

## Vocabulary & Standard English: Session 2

<b>Preparation</b>	<p><b>Print:</b> <a href="#">Find the Family</a> sheet, <a href="#">Prefix Jigsaw</a> cards, <a href="#">Match the Meaning</a> cards and <a href="#">SATs-Style Questions</a> sheet.</p> <p><b>Trim:</b> <a href="#">Prefix Jigsaw</a> cards and <a href="#">Match the Meaning</a> cards.</p> <p><b>Source:</b> Pencils.</p>
<b>Warm-Up</b>	<p><b>Find the Family</b></p> <p>Provide the child with the <a href="#">Find the Family</a> sheet. Ask them to read through the passage and highlight all of the words which are part of the 'spec' word family. Address any misconceptions.</p> <p>Can the child identify words belonging to the 'spec' word family?</p>
<b>Input</b>	<p><b>Place Prefix Jigsaws</b></p> <p>Introduce and recap the range of prefixes that the children should have covered during KS2. For each prefix, write it on a whiteboard and explain the impact that that prefix has on the meaning of the word. Children should have covered:</p> <p><b>dis-</b>: This prefix means away, separate or not. An example of this is the word 'disagree' where the prefix means 'not'.</p> <p><b>de-</b>: This prefix means off, down, away or from. An example of this is the word 'depart' where the prefix means 'from'.</p> <p><b>mis-</b>: This prefix means wrong or incorrect. An example of this is the word 'miscount' where the prefix means 'incorrect'.</p> <p><b>over-</b>: This prefix means 'to excess' or 'too much'. An example of this is the word 'overindulge' where the prefix means 'too much'.</p> <p><b>re-</b>: This prefix means again or back. An example of this is the word 'reapply' where the prefix means 'again'.</p> <p><b>super-</b>: This prefix means above or over. An example of this is the word 'supersonic' where the prefix means 'over'.</p> <p><b>anti-</b>: This prefix means against or opposing. An example of this is the word 'antifreeze' where the prefix means 'against'.</p> <p><b>auto-</b>: This prefix means self. An example of this is the word 'automobile' where the prefix means 'self'.</p> <p>Consolidate this input by providing the child with the shuffled <a href="#">Prefix Jigsaw</a> cards and asking them to match the prefix to its meaning.</p> <p>Is the child able to recall the meaning of KS2 prefixes?</p>

<b>Apply</b>	<p><b>Match the Meaning</b></p> <p>Explain to the child that you want to assess their knowledge of the meaning of prefixes by applying them to words. Emphasise that the child does not need to instantly know what the word means – they should be able to work it out based on the meaning of the prefix.</p> <p>Sort the <b>Match the Meaning</b> cards into two piles: words and definitions. Pull the first card from the ‘word’ pile and look at the prefix. Discuss the meaning of the prefix together and use that discussion to work out what the word must mean. Find the corresponding definition and pair up the cards. Continue until all prefixes have been discussed and all cards have been matched to the correct definition.</p> <p>Is the child able to use the meaning of a prefix to deduce the meaning of an unseen word?</p>
<b>Assess &amp; Review</b>	<p><b>SATs–Style Questions</b></p> <p>Provide the child with the <b>SATs–Style Questions</b> sheet. Explain that these are the types of questions about prefixes that you would expect to see on a SATs paper. Ask the child to complete the questions, encouraging them to pay particular attention to how the question should be answered, e.g. tick the box or write the answer in the box. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently answer SATs–style questions on prefixes?</p>