

Spelling 4

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FOCUS Spelling patterns **gu** and **gue**

TEACH ▶ Say the sounds and write the words **guess** (**gu/e/ss**) and **guide** (**gu/i/d/e**). ▶ In colour, write over the **gu** spelling of 'g'. Explain that the unsounded **u** helps keep the 'g' as a hard sound (rather than a soft 'j' sound). ▶ Ask pupils to write and show **quest**.

Now say the sounds and write the word **vague** (**v-a-gu-e**). ▶ In colour, write over the **gue** spelling of 'g'. Explain that this spelling of 'g' is found at the end of some words. It is necessary to learn which words have this spelling. ▶ Ask pupils to write other words with this spelling (for example, **league**).

PRACTISE **Spelling 4**, page 12; 'Additional word list'

APPLY Spelling sentences

ASSESS Dictation: **I was intrigued to see the quests had an armed guard.**

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FOCUS Spelling patterns **qu** and **que**

TEACH ▶ Ask pupils to write and show: **question**, **squelch**, **squash**. ▶ Check spellings. Recap 'qu' and 'squ' sounds and spellings and the **w** special rules that apply after 'kw' sounds. ▶ Ask pupils to write **squad** and **equal**. Now say the sounds and write **mosque** on the board. Establish that the 'k' sound is spelt **que**. Write over **que** in colour. ▶ Explain that words with this spelling are often of French origin and they need to be learnt. ▶ Ask pupils to write another word with this pattern (for example, **antique**).

PRACTISE **Spelling 4**, page 13; 'Additional word list'

APPLY Spelling sentences

ASSESS Dictation: **The grotesque monsters started to quarrel over the quantity of liquid.**

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FOCUS Revision 1

TEACH ▶ Use this session to revise spelling patterns which pupils are having difficulty with in their independent writing. ▶ This might be alternative ways of representing a particular vowel or consonant or an ending that is not spelt as it sounds (for example, **le, tion, ture, sure**). ▶ Say the sounds and write an example on the board as a model. ▶ Say other words with the same pattern and help pupils write these.

PRACTISE **Spelling 4**, page 14; 'Words to practise: Spelling practice ladders'

APPLY Proof reading; respond to marking

ASSESS Through independent writing

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FOCUS Topic words 1

TEACH ▶ Choose a term from your current maths work and write it on the board (for example, **horizontal**). ▶ Demonstrate saying the syllables (**ho/ri/zon/tal**) and then saying the sounds in each syllable as you write the corresponding letters. ▶ Look at the word broken down and identify any parts that are still tricky (for example, **al** ending). ▶ Decide on a way to remember it, for example: say **ho/ri/zon/tal** to make the **al** spelling clear. ▶ Cover the word and ask pupils to use this strategy to write the word.

PRACTISE **Spelling 4**, page 15; 'Words to practise: My topic words'

APPLY Set mini-target; independent writing

ASSESS Dictation: **I estimate it will probably take a minute for the lift to descend.**