

Spelling: Session 4

Preparation	<p>Print: Sneaky Silent Letters Cards, -able or -ible Word Cards, Mixed-Up Maze Sheet, Speedy Spellings Teacher Script, Speedy Spellings Task Sheet, Speedy Spellings Answer Cards.</p> <p>Trim and prepare: Sneaky Silent Letter Cards, -able or -ible Word Cards, Speedy Spellings Answer Cards.</p> <p>Source: Pencils, coloured pencils, a dictionary.</p>
Warm-Up	<p>Sneaky Silent Letters</p> <p>Present the child with the Sneaky Silent Letters Cards. Explain that one of the three silent letters listed is missing from the word. Ask the child to insert the missing letter into the correct place in the word, addressing any misconceptions.</p> <p>Can the child correctly spell words containing silent letters?</p>
Input	<p>-able or -ible</p> <p>Explain today that you are going to recap the spelling rules for two common word endings – the spelling patterns -able and -ible. Although these word endings can often sound the same in words, there is a simple way to decide which spelling pattern should be used.</p> <p>When the ending -able is used, the main part of the word which comes before the -able ending is normally a complete word in itself. An example of this is the word 'breakable' – the complete word 'break' can be seen before the ending -able. This rule is also true with root words that end in the letter 'e' – the letter 'e' is removed before the ending -able is added, such as with the words 'pleasurable', 'adorable' and 'excitable'.</p> <p>When the ending -ible is used, the main part of the word is usually not a complete or recognisable word in itself. An example of this is the word 'audible' – 'aud' is not a recognisable word. This is the same with 'illegible', 'incredible', and 'terrible'.</p> <p>The word endings -ably and -ibly behave in the same way and the same rules can be applied when deciding which spelling pattern to use.</p> <p>As with most spelling rules, there are exceptions to these rules, such as 'reversible', where the almost complete word 'reverse' can be seen before the word ending, yet the ending -ible is used. This is the same with 'suggestible', 'flexible' and 'sensible'. Similarly, the word 'amiable' and 'capable' end with the spelling pattern -able yet do not have a complete or recognisable root word at the beginning.</p> <p>These particular exceptions simply need to be learnt.</p> <p>Provide the children with the shuffled -able or -ible Word Cards. Ask the child to complete the adjectives by adding either -able or -ible and to complete the adverbs by adding -ably or -ibly. Encourage the child to verbalise their logic as they complete the words on the cards, spelling them correctly. Address any misconceptions.</p> <p>Is the child able to recognise and apply the rules for adding -able and -ible word endings?</p>

Apply	<p>Mixed-Up Maze</p> <p>Provide the child with the Mixed-Up Maze Sheet. Ask the child to follow and colour the path of correctly-spelt words ending in -able or -ible by applying their knowledge of the spelling rules. Remind them of the exceptions and provide a dictionary for support. Address any misconceptions to support completion of the sheet.</p> <p>Is the child able to use their knowledge of the -able and -ible spelling rules to identify correctly-spelt words?</p>
Assess & Review	<p>Speedy Spellings</p> <p>Provide the child with the Speedy Spellings Task Sheet. Explain that you are going to quickly assess their knowledge of the spelling rules they have recapped in today's session. Using the Speedy Spellings Teacher Script, conduct the spelling test. Then, give the child the Speedy Spellings Answer Cards so that they are able to assess their own work. Address any misconceptions and support the child with any corrections.</p> <p>Can the child independently apply the -able and -ible spelling rules to unseen words?</p>