Week	Spelling Lessons	English Grammar and Punctuation	Grammatica e Punteggiatura Italiano	Color – Colore	Action – Azione
1	**‹sh›** The children practise the ‹sh› spelling of the / sh/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'wi**sh**' and '**sh**ampoo'), and learn ten words (including ‹sh› words and tricky words) for a test.	**Rainbow Capitals** The children practise the formation of capital letters in preparation for learning about sentences and proper nouns, both of which must begin with capital letters.	**Lettere Maiuscole** Praticare la scrittura delle lettere maiuscole, in preparazione dei concetti che i nomi propri e le frasi incominciano con la lettera maiuscola.		
2	**‹ch›** The children practise the ‹ch› spelling of the / ch/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'lun**ch**' and '**ch**icken'), and learn ten words (including ‹ch› words and tricky words) for a test.	**Sentences** The children learn that sentences help to organise the words we use, so that the meaning is clear. They are taught that a sentence starts with a capital letter and ends with a full stop, and that the words in between must make sense.	**Frasi** Le frasi servono ad organizzare le parole che usiamo, così che il loro significato sia di chiara comprensione. Le frasi incominciano con la lettera maiuscola e terminano col punto; le parole in mezzo devono aver senso compiuto.		
3	**‹th›** The children practise the ‹th› spelling of the voiced and unvoiced /th/ sounds. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as '**th**ank' and '**th**inking'), and learn ten words (including ‹th› words and tricky words) for a test.	**Correcting Sentences** The children proofread read a number of lines of text and rewrite them as complete sentences, adding the missing words, full stops and capital letters.	**Correzione delle frasi** Lettura e auto-correzione di brevi frasi, riscrivendole dando senso compiuto, aggiungendo le parole mancanti, il punto e le lettere maiuscole.		
4	**‹ng›** The children practise the ‹ng› spelling of the / ng/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'stro**ng**' and 'le**ng**th'), and learn ten words (including ‹ng› words and tricky words) for a test.	**Capital Letters** The children practise forming capital letters and matching capital letters to lower-case letters.	**Lettere Maiuscole** Attività per appaiare le lettere minuscole con le maiuscole.		
5	**‹qu›** The children practise the ‹qu› spelling of the /qu/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as '**qu**een' and '**squ**irrel'), and learn ten words (including ‹qu› words and tricky words) for a test.	**Proper Nouns** The children are introduced to proper nouns. They are taught that a proper noun is the 'special name' given to a person, a place or a thing, and that their own names are proper nouns. They learn that proper nouns have a capital letter at the beginning to show how important they are. The children write down their own names and that of their teacher; then they write the address of their school. They make sure that they have used a capital letter at the beginning of each proper noun.	**Nomi Propri** Introduzione dei nomi propri, quali "nomi speciali" che si danno alle persone, posti o cose. I nomi propri vanno scritti con la lettera maiuscola. Scrittura per proprio nome, quello dell'insegnante, indirizzo della scuola.	▉	
6	**‹ar›** The children practise the ‹ar› spelling of the /ar/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'sc**ar**f' and 'farmy**ar**d'), and learn ten words (including ‹ar› words and tricky words) for a test.	**Common Nouns** The children learn that not all nouns are proper nouns, and that some, like the word 'school' are common nouns: not specific names, but generic words that do not need to have a capital letter at the beginning. The children are taught that a noun (proper or common) is something you can take a photograph of.	**Nomi Comuni** I nomi comuni sono generici e vanno scritti con la lettera minuscola. I nomi, propri o comuni, sono qualcosa che si può fotografare. (Attività macchina fotografica di cartoncino)	▉	
7	**Short Vowels** The children practise reading and spelling words with the five short vowels (‹a›, ‹e›, ‹i›, ‹o› and ‹u›), and learn the spellings of the days of the week. They learn ten words for a test.	**Alphabetical Order** The children learn that the words in a dictionary are listed in alphabetical order. In preparation for using a dictionary they learn the alphabet in four sections. 1. A B C D E 2. F G H I J K L M 3. N O P Q R S 4. T U V W X Y Z The children practise putting sets of letters into alphabetical order.	**Ordine Alfabetico** Le parole all'interno del dizionario sono organizzate in ordine alfabetico. L'alfabeto è suddiviso in 4 sezioni con colori diversi. 1. A B C D E 2. F G H I J K L M 3. N O P Q R S 4. T U V W X Y Z Praticare l'ordine alfabetico, sezione per sezione.		

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8	**‹ff›** The children practise the ‹ff› spelling of the /f/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'cli**ff**' and 'stu**ff**ing'), and learn ten words (including ‹ff› words and tricky words) for a test.	**'A' or 'An'** 'A' and 'an' are the indefinite articles. The children learn that they should use 'a' before a noun that begins with a consonant sound, and 'an' before a noun that begins with a vowel sound (a short vowel, a long vowel, or any one of the other vowel sounds, such as /er/ or /ou/). The children also learn that if it makes sense to put 'a', 'an' or the definite article, 'the', in front of a word, then that word is probably a noun.	**Articoli Indefiniti** Introduzione dell'articolo indefinito per indicare qualche cosa di non specifico. L'articolo indefinito è sempre riferito ad un nome. Declinazione degli articoli indefiniti.			
9	**‹ll›** The children practise the ‹ll› spelling of the /l/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'sku**ll**' and 'windmi**ll**'), and learn ten words (including ‹ll› words and tricky words) for a test.	**Plural Nouns** The children learn that nouns usually change when they describe more than one of a thing. Singular nouns describe one of something, and plural nouns describe more than one of something. The simplest way to make a plural is by adding an ‹-s› to the end of the noun, as in 'cat**s**'.	**Nomi Plurali** Come cambiano i nomi al plurale.			
10	**‹ss› and ‹zz›** The children practise the ‹ss› spelling of the /s/ sound and the ‹zz› spelling of the /z/ sound. They are taught the meanings and spellings of a number of words containing these spelling patterns (such as 'bu**zz**' and 'cro**ss**roads'), and learn ten words (including ‹ss›, ‹zz› and tricky words) for a test.	**Pronouns Introduction** The children are taught that pronouns are the little words used in place of nouns so as to avoid continually repeating those nouns in a piece of text. They learn the first, second and third person pronouns in singular and plural: 'I', 'you', 'he', 'she', 'it', 'we', 'you' and 'they'.	**Pronomi Personali** I pronomi personali sono piccole parole che si usano per non ripetere continuamente i nomi all'interno di un testo / frase. Plurale, singolare, femminile, maschile, neutro.			
11	**‹ck›** The children practise the ‹ck› spelling of the /ck/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'clo**ck**' and 'broomsti**ck**'), and learn ten words (including ‹ck› words and tricky words) for a test.	**Initial Consonant Blends** The children practise making words that begin with a consonant blend (two or more consonants that appear next to each other without any vowels in between). Children often find it hard to hear the individual sounds in a consonant blend, so words containing a consonant blend can be difficult for them to spell.	**Trigrammi** Parole con *sci - sce - gli - glie*			
12	**‹-y› (saying /ee/)** The children learn the ‹y› spelling of the /ee/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'stor**y**' and 'famil**y**'), and learn ten words (including ‹-y› words and tricky words) for a test.	**More Initial Consonant Blends** The children practise writing words that begin with the most common initial consonant blends.	**Trigrammi** Parole con *chi - che - ghi*			
13	**Vowels** The children practise the five short vowel sounds (/a/, /e/, /i/, /o/ and /u/) and the five long vowel sounds (/ai/, /ee/, /ie/, /oa/ and / ue/), and they learn the spellings of colour words such as 'orange' and 'black'. They learn ten words for a test.	**More Alphabetical Order** The children begin this lesson by saying, and then writing out, the alphabet in the four alphabet letter groups: A–E, F–M, N–S and T–Z. Then they use dictionaries to look up the first word beginning with each of a given set of letters, and practise putting sets of letters into alphabetical order.	**Introduzione al Dizionario** A–E, F–M, N–S, T–Z.			

14	**‹a_e›** The children learn the ‹a_e› spelling of the / ai/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'c**a**k**e**' and 'b**a**s**e**ball'), and learn ten words (including ‹a_e› words and tricky words) for a test.	**Verbs Introduction** The children learn that a verb is a 'doing' word. They then think of some verbs, and write them in the infinitive form: for example, 'to run', 'to swim', 'to jump'. (At this point, the children are not taught that this verb form is called 'the infinitive form'.)	**Introduzione Verbi** I verbi esprimono un'azione. Elencare e scrivere una serie di verbi: *mangiare, dormire, correre, ridere* e spiegare che trattasi della forma *dell'infinito*.			
15	**‹i_e›** The children learn the ‹i_e› spelling of the / ie/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'pr**i**z**e**' and 'br**i**d**e**smaid'), and learn ten words (including ‹i_e› words and tricky words) for a test.	**Conjugating Verbs** The children learn how to conjugate regular verbs in the *simple present* tense. They are taught that when using the third person singular (the pronouns 'he', 'she' and 'it') they must add an ‹-s› to the verb root: for example, 'she run**s**', 'it walk**s**' and 'he laugh**s**', but 'I run', 'you walk' and 'they laugh'.	**Verbi al Presente** Conceptual Understanding del "tempo presente" sulla linea temporale all'interno di una frase / storia / discorso. Introduzione della "è". Coniugazione modo Indicativo, tempo Presente Semplice (Simple Present)			
16	**‹o_e›** The children learn the ‹o_e› spelling of the / oa/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'gl**o**b**e**' and 'tadp**o**l**e**'), and learn ten words (including ‹o_e› words and tricky words) for a test.	**Past and Present Verb Tenses** The children are taught about verb tenses. They learn that a verb in the present tense describes something happening now, and a verb in the past tense describes something that has already taken place. They also learn how to form regular verbs in the simple past tense and, in doing so, they learn about the suffix ‹-ed›, which is used when forming this tense.	**Imperfetto, (Passato prossimo), Passato Remoto** Conceptual Understanding dei "tempi passati" sulla linea del temporale all'interno di una frase / storia / discorso. Coniugazione modo Indicativo, tempo Imperfetto (Simple Past).			
17	**‹u_e›** The children learn the ‹u_e› spelling of the / ue/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'exc**u**s**e**' and '**u**s**e**less'), and learn ten words (including ‹u_e› words and tricky words) for a test.	**The Doubling Rule** This lesson focuses on the doubling rule: a spelling rule used when adding suffixes that begin with a vowel to a root word. 'If there is only one consonant after a short, stressed vowel sound, this consonant is doubled before any suffix starting with a vowel is added.' Learning this rule helps the children to add the ‹-ed› suffix to the verb root correctly when forming the simple past tense.	**Imperfetto, Passato prossimo, Passato Remoto** Conceptual Understanding dei "tempi passati" sulla linea del temporale all'interno di una frase / storia / discorso. Coniugazione modo Indicativo, tempo Passato Remoto (Simple Past).			
18	**‹wh› (saying /w/)** The children learn the ‹wh› spelling of the /w/ sound. They are taught meanings and spellings of a number of words containing this spelling pattern (such as '**wh**isper' and '**wh**enever'), and learn ten words (including ‹wh› words and tricky words) for a test.	**Future Verbs** The children are introduced to verbs in the future: verbs that describe something that will happen. They learn that verbs in the simple future are not formed by adding a suffix to the verb root, as past tense verbs are, but instead have an auxiliary verb placed in front of the verb root. The auxiliary verbs used to form verbs in the simple future are 'shall' (used with the first persons singular and plural) and 'will' (used with all grammatical persons).	**Il Futuro Semplice** Conceptual Understanding del "tempo futuro" sulla linea del temporale all'interno di una frase / storia / discorso. Coniugazione modo Indicativo, tempo Futuro Semplice.			
19	**‹ay›** The children learn the ‹ay› spelling of the /ai/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'tod**ay**' and 'pl**ay**ground'), and learn ten words (including ‹ay› words and tricky words) for a test.	**More Alphabetical Order** The children practise writing out the alphabet and putting sets of letters and words into alphabetical order. (At this stage, the words chosen for alphabetising activities each begin with a different letter: for example, '**a**pple, **o**range, **p**ear'.)	**Approfondimento Ordine Alfabetico** Esercitarsi a mettere in ordine alfabetico parole dello stesso gruppo, es. **a***rancia,* **b***anana,* **m***ela,* **p***era*.			

20	**‹ea›** The children learn the ‹ea› spelling of the / ee/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as '**ea**ch' and 's**ea**shell'), and learn ten words (including ‹ea› words and tricky words) for a test.	**Identifying Nouns** The children 'spot' some of the nouns illustrated in the picture on their page and write them down. They then identify the (written) proper nouns and common nouns in the sentences provided. Identifying the nouns in written sentences in this way is good preparation for parsing.	**Identificazione Nomi** Attività per l'identificazione dei nomi comuni e propri all'interno dei testi.		
21	**‹igh›** The children learn the ‹igh› spelling of the / ie/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'm**igh**t' and 'fr**igh**tening'), and learn ten words (including ‹igh› words and tricky words) for a test.	**Adjectives Introduction** The children are reminded about what a noun is, and an example of a noun (the word 'snake') is written on the board. The children think of some words that could be used to describe this noun. They are told that these describing words are called 'adjectives'. They read the adjectives on their page and colour or decorate the snake pictures next to them accordingly.	**Aggettivi** Gli aggettivi sono parole che descrivono i nomi. Attività del serpente.		
22	**‹y› (saying /ie/)** The children learn the ‹y› spelling of the /ie/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'cr**y**ing' and 'm**y**self'), and learn ten words (including ‹y› words and tricky words) for a test.	**More Adjectives** The children are reminded that adjectives are used to describe nouns. They are given some examples of nouns and are asked to think of an adjective to describe each one. They complete the cloze sentences on their page using the adjectives provided.	**Approfondimento Aggettivi**		
23	**‹ow› (saying /oa/)** The children learn the ‹ow› spelling of the / oa/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'elb**ow**' and 'sn**ow**man'), and learn ten words (including ‹ow› words and tricky words) for a test.	**Final Consonant Blends** The children practise making words that end with a consonant blend (two or more consonants that appear next to each other without any vowels in between). Children often find it hard to hear the individual sounds in a consonant blend, so words containing a consonant blend can be difficult for them to spell.			
24	**‹ew›** The children learn the ‹ew› spelling of the / ue/ and long /oo/ sounds. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'fl**ew**' and 'n**ew**spaper'), and learn ten words (including ‹ew› words and tricky words) for a test.	**Compound Words** The children learn about compound words (words made from two or more shorter words joined together). They practise making some compound words using the shorter words provided.	**Parole Composte** Es.: Madreperla, camposanto, altopiano, ferrovia, ficosecco, bassorilievo, pescecane, girotondo, gentildonna, gentiluomo, cartamoneta, pastasciutta, caposquadra, acquaforte, francobollo, cartapesta, pellerossa, altorilievo, mezzogiorno, capobanda, sempreverde, cantastorie, cerebrospinale, altoparlante, portabandiera.		
25	**‹ou›** The children practise the ‹ou› spelling of the /ou/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'm**ou**th' and '**ou**tside'), and learn ten words (including ‹ou› words and tricky words) for a test.	**More Alphabetical Order** The children learn that we can use a dictionary to check the spelling of a word. They practise putting sets of three, four and five words into alphabetical order, and then use dictionaries to look up the spellings of the three words illustrated on their page.			

26	**‹ow› (saying /ou/)** The children learn the ‹ow› spelling of the / ou/ sound. They are taught the meanings and spellings of words containing this spelling pattern (such as 'br**ow**n' and 'fl**ow**erpot'), and learn ten words (including ‹ow› words and tricky words) for a test.	**Identifying Verbs** The children write down some of the verbs illustrated in the picture on their page. They then identify the verbs in the sentences provided. Identifying the verbs in written sentences in this way is good preparation for parsing.	**Identificazione Verbi** Identificare i verbi nelle frasi, sottolineandoli col colore rosso.			
27	**‹oi›** The children practise the ‹oi› spelling of the / oi/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'n**oi**sy' and 'b**oi**ling'), and learn ten words (including ‹oi› words and tricky words) for a test.	**Adverbs Introduction** The children are introduced to adverbs. They learn that just as adjectives are used to describe nouns and pronouns, adverbs are used to describe verbs. The children choose appropriate adverbs to complete the sentences provided.	**Introduzione Avverbi** Così come gli aggettivi descrivono i i nomi e i pronomi, gli avverbi sono parole che descrivono i verbi.			
28	**‹oy›** The children learn the ‹oy› spelling of the /oi/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'ann**oy**' and 'destr**oy**'), and learn ten words (including ‹oy› words and tricky words) for a test.	**More Adverbs** The children are reminded that adverbs are used to describe verbs. They think of some things they might do on an outing. These verbs are written on the board and, together, they think of some adverbs that could be used to describe them. Lastly, the children complete a story using the adverbs listed on their page.	**Approfondimento Avverbi** Attività aggiuntive come: scrivere alla lavagna dei verbi e gli studenti individuano degli avverbi per descriverli. Completare una storia scritta, inserendo gli avverbi presenti in una lista.			
29	**‹or›** The children practise the ‹or› spelling of the /or/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'f**or**ty' and 'm**or**ning'), and learn ten words (including ‹or› words and tricky words) for a test.	**Plurals Ending ‹-es›** The children learn that nouns ending with ‹s›, ‹x›, ‹sh› or ‹ch› are made plural by adding ‹-es› (not ‹-s›) to the end of the word. The children practise forming the plurals of nouns like these: for example, 'hairbrush**es**', 'bunch**es**', 'dress**es**' and 'fox**es**'.	**Introduzione al Corsivo**			
30	**‹al›** The children practise the ‹al› spelling of the /or/ sound (or, in American English, the /o/ sound). They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'sm**al**l' and 'beanst**al**k'), and learn ten words (including ‹al› words and tricky words) for a test.	**Antonyms** The children learn that 'antonym' is another word for 'opposite'. As a class, they think of some common antonym pairs: for example, 'big' and 'small', 'right' and 'left', and 'fast' and 'slow'. Then they write the antonym for each of the words on their page.	**Contrari** Introduzione ai contrari			
31	**‹nk›** The children learn that ‹nk› is pronounced / ng-k/. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'thi**nk**' and 'wi**nk**ing'), and learn ten words (including ‹nk› words and tricky words) for a test.	**Using a Dictionary** The children learn that dictionaries are not only used for looking up the spelling of a word, but can also tell us what that word means. The children use their dictionaries to check the spellings of a list of given words, and then find the meaning of two further words, copying out the definitions onto the lines provided.	**Dizionario** Utilizzare il dizionario per verificare la corretta scrittura, ma anche per indagare il significato delle parole.			

32	**‹er›** The children practise the ‹er› spelling of the /er/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'numb**er**' and 'woodpeck**er**'), and learn ten words (including ‹er› words and tricky words) for a test.	**Speech Marks** The children learn how to include direct speech in their writing. (Although the children are taught about the concept of direct speech, it is not referred to as such at this stage.) The children are told that when we put spoken words, or 'speech', into a sentence we use speech marks before and after the words we are quoting. The children learn how to form the opening and closing speech marks, and are taught to think of the shape of the speech marks as being like	**Speech Marks** Introduzione alla punteggiatura per includere le citazioni dirette nel testo. Per facilitarne la grafia, si rimanda al 66 in apertura e al 99 in chiusura (il 6 precede il 9).		
33	**‹ir›** The children learn the ‹ir› spelling of the /er/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as '**fir**st' and 'b**ir**thday'), and learn ten words (including ‹ir› words and tricky words) for a test.	**Word Webs (synonyms)** The children learn about synonyms (although they are not referred to as such at this stage). The children think of synonyms (words that have the same, or similar, meanings) for some of the most commonly over-used words: for example, 'said', 'sad', and 'happy'. For each over-used word, the children fill a 'word web' with its synonyms.	**Introduzione ai Sinonimi** Introdurre il concetto del sinonimo attraverso l'attività della ragnatela		
34	**‹ur›** The children learn the ‹ur› spelling of the /er/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'p**ur**ple' and 'hamb**ur**ger'), and learn ten words (including ‹ur› words and tricky words) for a test.	**Questions** The children are introduced to questions and question marks. They learn that questions are used to gain information. Questions often start with the ‹wh› words: 'what', 'where', 'why', 'who', 'when' and 'which', and written questions must end with a question mark. The children practise writing some questions that they could ask someone they are meeting for the first time. They start each question with a question word and end it with a question mark.	**Domande** Introduzione alle domande quali frasi per ottenere informazioni. Terminano col ? Abitualmente, le domande possono iniziare con *come, dove, quanti, perché, chi?*		
35	**‹au›** The children learn the ‹au› spelling of the / or/ sound (or, in American English, the /o/ sound). They are taught the meanings and spellings of a number of words containing this spelling pattern (such as '**Au**gust' and 'astron**au**t'), and learn ten words (including ‹au› words and tricky words) for a test.	**More Questions** The children complete some cloze questions, using the correct ‹wh› words. They then play a simplified version of the game 'Twenty Questions', in which they ask five questions in order to find out which animal their partner is thinking of.			
36	**‹aw›** The children learn the ‹aw› spelling of the / or/ sound (or, in American English, the /o/ sound). They are taught the meanings and spellings of a number of words containing this spelling pattern (such as 'd**aw**n' and 'str**aw**berry'), and learn ten words (including ‹aw› words and tricky words) for a test.	**Parsing and Revision** The children learn how to parse a piece of text. Parsing involves identifying the part of speech of each word in a sentence or a longer piece of text. The children are reminded about all of the parts of speech they have learnt so far: proper and common nouns, pronouns, verbs, adjectives and adverbs. They identify these parts of speech in the story on their page.	**Analisi del testo (Parsing)** Attività volte a riconoscere le parti del testo sinora introdotte: nomi comuni e propri, pronomi, verbi, aggettivi e avverbi. Identificare le parti del testo sottolineando le parole coi colori corrispondenti.		