

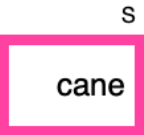
Week	Spelling Lessons	English Grammar and Punctuation	Grammatica e Punteggiatura Italiano	Codice Grafico	
1	Digraphs The children practise all of the digraphs they learnt in <i>Jolly Phonics</i> . They are taught the meanings and spellings of a number of words containing these letter sounds, and learn eighteen words with digraphs (such as ‘ thunderstorm ’ and ‘ spoilsport ’) for a test.	Using a Dictionary The children are reminded that dictionaries have two main uses: they tell us how words are spelt and what they mean. The children put the sets of words at the top of their page into alphabetical order. Then they look up the wrongly spelt words in the dictionary and write the correct spelling underneath. Finally, they look up the (correctly spelt) words at the bottom of their page in the dictionary, draw a picture for each word and write out the definition.	Ordine Alfabetico Viene ricordato che il dizionario ha 2 funzioni primarie: come le parole sono scritte e il loro significato. Attività: mettere in ordine alfabetico un set di parole, controllare sul dizionario eventuali errori di scrittura, riscrivere le parole correttamente e produrre un disegno significato di ogni parola, con una breve descrizione.		
2	Spellings for the /ai/ Sound The children practise the three main ways of spelling the /ai/ sound: ‘ai’, ‘ay’ and ‘a_e’. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen / ai/ words (such as ‘ yesterday ’ and ‘ animate ’) for a test.	Parts of Speech and Parsing The children are reminded about all of the parts of speech they learnt in <i>Grammar 2</i> : proper nouns, common nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions. They identify these parts of speech in the story on their page.	Ripasso Analisi del testo (Parsing) Ripasso della analisi del testo nomi propri, pronomi, verbi, aggettivi, avverbi, preposizioni e congiunzioni, utilizzando i colori assegnati. L'ordine delle parole nelle frasi.		
3	Spellings for the /ee/ Sound The children practise the three main ways of spelling the /ee/ sound: ‘ee’, ‘ea’ and ‘e_e’. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen /ee/ words (such as ‘ agreement ’ and ‘ underneath ’) for a test.	The Simple Tenses The children are reminded about the simple verb tenses. They read the infinitive verbs at the top of their page and rewrite them in the simple past tense. Then they read the sentences at the bottom of their page, underline the verbs, and identify the tense of each verb.	Revisione Tempi Verbalì semplici Presente, Imperfetto, Passato, Futuro		
4	Spellings for the /ie/ Sound The children practise the four main ways of spelling the /ie/ sound: ‘ie’, ‘y’, ‘igh’ and ‘i_e’. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen / ie/ words (such as ‘ frightening ’ and ‘ asylum ’) for a test.	The Third Person Singular and Verbs Ending in ‘-y’ The children are reminded about the grammatical person. ¹ They practise conjugating regular verbs in the simple present tense, and are reminded that they have to add a suffix to the verb root for the third person singular. This is usually an ‘s’, as in ‘she walks’, but can also be ‘-es’ depending on how the verb is spelt. The children read the infinitive verbs (each one ending with a ‘y’) at the top of their page and rewrite them in the simple present tense and third person singular. Then they choose one of the verbs and conjugate it.			


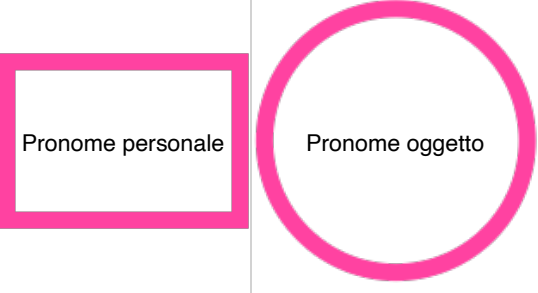
5	<p>Spellings for the /oa/ Sound</p> <p>The children practise the three main ways of spelling the /oa/ sound: <oa>, <ow> and <o_e>. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen /oa/ words (such as ‘approoach’ and ‘hormone’) for a test.</p>	<p>The Verb ‘to be’</p> <p>The children are reminded that the verb ‘to be’ is very irregular in the simple present and simple past tenses. They practise conjugating the verb ‘to be’ in these tenses before learning how to form the verb ‘to be’ in the simple future. The simple future of the verb ‘to be’ is very regular. It is formed with the verb root and the auxiliary verb ‘shall’ or ‘will’, as in ‘you will be’, ‘we shall be’. The children conjugate the verb ‘to be’ in the simple past, present and future. Then they read the sentences at the bottom of the page and identify each verb’s tense.</p>			
6	<p>Spellings for the /ue/ Sound</p> <p>The children practise the three main ways of spelling the /ue/ sound: <ue>, <ew> and <u_e>. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen / ue/ words (such as ‘attitude’ and ‘avenue’) for a test.</p>	<p>Syllables</p> <p>The children learn how to split words up into syllables. They are taught that a syllable is a unit of sound that contains a vowel sound: for example, ‘though’ has one vowel sound and one syllable. (It is the vowel sound that is important, not necessarily the vowel letter.) The children are taught to count the syllables in a word by placing their hands underneath their chins and saying the word. Each time they say a vowel, their chins will go down; if they count the number of times their chins move down, this will tell them the number of syllables in that word. The children read the words on their page, identify the vowel sounds and separate the syllables with a line. If the word is monosyllabic, they decide whether the vowel sound is short or long, and mark it accordingly.</p>	<p>Divisione in sillabe</p> <p>Attività di revisione per la divisione in sillabe, sia orale, che scritta.</p>		
7	<p><e_e></p> <p>The children practise the <e_e> spelling of the /ee/ sound, which tends to be found in long, complicated words. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen <e_e> words (such as ‘obsolete’ and ‘intervene’) for a test.</p>	<p>The Present Participle</p> <p>The children learn about the present participle, which is used in the continuous verb tenses, and is formed by adding the suffix <-ing> to the verb root. The children are reminded about the different ways in which the <-ing> suffix can be added, and they practise forming present participles from the verb roots on their page.</p>	<p>Gerundio Presente</p> <p>Es. Verbo <i>andare</i>: ANDANDO</p>		
8	<p><n> (saying /ng/)</p> <p>The children learn the <n> spelling of the /ng/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen <n> words (such as ‘handkerchief’ and ‘distinctive’) for a test.</p>	<p>Present Continuous</p> <p>The children begin to learn about the continuous verb tenses, starting with the present continuous. They are taught that the present continuous is formed with the auxiliary verb ‘to be’ and the present participle, as in ‘I am walking’; ‘she is sitting’; and ‘they are running’. The children conjugate the verb ‘to be’ in the simple present tense at the top of their page. Then they read each sentence underneath and identify the verb and the verb tense. Lastly, they read the sentences at the bottom of the page (each of which has a verb in the simple present tense) and rewrite them in the present continuous tense.</p>	<p>Presente Progressivo</p> <p>Es. Verbo <i>andare</i>: Io STO ANDANDO a scuola</p>		

9	Soft <c> The children practise soft <c>. (When the letter <c> is followed by <e>, <i> or <y> it makes a ‘soft’ /s/ sound instead of a /c/ sound.) They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen soft <c> words (such as ‘ medic ine’ and ‘ cinnamon ’) for a test.	Past Continuous The children learn about the past continuous. Like the present continuous, the past continuous is formed with the auxiliary verb ‘to be’ and the present participle, as in ‘I was walking ’; ‘she was sitting ’; and ‘they were running ’. The children conjugate the verb ‘to be’ in the simple past tense at the top of their page. Then they read the sentences underneath (each of which has a verb in the simple present tense) and rewrite them in the past continuous tense. Lastly, they read each of the sentences at the bottom of the page and identify the verb and the verb tense.	Passato Progressivo Es. Verbo <i>andare</i> : Io STAVO ANDANDO a scuola		
10	Soft <g> The children practise soft <g>. (When the letter <g> is followed by <e>, <i> or <y> it makes a ‘soft’ /j/ sound instead of a /g/ sound.) They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen soft <g> words (such as ‘ gym nastics’ and ‘ dungeon ’) for a test.	Proper Nouns (Places) The children are reminded that a proper noun is the particular name given to a specific person, place, building or date (including the names of the months and the days of the week). This lesson focuses on places being proper nouns. The children learn that when a proper noun has more than one word, as in the ‘Leaning Tower of Pisa’, we do not use a capital letter at the beginning of every word. The important words have a capital letter at the beginning, but the small ‘joining’ words, such as ‘the’, ‘of’, and ‘and’ do not. The children write the names of three famous places, starting each name with a capital letter, and then illustrate each one. Then they write the names of ten countries and the seven continents. Finally, they read the text in the postcard at the bottom of their page, and make sure that each proper noun begins with a capital letter.	Nomi Concreti - Astratti		
11	<tch> The children learn the <tch> spelling of the / ch/ sound, which usually follows a short vowel sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen <tch> words (such as ‘ wret ched’ and ‘ crut ches’) for a test.	Proper Adjectives The children are introduced to proper adjectives, which describe a noun or a pronoun in terms of its nationality, religion or culture. Like proper nouns, proper adjectives have a capital letter at the beginning. Most proper adjectives come from a proper noun, so the children begin the lesson by revising the country and continent names from the previous lesson before thinking of the proper adjective for each one, as in ‘Nigerian’, ‘Australasian’ and ‘Antarctic’. The children complete the cloze sentences on their page by writing the correct proper adjective in each gap.	Aggettivi propri Introduzione all’aggettivo proprio, che descrive un nome o un pronome in termini di nazionalità, religione e cultura. Diversamente dal nome proprio che incomincia con la lettera maiuscola (Londra), il suo aggettivo proprio incomincia con la lettera minuscola (londinese). <u>In questo caso, sottolineare la differenza con la lingua inglese.</u>		
12	<dge> The children learn the <dge> spelling of the /j/ sound, which usually follows a short vowel sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen <dge> words (such as ‘draw bridge ’ and ‘begr udge ’) for a test.	More Syllables The children are reminded about how to split up words into syllables. Then they learn how to split words that contain a double consonant (as in ‘hum/ming’), a <ck> (as in ‘pock/et’), or the spelling pattern <le> (as in ‘an/kle’). The children practise splitting the words on their page into syllables.	Articoli Determinativi e Indeterminativi		

13	<p>«le»</p> <p>The children practise the «le» spelling pattern, which can sound like /ə/ (schwa /l/) at the end of a polysyllabic word. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen «le» words (such as ‘formidle’ and ‘vehicle’) for a test.</p>	<p>Paragraphs</p> <p>The children learn how to organise their writing into paragraphs. They are taught that a paragraph is a group of sentences, which are put together because they describe one idea or topic. In preparation for a piece of writing about themselves, the children think about which particular topics they might like to write about (such as where they live, their hobbies or their families). They are told that these are the headings for their paragraphs. For each topic heading the children think of some ideas that might go in that paragraph.</p>	<p>Paragrafi</p> <p>Introduzione per l’organizzazione della produzione scritta in paragrafi. Viene spiegato che un paragrafo è un gruppo di frasi, riunite perché descrivono/parlano della stessa idea o argomento. Viene chiesto ai bambini di prepararsi per scrivere di loro stessi, quindi di pensare a cosa piace loro. I temi individuati saranno l’inizio di ogni nuovo paragrafo.</p>		
14	<p>«qu»</p> <p>The children practise the «qu» spelling of the /qu/ sound, which is really the two sounds /k/ and /w/ blended together. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen «qu» words (such as ‘equipment’ and ‘quarrel’) for a test.</p>	<p>More Paragraphs</p> <p>The children are reminded that paragraphs are used to organise the information in a piece of writing so that it is easy to read and understand. They read through and discuss the topic headings and ideas they wrote down in their previous lesson on paragraphs, before turning these ideas into complete paragraphs. They are taught to begin each new paragraph on a new line.</p>	<p>Paragrafi</p> <p>Attività scrittura in paragrafi, ricordando che ogni paragrafo va scritto su una nuova riga.</p>		
15	<p>«s» (saying /z/)</p> <p>The children learn the «s» spelling of the /z/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen «s» words (such as ‘inquisitive’ and ‘enthusiastic’) for a test.</p>	<p>Speech Marks</p> <p>The children are reminded about how to punctuate direct speech in a sentence. They are taught that they should start with ‘66’ (opening speech marks), before writing what the person says, adding a comma and then a ‘99’ (closing speech marks) at the end. Finally, they say who is speaking and end the sentence with a full stop. The children write out the text in the speech bubbles on their page as sentences remembering to use the correct punctuation.</p>	<p>Ripasso Punteggiatura</p> <p>Punteggiatura, accenti, apostrofi</p>		
16	<p>«se» and «ze» (saying /z/)</p> <p>The children learn the «se» and «ze» spellings of the /z/ sound. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen /z/ words (such as ‘wheeze’ and ‘mayonnaise’) for a test.</p>	<p>More Speech Marks</p> <p>The children are reminded about how to punctuate direct speech in a sentence. They look at the picture on their page and think about what the two boys in the picture might be saying to each other. They write this speech in the speech bubbles. Then they write out the conversation as sentences underneath, remembering to punctuate their writing correctly and to start a new line each time someone new starts to speak.</p>	<p>Discorso Diretto - Indiretto</p>		
17	<p>The Suffix «-less»</p> <p>The children learn the suffix «-less», which is added to words (usually abstract nouns) to make adjectives meaning ‘without [root word]’. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen «-less» words (such as ‘pitiless’ and ‘flawless’) for a test.</p>	<p>Future Continuous</p> <p>The children are reminded about the simple and continuous verb tenses they have learnt so far, before learning about the future continuous. Like the other continuous tenses, the future continuous is formed with the auxiliary verb ‘to be’ and the present participle, as in ‘I shall be walking’; ‘she will be sitting’; and ‘they will be running’. The children conjugate the sentence at the top of their page in the future continuous. Then they read the sentences underneath and identify the verb in each one. Lastly, they read each of the sentences at the bottom of the page and identify the verb and the verb tense.</p>	<p>Futuro Progressivo</p> <p>Es. Verbo <i>tornare</i> lo STARO’ TORNANDO da scuola.</p> <p>Futuro Anteriore</p> <p>Es. Verbo <i>tornare</i> lo STARO’ TORNATO da scuola</p>		

18	<p>The Suffix: <-able></p> <p>The children learn the suffix <-able>, which is added to words (often verbs) to make adjectives meaning ‘capable or worthy of being [root word]’. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen <-able> words (such as ‘debatable’ and ‘profitable’) for a test.</p>	<p>The Suffixes <-less> and <-ful></p> <p>The children are reminded that a suffix is a set of letters (usually one or more syllables), that is added to the end of a word to change or add to its meaning. They are reminded about the suffix <-less> (meaning ‘without [root word]’), and learn the suffix <-ful> (meaning ‘full of [root word]’). When these suffixes are added to the same root word they make pairs of adjectives with opposite meanings, such as ‘joyless’ and ‘joyful’. The children read the root words on their page and add the suffixes <-less> and <-ful> to each one to make pairs of adjectives with opposite meanings. They then use each adjective in a sentence.</p>	<p>Preposizioni Semplici</p> <p>DI, A, DA, IN, CON, SU, PER TRA, FRA</p>		
19	<p><a> (saying /ai/)</p> <p>The children learn the <a> spelling of the /ai/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen <a> words (such as ‘plague’ and ‘conversation’) for a test.</p>	<p>Contractions</p> <p>The children learn that contractions are often used in a spoken sentence that describes a future action. The pronoun and the auxiliary verb ‘will’ (or ‘shall’) are contracted to shorten the sentence, so we say, ‘I’ll be walking the dog’ rather than ‘I shall be walking the dog’. The children write each pair of words at the top of their page as a contraction, using an apostrophe to replace the missing letters. Then, they rewrite the sentences underneath so that the contraction in each one is written out in full with no letters missing. Finally, they rewrite each of the sentences at the bottom of their page using contractions.</p>	<p>Preposizioni Articolate</p> <p>NEL, COL, DAL...</p>		
20	<p><e> (saying /ee/)</p> <p>The children learn the <e> spelling of the /ee/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen <e> words (such as ‘adhesive’ and ‘prehistoric’) for a test.</p>	<p>Comparatives and Superlatives</p> <p>The children are reminded that a comparative is used for comparing a noun to one or more other items, and a superlative is used for comparing a noun to the rest of the items in a group to which it also belongs. The children are also reminded how to add the suffixes <-er> (meaning ‘more’) and <-est> (meaning ‘most’) to positive adjectives to make their comparatives and superlatives. They read the sentences on their page and underline the positive adjective in each one. They then rewrite each sentence twice, first with the comparative, and then with the superlative.</p>	<p>Comparativi e Superlativi</p> <p>Viene ricordato la differenza tra comparativo e superlativo. Attività di riconoscimento all’interno di un testo, sottolineando con due colori diversi.</p>		
21	<p><i> (saying /ie/)</p> <p>The children learn the <i> spelling of the /ie/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen <i> words (such as ‘microphone’ and ‘hibernate’) for a test.</p>	<p>Adverbs Made by Adding <-ly> to Adjectives</p> <p>The children are taught that the suffix <-ly> can be added to many adjectives to turn them into adverbs (such as ‘quickly’, ‘brightly’ and ‘calmly’), and they learn the spelling rules that govern how this suffix is added. The children make the adjectives at the top of their page into adverbs. Then they complete the cloze sentences using the appropriate adverbs. Finally, they use choose three adverbs and use each one in a sentence.</p>	<p>Avverbi creati col suffisso</p> <p>... <i>mente</i>: Lontano - Lontanamente ... <i>oni</i>: Gatto - a gattoni</p>		

22	<p>◁o> (saying /oa/)</p> <p>The children learn the ◁o> spelling of the /oa/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ◁o> words (such as ‘vocabulary’ and ‘steamroller’) for a test.</p>	<p>Nouns Acting as Adjectives</p> <p>The children are reminded about compound words, and learn that the first component word in a compound word is usually describing or modifying the second one, as in ‘toothbrush’ (a type of brush used for cleaning teeth). This is still the case even when the two component words are not written together, as in ‘apple pie’, which is written as two words. Despite the fact that the word ‘apple’ is primarily a noun, here, it is doing the job of an adjective: describing the word ‘pie’. The children complete the cloze sentences on their page using nouns acting as adjectives, as in ‘mountain bike’, ‘diamond ring’ and ‘rabbit hutch’.</p>			
23	<p>◁-o> (saying /oa/)</p> <p>The children learn that when ◁o> comes at the end of a word it usually makes the /oa/ sound. They are taught how to make the plurals of nouns ending with ◁o>, and learn eighteen ◁-o> words (such as ‘mosquito’ and ‘torpedoes’) for a test.</p>	<p>Adjectives Made by Adding ◁-y> to Nouns</p> <p>The children are taught that the suffix ◁-y> can be added to many nouns to turn them into adjectives (such as ‘dirty’, ‘frosty’ and ‘leafy’), and they learn the spelling rules that govern how this suffix is added. The children make the nouns at the top of their page into adjectives. Then, they complete the cloze sentences using the appropriate adjectives. Finally, they use choose three adjectives and use each one in a sentence.</p>	Parole GN o N		
24	<p>◁u> (saying /ue/)</p> <p>The children learn the ◁u> spelling of the /ue/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ◁u> words (such as ‘communicate’ and ‘universe’) for a test.</p>	<p>Irregular Plurals</p> <p>The children are reminded of the different ways in which a plural can be formed, as in ‘cats’, ‘foxes’, ‘days’, ‘parties’, ‘kilos’ and ‘tomatoes’. They practise the spelling rules for making plural nouns before learning some of the most common irregular plurals, such as ‘sheep’, ‘feet’, ‘children’, ‘mice’, ‘women’ and ‘men’. The children match up the singular and plural nouns on their page. All of the nouns have irregular plurals.</p>	<p>Trigrammi</p> <p>GLI, LI, SCE, SCI, SCIE</p>		
25	<p>◁a> (saying /ar/)</p> <p>The children learn the ◁a> spelling of the / ar/ sound, which is found in certain words in British English.² They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ◁a> words (such as ‘avocado’ and ‘armada’) for a test.</p>	<p>The Subject of a Sentence</p> <p>The children already know that a sentence must begin with a capital letter, end with a full stop, question mark or exclamation mark, contain a verb and make sense. In this lesson, they learn that a sentence also needs a subject to be complete. The subject of a sentence is the person or thing that ‘does’ or ‘is’ what the verb denotes. The children read the sentences on their page, underline the verbs in red, and identify the subjects. They draw a box around the subject and put a small ◁s> in the corner.</p>	<p>Avvio all’Analisi Grammaticale_il Soggetto</p> <p>I ragazzi già sanno che la frase deve cominciare con la lettera maiuscola, terminare con un punto/ esclamativo/domanda, contenere un verbo e avere senso compiuto. Il soggetto della frase è la persona o la cosa che “fa” o “è” ciò che il verbo denota. Leggendo un testo, i ragazzi sottolineano in rosso il verbo, identificano il soggetto e vi disegnano una box attorno, scrivendo una piccola ◁s> nell’angolo.</p>		

26	<p>‹ie› (saying /ee/)</p> <p>The children practise the ‹ie› spelling of the /ee/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹ie› words (such as ‘besiege’ and ‘unbelievable’) for a test.</p>	<p>The Object of a Sentence</p> <p>The children are reminded that a sentence must begin with a capital letter, end with a full stop, contain a verb and a subject, and make sense. Then they learn that a sentence can also have an object. While the subject is the person, place or thing that ‘does’ the verb action, the object is the person, place or thing that ‘receives’ the verb action. Although a sentence must have a subject to be complete, it does not always have to have an object. The children read the sentences on their page, underline the verbs in red, and then identify the subjects and the objects. They draw a box around the subject and circle the object.</p>	<p>Avvio all’Analisi Grammaticale_L’Oggetto</p> <p>Mentre il soggetto è la persona/cosa/luogo che “fa” l’azione del verbo, l’oggetto è quella persona/cosa/luogo che “riceve” l’azione del verbo. Leggendo un testo, i ragazzi sottolineano in rosso il verbo, identificano il soggetto e vi disegnano una box attorno, scrivendo una piccola <s> nell’angolo, mentre l’oggetto con una cerchio e una piccola <o>.</p>		
27	<p>‹y› (saying /i/)</p> <p>The children learn the ‹y› spelling of the /i/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹y› words (such as ‘sympathy’ and ‘acrylic’) for a test.</p>	<p>Subject and Object Pronouns</p> <p>The children are reminded about the personal pronouns they already know. They are taught that these are the subject pronouns, and that there is an object pronoun for each one: ‘I’, ‘me’; ‘you’ (singular), ‘you’; ‘he’, ‘him’; ‘she’, ‘her’; ‘it’, ‘it’; ‘we’, ‘us’; ‘you’ (plural), ‘you’; ‘they’, ‘them’. At the top of their page, the children write out the subject and object pronouns for the first, second and third persons singular and plural. Then, they read the sentences underneath and identify verbs, the subject pronouns and the object pronouns. They put a box around the subject pronouns and circle the object pronouns. Finally, they complete the cloze sentences with the correct pronoun.</p>	<p>Pronomi Personali e Pronome Oggetto</p> <p>Vengono ricordati i Pronomi Personali: io, tu, egli, noi, voi, essi. Si spiega poi che tali hanno un loro corrispondente Pronome Oggetto: me, te, lui, lei... Differenza tonici e atoni? Nel testo, individuano il verbo (in rosso), il soggetto (box +s), l’oggetto (cerchio), il pronome personale (box) e il pronome oggetto (cerchio).</p>		
28	<p>‹a› (saying /o/)</p> <p>The children learn the ‹a› spelling of the /o/ sound, which usually follows ‹w› or ‹qu›. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹a› words (such as ‘wallaby’ and ‘qualification’) for a test.</p>	<p>Possessive Pronouns</p> <p>The children are reminded about the personal pronouns (both subject and object pronouns) and possessive adjectives that they already know, before being introduced to the possessive pronouns: ‘mine’, ‘yours’, ‘his’, ‘hers’, ‘ours’, ‘yours’ and ‘theirs’. A possessive pronoun replaces both a noun and its possessive adjective. Unlike the personal pronouns, there is only one set of possessive pronouns, which are used for both the subject and the object of the sentence. The children shorten the sentences on their page by replacing the possessive adjectives and nouns with the correct possessive pronouns.</p>	<p>Pronomi Possessivi</p> <p>Vengono ricordati gli aggettivi possessivi, prima di introdurre i relativi pronomi: il mio, il tuo, la sua... Essi sostituiscono un nome di cosa, persona o animale, indicandone il possessore.</p>		
29	<p>‹aw›, ‹au› and ‹al›</p> <p>The children practise the ‹aw›, ‹au› and ‹al› spelling patterns, which make the / or/ sound in British English and the /o/ sound in American English. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen words (such as ‘awkward’ and ‘laundry’) for a test.³</p>	<p>Homophones ‘Our’ and ‘Are’</p> <p>The children are reminded about the different uses and meanings of the near homophones ‘our’ and ‘are’. ‘Our’ is a possessive adjective, and ‘are’ is part of the verb ‘to be’. They read the sentences at the top of their page and decide whether ‘are’ or ‘our’ should be used in each one. Then they complete the cloze sentences underneath by writing ‘are’ or ‘our’ in each gap.</p>	<p>Nomi Derivati, Suffissi e Prefissi</p>		

30	Homophones The children are taught the meanings and spellings of a number of common homophone pairs (such as ‘weather’ and ‘whether’), and learn nine homophone pairs (eighteen words) for a test.	Homophones ‘There’, ‘Their’ and ‘They’re’ The children are reminded about the different uses and meanings of the homophones ‘there’, ‘their’ and ‘they’re’. They read the sentences at the top of their page and decide whether ‘there’, ‘their’ or ‘they’re’ should be used in each one. Then they complete the cloze sentences underneath by writing ‘there’, ‘their’ or ‘they’re’ in each gap.	Sinonimi, Contrati e Omonimi		
31	Spellings for the /ear/ Sound The children practise the /ear/ sound and its three main spellings: ‘ear’, ‘eer’ and ‘ere’. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen /ear/ words (such as ‘atmosphere’ and ‘dreary’) for a test.	Questions and Exclamations in Speech The children are reminded how to punctuate quoted statements in a sentence, before learning how to punctuate quoted questions and exclamations. They read the text inside each speech bubble on their page and rewrite it as a sentence. They start each sentence with opening speech marks, before writing what the person says, adding a question or an exclamation mark, and then the closing speech marks. Finally, they say who is speaking and end the sentence with a full stop.	Domande ed Esclamazioni Vengono ricordati gli speech marks 66-99. Leggendo frasi all’interno di speech bubbles, i ragazzi riscrivono la frase, inserendo 66 -?/!-99. Es.: “ <i>Ciao, come ti chiami?</i> ”		
32	‘ure’ The children learn the ‘ure’ spelling pattern, which makes either a schwa (/ə/) or /ue-er/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‘ure’ words (such as ‘composure’ and ‘measurement’) for a test.	Prefixes The children are reminded that a prefix is one or more syllables added at the beginning of a word to change that word’s meaning. They are reminded about the prefixes that they already know: ‘un-’ (meaning ‘not’, as in ‘unkind’), ‘dis-’ (meaning ‘undo’ or ‘remove’, as in ‘disappear’), ‘mis-’ (meaning ‘wrongly’ or ‘not’, as in ‘mistake’), and ‘im-’ (meaning ‘not’, as in ‘impossible’). Then they are taught five new prefixes: ‘de-’ (meaning ‘undo’ or ‘remove’, as in ‘decode’), ‘non-’ (meaning ‘not’, as in ‘nonsense’), ‘re-’ (meaning ‘again’, as in ‘refill’), ‘mid-’ (meaning ‘middle’, as in ‘midnight’), ‘semi-’ (meaning ‘half’, as in ‘semifinal’). The children add a different prefix to each of the root words on their page; then write a sentence for each word.			
33	‘gn’ (saying /n/) The children are reminded about silent letters, and learn that the /n/ sound is sometimes spelt ‘gn’, with a silent ‘g’. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‘gn’ words (such as ‘malign’ and ‘poignant’) for a test.	Collective Nouns The children are introduced to collective nouns: words that describe a group of people, animals or things. They learn many of the most common collective nouns, such as ‘a shoal of fish’, ‘a bunch of grapes’ and ‘a flock of birds’. They read the sentences on their page and identify the collective noun in each one. Then they complete each of the phrases underneath with a suitable collective noun.	Nomi Composti e Collettivi		

34	<p>‘ph’ and ‘gh’ (saying /f/)</p> <p>The children learn the ‘gh’ spelling of the /f/ sound, and practise the ‘ph’ spelling. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen /f/ words (such as ‘coughing’ and ‘phenomenon’) for a test.</p>	<p>Sentences and Phrases</p> <p>The children are reminded that a sentence must begin with a capital letter, end with a full stop, contain a verb and a subject, and make sense. They learn that when a group of words makes sense but does not have a verb and a subject, it is called a ‘phrase’. The children read the phrases on their page and write a sentence for each one. They highlight the original phrase within their sentence and underline the verb.</p>	<p>Frase Nominale e Complessa</p> <p>Viene spiegato che quando un gruppo di parole di senso compiuto non hanno il verbo e il soggetto, si ha una <i>frase nominale</i>. Attività: leggere frasi nominali e trasformarle in complesse (col verbo).</p>		
35	<p>Spellings for the /air/ Sound</p> <p>The children practise the /air/ sound and its four main spellings: ‘air’, ‘are’, ‘ear’ and ‘ere’. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen /air/ words (such as ‘compare’ and ‘somewhere’) for a test.</p>	<p>The Subject and Object of a Sentence</p> <p>The children already know that a sentence must begin with a capital letter, contain a verb and a subject, make sense, and end with a full stop, an exclamation mark or a question mark. They are reminded that a sentence can also have an object. The children read the sentences on their page. For each sentence, they underline the verb in red and draw a box around the subject. If there is an object, they circle it and put a small ‘o’ in the corner.</p>	<p>Ripasso Soggetto e Oggetto</p> <p>Riprendere le attività proposte alla settimana 25 e 26.</p>		
36	<p>‘ex’</p> <p>The children learn the ‘ex’ spelling pattern, which is often a prefix meaning ‘out of’ or ‘former’. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‘ex’ words (such as ‘extract’ and ‘exhibition’) for a test.</p>	<p>Verb Tense Tents</p> <p>The children are reminded about the simple and continuous tenses they have learnt so far: the simple past (as in ‘I hopped’), the simple present (as in ‘I hop’), the simple future (as in ‘I shall hop’), the past continuous (as in ‘I was hopping’), the present continuous (as in ‘I am hopping’), and the future continuous (as in ‘I shall be hopping’). They read each of the sentences on their page and identify the verb and the verb tense.</p>	<p>Ripasso Tempi Verbal</p>		