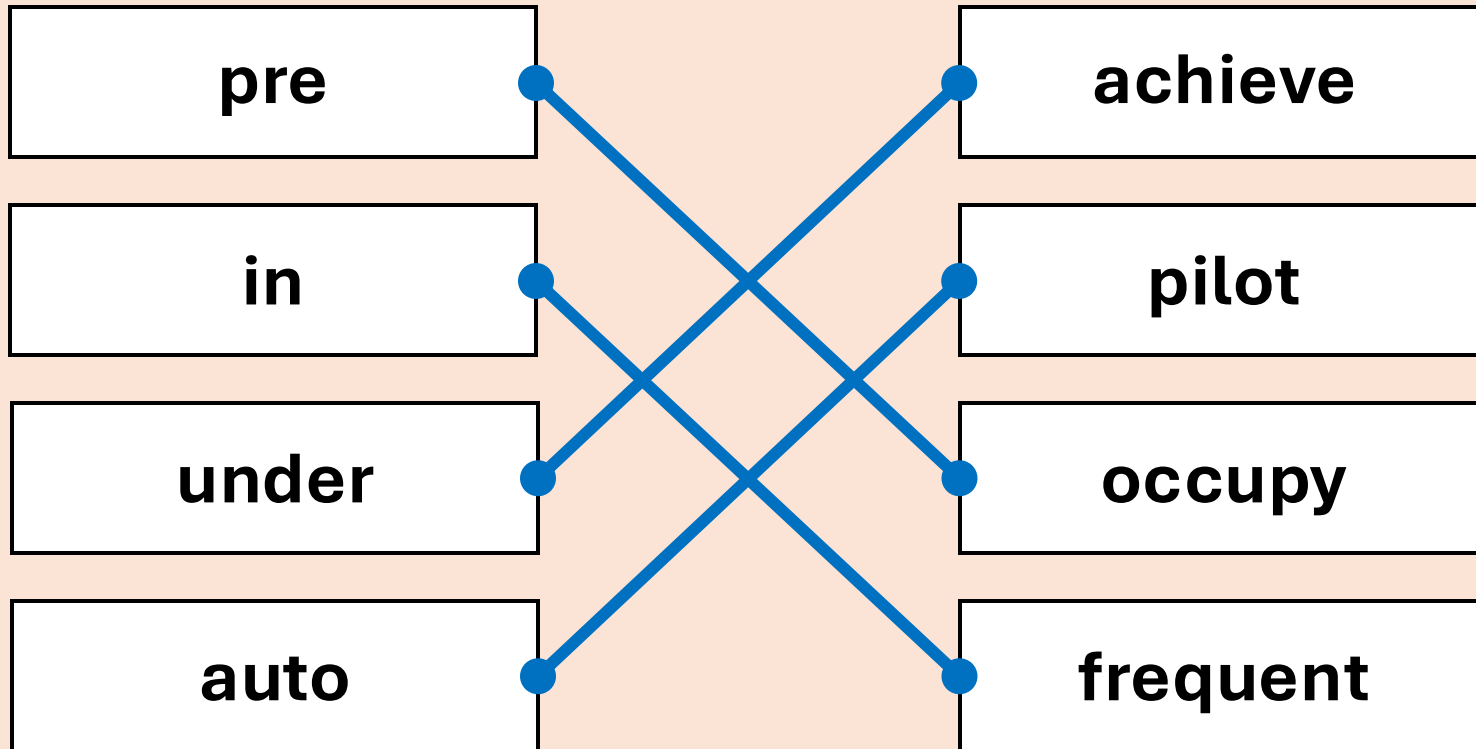
sensee + ible = sensible

Usually, remove the 'e' before adding a **suffix** that begins with a **vowel**.



Practise

Match each **prefix** to the correct **root word**.



Show all



Practise

Add a **suffix** to the words in brackets to complete the sentences.

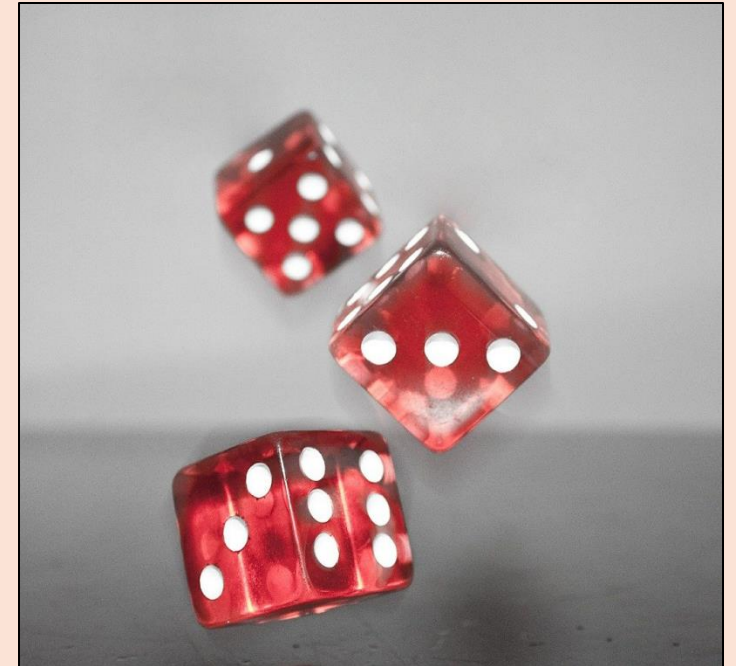


- 1 Sadly, the item I wanted wasn't [avail].
- 2 The [garden] was busy cutting the grass.
- 3 We were all full of [disappoint] when we found out that the trip had been cancelled.
- 4 They tried to hide their [grump] about the terrible weather.

Practise

Add a **prefix** to each word below to create its **antonym** (word with the opposite meaning).

Word	Antonym
logical	<input type="text"/>
sufficient	<input type="text"/>
rational	<input type="text"/>
probable	<input type="text"/>



Practise

Explain how the **prefix** changes the meaning of the second sentence below.



We overestimated how long the cleaning would take.

We underestimated how long the cleaning would take.

This means that

Match each **prefix** to the correct **root word**.

sub

perspirants

anti

locate

pre

scribe

trans

arrange

Add a **suffix** to each of the words in brackets to complete the sentences.

His cheek turned red in _____ [embarrass].

I helped the _____ [foreign] find the way to his hotel.

She had the _____ [wise] to make the right choices.

Explain how the **prefix** changes the meaning of the second sentence below.

Their help was appreciated.

Their help was underappreciated.

This means that _____.

Match each **suffix** to the correct **root word**.

auto

visor

mis

compose

super

pilot

de

communication

Add a **suffix** to each of the words in brackets to complete the sentences.

His cheek turned red in _____ [embarrass].

I helped the _____ [foreign] find the way to his hotel.

She had the _____ [wise] to make the right choices.

Explain how the **prefix** changes the meaning of the second sentence below.

Their help was appreciated.

Their help was underappreciated.

This means that _____.

Match each **prefix** to the correct **root word**.

over

active

pro

scope

tele

confident

aqua

marine

Add a **suffix** to the words in brackets to complete the sentences.

I apologised to Mez and asked for his _____ [forgive].

The strange symbols on the page were completely _____
[meaning] to me.

I managed to fall into the _____ [prickly] bush of them all!

05.05.26

Tuesday P.M.

Non-Fiction – Book 2

The problem with plastic

Retrieval

Inference

Word meaning

Summary

Prediction



Today, we are again going to be looking at adding suffixes to a number of different root words.



A suffix is a letter or group of letters added at the end of a root word that creates a new word.

Can you remember what a suffix is?

-ed

-er

-en

-ing



We are going to add the vowel suffixes to these root words:

forget

prefer

commit

begin

occur

forbid



They all have two syllables. Can you clap them?

What do you notice about them? Do you know what they all mean?



Let's look again at the syllables in the root words. Say them aloud with me...

for/get

pre/fer

com/mit

be/gin

oc/cur

for/bid



All of these words have what is called a 'stressed' last syllable. Stressed syllables are pronounced slightly louder and at a slightly higher pitch than unstressed syllables.



Look and say these again. The STRESSED syllables are now written in UPPERCASE letters.

for/**GET**

pre/**FER**

com/**MIT**

be/**GIN**

oc/**UR**

for/**BID**



Root words like this change when a vowel suffix is added – look at the next slide and see if you notice the rule?



How do the root words change when the vowel suffixes are added?

forgetting

preferred

comitted

forgotten

preferring

beginning

occurred

forbidden

beginner

occurring



In root words like this, where the last syllable is stressed, you need to double the final consonant of the word before adding the suffix.



Mr Whoops has got in a terrible muddle with his sentences.
Can you help him put the correct spelling word into each one?

At the moment, I am not very good at speaking Spanish as I am a
complete beginner when it comes to learning the
language.



Answer

Mr Whoops has got in a terrible muddle with his sentences.
Can you help him put the correct spelling word into each one?

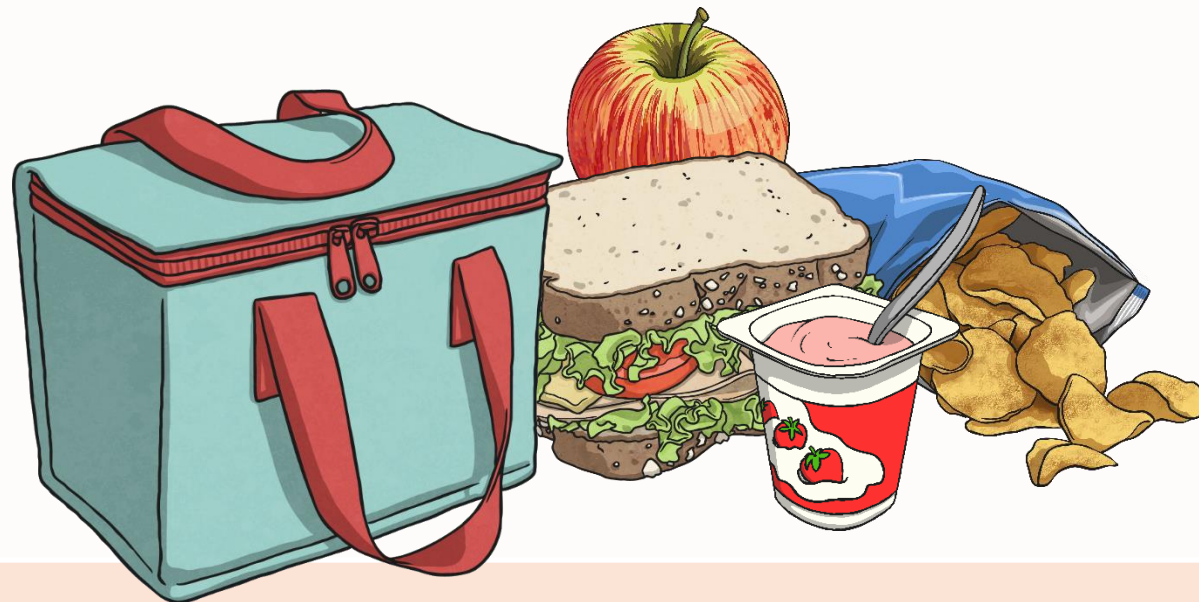
The international art thief had _____ committed _____ a terrible
crime and now faced the next decade in prison.



Answer

Mr Whoops has got in a terrible muddle with his sentences.
Can you help him put the correct spelling word into each one?

As I was always a fussy eater, I preferred to take my
own packed lunch to school rather than eat a school dinner.



Answer

Mr Whoops has got in a terrible muddle with his sentences.
Can you help him put the correct spelling word into each one?

Because of the smashed greenhouse window, the twins were now
from playing football in the garden.



Answer

Mr Whoops has got in a terrible muddle with his sentences.
Can you help him put the correct spelling word into each one?

After arriving at the leisure centre, I realised that I had
my ~~swimming~~ trunks and had to return home for them.



Answer

Now, we are going to be looking at adding suffixes to a number of different root words.

Can you remember what a suffix is?

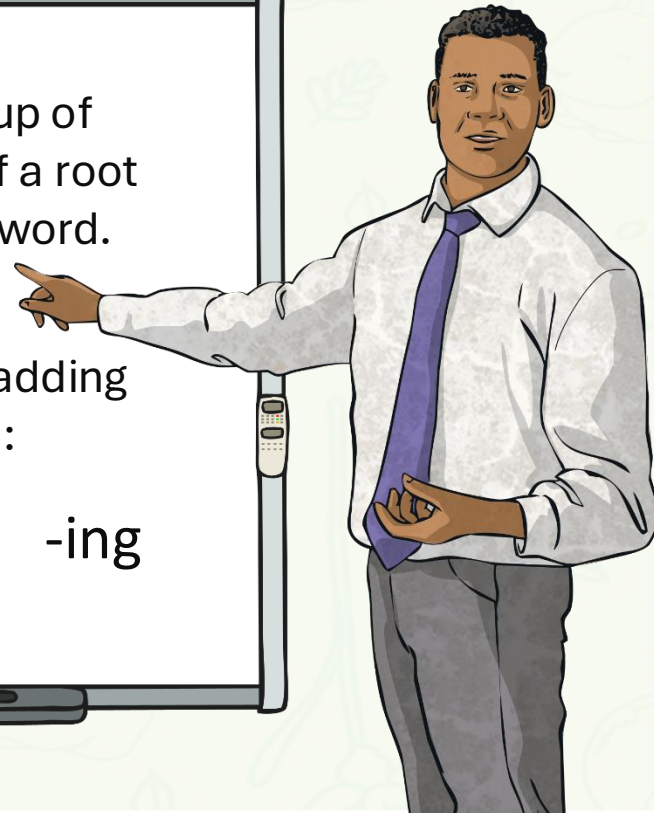
A suffix is a letter or group of letters added at the end of a root word that creates a new word.

We are concentrating on adding these vowel suffixes:

-er

-ed

-ing



We are going to add the vowel suffixes to these root words:

garden

benefit

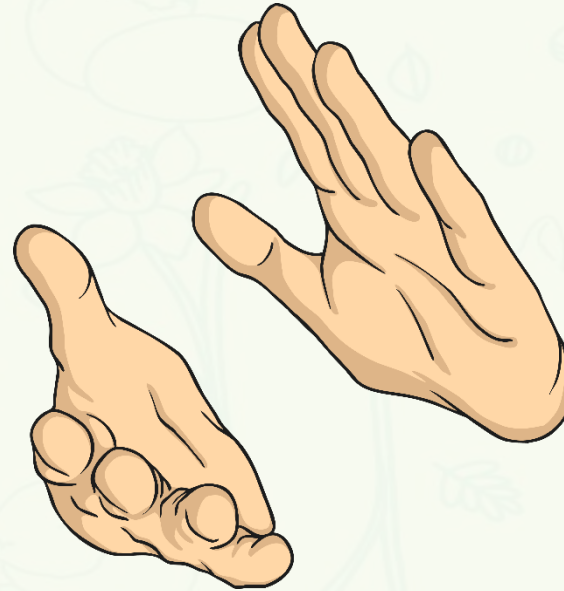
offer

focus

limit

What do you notice about them?

- They all have two or more syllables. Can you clap them?
- They can all be used as nouns and verbs. What does that mean?



Let's look again at the syllables in the root words. Say them aloud with me.

gar/den

ben/e/fit

off/er

fo/cus

lim/it



All of these words have what is called an 'unstressed' last syllable. Unstressed syllables are pronounced slightly quieter and at a slightly lower pitch than stressed syllables.



Look and say these again. The stressed syllables are now written in uppercase letters.

GAR/den

BEN/e/fit

OFF/er

FO/cus

LIM/it



Root words like this do not change when a vowel suffix is added (this rule changes when the last syllable is stressed).



Now work with your partner to write an exciting sentence that contains the chosen word on your whiteboards. Use a dictionary to help if you are unsure of the word's meaning.



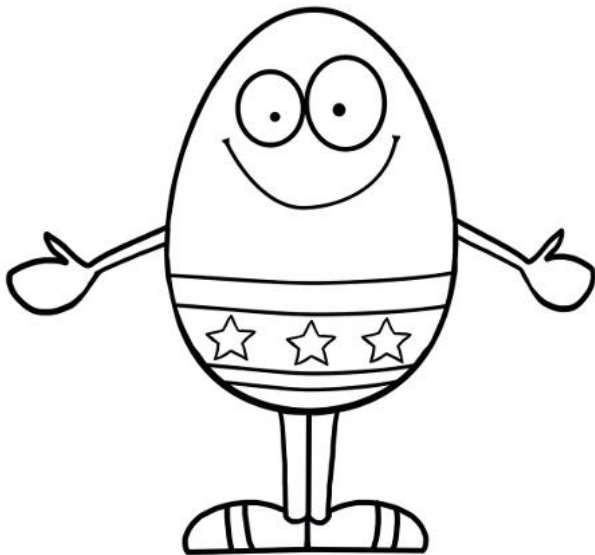
Click the button to spin the wheel!

Spin

Easter Pack

Ten for Ten

Easter Practice Booklet
MATHEMATICS



KS2 English Reading

10-4-10

'10 minutes a day for ten days'

KS2 Grammar, Punctuation & Spelling

10-4-10

'10 minutes a day for ten days'