

Week	Spelling Lessons	English Grammar and Punctuation	Grammatica e Punteggiatura Italiano
1	<p><b>‹ch›, ‹sh› and ‹th›</b></p> <p>The children practise the digraphs ‹ch›, ‹sh› and ‹th›. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen words (such as ‘outlandish’, ‘parchment’ and ‘mythical’) for a test.</p>	<p><b>Verb Tense Tents</b></p> <p>The children are reminded about the simple and continuous tenses they have learnt so far: the simple past (as in ‘I <b>jumped</b>’), the simple present (as in ‘I <b>jump</b>’), the simple future (as in ‘I <b>shall jump</b>’), the past continuous (as in ‘I <b>was jumping</b>’), the present continuous (as in ‘I <b>am jumping</b>’), and the future continuous (as in ‘I <b>shall be jumping</b>’). They read each of the sentences on their page and identify the verb and the verb tense. Then they rewrite a further set of sentences in each of the six tenses they know.</p>	<p><b>Revisione tempi verbali</b></p>
2	<p><b>Homophones</b></p> <p>The children are taught the meanings and spellings of a number of homophone pairs (such as ‘bazaar’ and ‘bizarre’), and learn nine homophone pairs (eighteen words) for a test.</p>	<p><b>Identifying Verb Tenses</b></p> <p>The children are reminded about the simple and continuous tenses they have learnt so far, and their various uses: the simple present describes an action that is repeated or usual (as in ‘I <b>walk</b> every day’); the present continuous describes something that has started and is still happening (as in ‘I <b>am walking</b> right now’); the simple past describes an action that started and finished within a specific time (as in ‘I <b>walked</b> yesterday’); the continuous past describes an action that had started and was still happening in the past (as in ‘I <b>was walking</b> when I saw Jill’); the simple future describes an action that will start and finish within a specific time (as in ‘I <b>shall walk</b> home tonight’); and the continuous future describes an action that will start, and still be happening, in the future (as in ‘I <b>shall be walking</b> to work next month’). The children identify the verb tenses used in the sentences on their page, and rewrite one of those sentences in all six known tenses.</p>	<p><b>Ripasso tempi verbali e attività</b></p> <p>Declinare la stessa frase in tutti i tempi verbali sinora conosciuti.</p>
3	<p><b>‹nch›</b></p> <p>The children learn the ‹nch› spelling pattern. (It can be hard for children to hear the /n/ in ‹nch› words, so they often leave it out when writing.) They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹nch› words (such as ‘<b>en</b>chantment’ and ‘<b>franch</b>ise’) for a test.</p>	<p><b>The Subject and Object of a Sentence</b></p> <p>The children are reminded that a sentence must have a subject (the person or thing that ‘does’ the verb action) and may also have an object (the person or thing that ‘receives’ the verb action). They read each of the sentences on their page and identify the verb, subject and object in each one.</p>	<p><b>Soggetto, Oggetto e Verbo</b></p> <p>Ripassare la funzione dei tre elementi. Attività d’individuazione degli elementi all’interno del testo.</p>

4	<p><b>‹se› (saying /s/)</b></p> <p>The children learn the ‹se› spelling of the /s/ sound, which usually comes at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹se› words (such as ‘converse’ and ‘disperse’) for a test.</p>	<p><b>Homophones: ‘Your’ and ‘You’re’</b></p> <p>The children are reminded about the homophones they already know, and learn the different uses and meanings of the homophones ‘your’ and ‘you’re’. (As with ‘their’ and ‘they’re’, one is a possessive adjective and the other is a contraction.) They read the sentences at the top of their page and decide whether ‘your’ or ‘you’re’ should be used in each one. Then they complete the cloze sentences underneath by writing ‘your’, ‘you’re’, ‘our’, ‘are’, ‘there’, ‘their’ or ‘they’re’ in each gap.</p>	
5	<p><b>‹ve› (saying /v/)</b></p> <p>The children learn the ‹ve› spelling of the /v/ sound, which usually comes at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹ve› words (such as ‘eavesdrop’ and ‘bereavement’) for a test.</p>	<p><b>Antonyms</b></p> <p>The children are taught that a thesaurus can be used to find a word’s antonyms, as well as its synonyms. They are reminded that many prefixes (such as ‹un-›), and some suffixes (such as ‹-less› and ‹-ful›), can be used to make antonyms. They learn that a word can have more than one antonym. The children think of an antonym for each of the words at the top of their page. Then they rewrite the sentences on their page using the antonyms of the words in bold. Finally, they think of as many antonyms as they can for the word ‘big’.</p>	
6	<p><b>Plurals: ‹ves›</b></p> <p>The children learn that some singular nouns ending in ‹f› are made plural by removing the ‹f› and adding ‹-ves›. They are taught the meanings and spellings of a number of ‹-ves› plurals, and learn eighteen ‹-ves› words (such as ‘wharves’ and ‘calves’) for a test.</p>	<p><b>Grammatical Agreement: Plural Nouns</b></p> <p>The children are reminded about the various ways they know to make a plural noun. They learn that when a singular noun in a sentence is replaced with its plural, a number of the other words in that sentence (such as verbs and articles) also have to change so as to ‘agree’ with the plural noun. The children rewrite each sentence on their page using the plurals of the singular nouns in bold. All of the words in their sentences must agree grammatically. (At this stage, the sentences do not require the children to change the verb’s grammatical person.)</p>	
7	<p><b>Schwa: ‹a›</b></p> <p>The children learn the ‹a› spelling of the schwa sound: an unstressed vowel sound that sounds a bit like /uh/. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen schwa ‹a› words (such as ‘announcement’ and ‘guarantee’) for a test.</p>	<p><b>Synonyms</b></p> <p>The children are reminded about the meaning of the word ‘antonym’ and learn the term ‘synonym’, which is its opposite. The children already know many synonyms for commonly overused words. In this lesson, they think of as many synonyms as they can for the word ‘big’. They rewrite each sentence on their page, replacing the word ‘big’ with a different synonym each time.</p>	

8	<p><b>Schwa: &lt;ɒ&gt;</b></p> <p>The children learn the &lt;ɒ&gt; spelling of the schwa sound: an unstressed vowel sound that sounds a bit like /uh/. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen schwa &lt;ɒ&gt; words (such as ‘conjunction’ and ‘recognise’) for a test.</p>	<p><b>Concrete Nouns</b></p> <p>The children are reminded about common nouns and proper nouns. They learn that there are different types of common noun (including concrete and abstract nouns) and that the common nouns that we can see and touch are called concrete nouns. (They are concrete because they have a physical form that can be experienced through one or more of the five senses.) The children think of as many concrete nouns as they can for each of the five senses.</p>	<p><b>Nomi Concreti</b></p> <p>Vengono ricordati i nomi comuni e i nomi propri. Viene spiegato che ci sono vari tipi di nomi comuni, tra cui quelli concreti: Sono concreti perché vengono percepiti tramite i cinque sensi fisici. Attività: pensare a quanti più nomi concreti per ogni senso fisico.</p>
9	<p><b>Schwa: &lt;ʊ&gt;</b></p> <p>The children learn the &lt;ʊ&gt; spelling of the schwa sound: an unstressed vowel sound that sounds a bit like /uh/. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen schwa &lt;ʊ&gt; words (such as ‘thesaurus’ and ‘volunteer’) for a test.</p>	<p><b>Abstract Nouns</b></p> <p>The children are reminded about the different types of noun that they know. They learn that not all nouns have a physical form that can be experienced through the five senses, and that some nouns are abstract and only exist as a thought or idea. (Abstract nouns are the names for ideas, feelings, actions, qualities and events.) The children complete the cloze sentences using the abstract nouns at the top of their page; then they read the nouns at the bottom of their page and decide whether each one is proper, concrete or abstract.</p>	<p><b>Nomi Astratti</b></p> <p>Viene spiegato che alcuni nomi comuni sono anche astratti, percepibili cioè tramite il pensiero o un’idea. Nella categoria dei nomi comuni astratti, vi sono anche idee, sentimenti, azioni, qualità ed eventi. Individuare nel testo se nomi concreti o astratti.</p>
10	<p><b>Schwa: &lt;ər&gt;</b></p> <p>The children learn the &lt;ər&gt; spelling of the schwa sound: an unstressed vowel sound that sounds a bit like /uh/. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen schwa &lt;ər&gt; words (such as ‘grammar’ and ‘spectacular’) for a test.</p>	<p><b>Possessive Nouns: Singular</b></p> <p>The children are reminded that an apostrophe can be used in a contraction, or with an &lt;s&gt; to indicate possession. They learn that possessive nouns (such as ‘Anna’s’ and ‘dog’s’) always act as adjectives in a sentence and modify the nouns they describe (as in ‘This is the <b>dog’s</b> ball’). The children complete the cloze sentences by writing a possessive noun in each gap; then they identify the possessive nouns (and the nouns they describe) in the sentences underneath.</p>	

11	<p><b>Schwa: &lt;or&gt;</b></p> <p>The children learn the &lt;or&gt; spelling of the schwa sound: an unstressed vowel sound that sounds a bit like /uh/. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen schwa &lt;or&gt; words (such as ‘calculator’ and ‘escalator’) for a test.</p>	<p><b>Present Participles as Adjectives</b></p> <p>The children learn that the present participle – which is made by adding &lt;-ing&gt; to a verb root, and usually forms part of a verb in one of the continuous tenses – can also be used as an adjective (as in ‘the <b>galloping</b> horse’). The children identify the participles acting as adjectives in the sentences at the top of their page. Then they write a number of sentences that use a further set of participles as adjectives.</p>	<p><b>Participio Presente come Aggettivo e Sostantivo</b></p> <p>Il participio presente può essere usato come un aggettivo, come un nome o come un verbo, e ha sempre un significato attivo.</p> <p>Il participio presente ha due forme:</p> <ol style="list-style-type: none"> <li>1. Una per il maschile e il femminile singolare: (<i>brillante, emozionante, cantante</i>).</li> <li>2. e una per il maschile e il femminile plurale (<i>brillanti, emozionanti, cantanti</i>).</li> </ol> <p>Il participio presente si usa normalmente come <b>aggettivo</b> e come <b>sostantivo</b>, e ha sempre un significato attivo:</p> <ul style="list-style-type: none"> <li>• Abbiamo visto un film <b>divertente</b>. (<i>aggettivo</i>)</li> <li>• Anna fa l'<b>insegnante</b> di italiano. (<i>sostantivo</i>).</li> </ul>
12	<p><b>Schwa: &lt;er&gt;</b></p> <p>The children learn the &lt;er&gt; spelling of the schwa sound: an unstressed vowel sound that sounds a bit like /uh/. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen schwa &lt;er&gt; words (such as ‘interrupt’ and ‘exaggerate’) for a test.</p>	<p><b>Comparatives and Superlatives: ‘More’, ‘Less’</b></p> <p>The children are reminded about the suffixes &lt;-er&gt; and &lt;-est&gt;, which are used to make the comparatives and superlatives of short positive adjectives. They learn that with longer positive adjectives we do not use the suffixes, but use an additional word instead. The words we use are ‘more’ and ‘most’ or ‘less’ and ‘least’ (as in ‘<b>more</b> intelligent’ and ‘<b>most</b> intelligent’). The children read each sentence on their page and identify the adjective. Then they rewrite it, first with the comparative and then the superlative.</p>	<p><b>Revisione Aggettivi Qualificativi</b></p>
13	<p><b>&lt;or&gt; (saying /er/)</b></p> <p>The children learn the &lt;or&gt; spelling of the / er/ sound, which often follows the letter &lt;w&gt;. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen &lt;or&gt; words (such as ‘worldliness’ and ‘worthlessness’) for a test.</p>	<p><b>Changing Verb Tenses</b></p> <p>The children are reminded about verbs and the verb tenses that they know (the simple past, present and future, and the continuous past, present and future). They read the sentences on their page and identify the verb in each one. Then they rewrite each sentence in the (different) tense written next to it.</p>	<p><b>Revisione Aggettivi Possessivi</b></p>
14	<p><b>&lt;ear&gt; (saying /er/)</b></p> <p>The children learn the &lt;ear&gt; spelling of the / er/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen &lt;ear&gt; words (such as ‘earthquake’ and ‘overheard’) for a test.</p>	<p><b>Homophones: ‘Its’ and ‘It’s’</b></p> <p>The children are reminded about the homophones they already know, and learn the different uses and meanings of the homophones ‘its’ and ‘it’s’. (As with ‘their’ and ‘they’re’ and ‘your’ and ‘you’re’, one is a possessive adjective and the other is a contraction.) They complete the sentences on their page writing ‘its’ or ‘it’s’ in each gap. Then they write a sentence for each homophone.</p>	<p><b>Revisione Aggettivi Dimostrativi</b></p>

15	<p><b>⟨u⟩ (saying the long /oo/ sound)</b></p> <p>The children learn the ⟨u⟩ spelling of the long /oo/ sound. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ⟨u⟩ words (such as ‘superior’ and ‘translucent’) for a test.</p>	<p><b>Grammatical Agreement: Subject and Verb</b></p> <p>The children practise conjugating regular verbs, and are reminded that the suffix ⟨-s⟩ is added to the verb after ‘he’, ‘she’ and ‘it’ in the simple present tense. They are also reminded that when a singular noun in a sentence is replaced with its plural, a number of the other words in that sentence (such as verbs and articles) also have to change so as to ‘agree’ with the plural noun. The children rewrite each sentence on their page with plural subjects and objects instead of singular ones. All of the words in their sentences must agree grammatically. (At this stage, all of the sentences require the children to change the verb’s grammatical person.)</p>	Revisione Aggettivi Indefiniti
16	<p><b>⟨gh⟩, ⟨ough⟩ and ⟨augh⟩</b></p> <p>The children learn the ⟨ough⟩ and ⟨augh⟩ spellings of the /or/ sound and the ⟨gh⟩ spelling of the /g/ sound, which has a silent ⟨h⟩. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen words (such as ‘aghast’ and ‘distr<del>au</del>ght’) for a test.</p>	<p><b>Comparatives and Superlatives: ‘Good’, ‘Bad’</b></p> <p>The children are reminded about comparatives and superlatives, which can be made with the suffixes ⟨-er⟩ and ⟨-est⟩ or with additional words (‘more’ and ‘most’ or ‘less’ and ‘least’). They learn that the comparatives and superlatives of the words ‘good’ and ‘bad’ are not made in the usual way. (We do not say ‘gooder’ or ‘more good’, ‘badder’ or ‘more bad’, but ‘better’ and ‘best’, and ‘worse’ and ‘worst’.) The children read each sentence on their page and identify the adjective. Then they rewrite it, first with the comparative and then the superlative.</p>	Revisione Aggettivi Interrogativi ed Esclamativi
17	<p><b>⟨ive⟩ (saying /iv/)</b></p> <p>The children learn the ⟨ive⟩ spelling pattern, which often sounds like /iv/ at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ⟨ive⟩ words (such as ‘elus<del>iv</del>e’ and ‘alliterat<del>iv</del>e’) for a test.</p>	<p><b>Homophones: ‘To’, ‘Two’ and ‘Too’</b></p> <p>The children are reminded about the homophones they already know, and learn the different uses and meanings of the homophones ‘to’ (a preposition or particle), ‘too’ (meaning ‘also’) and ‘two’ (the number). They read the sentences on their page and decide whether ‘to’, ‘too’ or ‘two’; ‘your’ or ‘you’re’; ‘our’ or ‘are’; ‘there’, ‘their’ or ‘they’re’ should be used in each one.</p>	Revisione Pronomi (personali, doppi, possessivi, dimostrativi, numerali, indefiniti, interrogativi, esclamativi)
18	<p><b>The Suffix ⟨-ic⟩</b></p> <p>The children learn the ⟨-ic⟩ spelling pattern, which is often a suffix found in adjectives meaning ‘related to [root word]’. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen ⟨-ic⟩ words (such as ‘sympathet<del>ic</del>’ and ‘monosyllab<del>ic</del>’) for a test.</p>	<p><b>Homophones: ‘Where’, ‘Wear’ and ‘Were’</b></p> <p>The children are reminded about the homophones they already know, and learn the different uses and meanings of the homophones ‘where’ (a ⟨wh⟩ question word), ‘wear’ (a verb related to clothing), and the near-homophone ‘were’ (part of the verb ‘to be’). They read the sentences on their page and decide whether ‘where’, ‘wear’ or ‘were’ should be used in each one. Then they write a sentence for each homophone.</p>	Revisione Pronomi (personali, doppi, possessivi, dimostrativi, numerali, indefiniti, interrogativi, esclamativi)



19	<p><b>‹st› (saying /s/)</b></p> <p>The children are reminded about silent letters, and learn that the /s/ sound is sometimes spelt ‹st›, with a silent ‹t›. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹st› words (such as ‘jostle’ and ‘wrestle’) for a test.</p>	<p><b>The Suffix ‹-al› Making Nouns into Adjectives</b></p> <p>The children learn the suffix ‹-al›, which can be added to nouns to make adjectives meaning ‘related to, or having the quality of, the [root word]’ (as in ‘musical’ and ‘natural’). They are taught the spelling rules that apply when adding this suffix to a root word, and use a different ‹-al› adjective to complete each of the cloze sentences on their page.</p>	<p><b>Revisione Pronomi (personali, doppi, possessivi, dimostrativi, numerali, indefiniti, interrogativi, esclamativi)</b></p>
20	<p><b>Silent Letters</b></p> <p>The children are reminded that silent letters often go with a particular letter to form a ‘silent letter digraph’, such as ‹wh›, ‹gh› and ‹mb›. They are taught the meanings and spellings of a number of words containing silent letter digraphs, and learn eighteen words (such as ‘gnarled’ and ‘elsewhere’) for a test.</p>	<p><b>Possessive Nouns: Plural</b></p> <p>The children are reminded about apostrophes and (singular) possessive nouns. In this lesson, they learn how to form plural possessive nouns, as in ‘the <b>boys</b>’ toys’, ‘the <b>trees</b>’ leaves’ and ‘the <b>children’s</b> clothes’. The children complete each pair of cloze sentences using a plural possessive noun in one, and the corresponding plural noun in the other.</p>	<p><b>Analisi Grammaticale</b></p>
21	<p><b>The Suffix ‹-ically›</b></p> <p>The children learn that adjectives ending in ‹-ic› and ‹-ical› can often be made into adverbs by adding ‹-ally› and ‹-ly› respectively. They are taught the spelling rules that apply when adding these suffixes to a root word, and learn eighteen adverbs ending with ‹-ically› (such as ‘<b>basically</b>’ and ‘<b>catastrophically</b>’) for a test.</p>	<p><b>Root Words, Prefixes and Suffixes</b></p> <p>The children are reminded about the prefixes and suffixes that they already know, and briefly practise the spelling rules that apply when adding them root words. They practise adding prefixes and suffixes to the root words at the top of the page, and then split up the longer words at the bottom of the page into their component prefixes, suffixes and root words.</p>	<p><b>Analisi Grammaticale</b></p>
22	<p><b>Schwa: ‹al›</b></p> <p>The children learn the ‹al› spelling pattern, which can sound like /əl/ (schwa /l/) at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹al› words (such as ‘cathedral’ and ‘abysmal’) for a test.</p>	<p><b>Grammatical Person</b></p> <p>The children are reminded about the subject pronouns that they know: ‘I’, ‘you’ (singular), ‘he’, ‘she’, ‘it’, ‘we’, ‘you’ (plural) and ‘they’. They learn the term ‘grammatical person’, and are taught that in the first person we use ‘I’ for the singular and ‘we’ for the plural; in the second person we use ‘you’ for the singular and the plural; and in the third person we use ‘he’, ‘she’ or ‘it’ for the singular and ‘they’ for the plural. The children each sentence on the page and decide whether it is in the first, second or third person singular or plural.</p>	<p><b>Analisi Grammaticale</b></p>

23	<p><b>Schwa: &lt;el&gt;</b></p> <p>The children learn the &lt;el&gt; spelling pattern, which can sound like /əl/ (schwa /l/) at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen &lt;el&gt; words (such as ‘snork<b>el</b>’ and ‘scoundr<b>el</b>’) for a test.</p>	<p><b>Changing Grammatical Person</b></p> <p>The children are reminded about grammatical person and grammatical agreement. As a class, they look at which words in a sentence need to change when the subject pronoun (and hence the grammatical person) changes. They read each sentence on the page and identify the subject pronoun and grammatical person; then they rewrite each sentence in a different grammatical person, changing other words in the sentence (such as verbs and possessive adjectives) so as to ‘agree’ with the subject.</p>	<p><b>Analisi Grammaticale</b></p>
24	<p><b>Schwa: &lt;il&gt;</b></p> <p>The children learn the &lt;il&gt; spelling pattern, which can sound like /əl/ (schwa /l/) at the end of a word. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen &lt;il&gt; words (such as ‘tendr<b>il</b>’ and ‘tranqu<b>il</b>’) for a test.</p>	<p><b>Parsing Verbs</b></p> <p>The children are taught how to parse a verb. They begin by identifying what tense it is in (simple or continuous; past, present or future), and then look at the verb and the subject to decide the grammatical person (first, second or third person; singular or plural). The children read the sentences on the page, identify the verb and the subject and then parse the verb.</p>	<p><b>Analisi dei Verbi</b></p> <p>Partendo da un testo, riconoscere i verbi (rosso) e determinare il modo, il tempo e la persona.</p>
25	<p><b>The Suffix &lt;-ery&gt;</b></p> <p>The children learn the suffix &lt;-ery&gt;, which is found in nouns that denote a specific place (as in ‘nurser<b>ery</b>’), a type or collection (as in ‘confection<b>ery</b>’), a practice (as in ‘arch<b>ery</b>’), a quality (as in ‘braver<b>ery</b>’), or a condition (as in ‘slaver<b>ery</b>’). They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ery&gt; words (such as ‘galler<b>ery</b>’ and ‘treacher<b>ery</b>’) for a test.</p>	<p><b>Questions and Statements</b></p> <p>The children are reminded about the &lt;wh&gt; question words, and the differences between a statement and question. They learn that when the verb ‘to be’ is the main verb in a statement (as in ‘This <b>is</b> mine’), the statement can be turned into a question by moving the verb to the beginning of the sentence (as in ‘<b>Is</b> this mine?’). The children read each of the sentences on the page, identify whether it is a statement or a question and punctuate it accordingly.</p>	<p><b>Discorso Diretto e Indiretto</b></p>
26	<p><b>The Suffix &lt;-ary&gt;</b></p> <p>The children learn the suffix &lt;-ary&gt;, which is found in adjectives and nouns that either mean ‘connected with the [root word]’ or denote a place in which something is kept (as in ‘librar<b>ary</b>’). They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ary&gt; words (such as ‘complementar<b>ary</b>’ and ‘hereditar<b>ary</b>’) for a test.</p>	<p><b>Changing a Statement into a Question</b></p> <p>The children are reminded that a statement with the verb ‘to be’ as its main verb can be turned into a question by moving the verb to the beginning of the sentence (as in ‘<b>Is</b> this mine?’). They learn that they can make a question in a similar way from statements that have auxiliary verbs (such as ‘has’, ‘had’, ‘have’, ‘can’, ‘may’, ‘could’, ‘should’, ‘would’, ‘must’, ‘might’, ‘did’ and ‘does’); so ‘We <b>can</b> go’ becomes ‘<b>Can</b> we go?’ The children read the statements on the page and turn them into questions by moving the auxiliary verb to the front of each sentence.</p>	<p><b>Discorso Diretto e Indiretto_attività conversione</b></p> <p>Attività di conversione, partendo da una affermazione e viceversa.</p>

27	<p><b>The Suffix &lt;-ory&gt;</b></p> <p>The children learn the suffix &lt;-ory&gt;, which is found in adjectives and nouns that either mean ‘connected with the [root word]’ or denote a place with a particular purpose (as in ‘factory’). They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ory&gt; words (such as ‘preparatory’ and ‘contributory’) for a test.</p>	<p><b>Simple and Compound Sentences</b></p> <p>The children are reminded about sentences and phrases. They learn that it is sometimes better to have a long, flowing sentence than two very short ones. They are taught how to join two short sentences together with a conjunction (such as ‘and’). They learn that the longer sentence is called a compound sentence, while the two shorter original sentences were simple sentences. The children practise making compound sentences from the simple sentences and conjunctions at the top of the page; then they practise making two simple sentences from each of the compound sentences at the bottom of the page.</p>	<p><b>Frase Semplici e Composte</b></p> <p>Viene ricordata la differenza tra frase minimale e complessa. Viene spiegato, che, a volte, è preferibile avere una frase più lunga (composta), ma fluida, piuttosto che due corte. Attività: creare frasi composte con l’ausilio delle congiunzioni. Viceversa, scomporre una frase composta in frasi semplici.</p>
28	<p><b>The Suffix &lt;-ant&gt;</b></p> <p>The children learn the suffix &lt;-ant&gt;, which is found in adjectives meaning ‘having the quality of the [root word]’ and nouns denoting someone or something that does the action of the root word (as in ‘participant’). They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ant&gt; words (such as ‘merchant’ and ‘triumphant’) for a test.</p>	<p><b>More Homophone Mix-Ups</b></p> <p>The children learn that sometimes knowing the function of the word they want to use can help them to choose the correct spelling. For example, the &lt;-al&gt; at the end of ‘bridal’ indicates that it is an adjective made from the word ‘bride’, whereas its homophone, ‘bridle’ (a noun) has no such suffix. Similarly ‘guessed’ (the verb) has the verb ending &lt;-ed&gt;, while ‘guest’ (the noun) does not. The children read the pairs of homophones on the page, check their meanings using a dictionary, and write a sentence for each word.</p>	<p><b>Il Condizionale</b></p>
29	<p><b>The Suffix &lt;-ent&gt;</b></p> <p>The children learn the suffix &lt;-ent&gt;, which is found in adjectives meaning ‘related to the [root word]’ and nouns denoting someone or something that does the action of the root word. They also learn the suffix &lt;-ment&gt;, which makes nouns denoting the result of the root word. They are taught the spelling rules that apply when adding these suffixes to a root word, and learn eighteen words (such as ‘independent’ and ‘treatment’) for a test.</p>	<p><b>Noun Phrases</b></p> <p>The children are reminded that a group of words that makes sense but does not have both a verb and a subject is called a phrase. They learn that a noun phrase is the term for a noun, together with all the words (adjectives, articles and, occasionally, other nouns) that describe it. The children read the sentences at the top of the page and identify the noun phrase(s) in each one. Then they identify the main (head) noun in each of the noun phrases at the bottom of the page, and match each noun phrase to the sentence it completes.</p>	<p><b>Il Condizionale</b></p>



30	<p><b>The Suffix &lt;-ist&gt;</b></p> <p>The children learn the suffix &lt;-ist&gt;, which is found in nouns (denoting someone with a particular skill or occupation) and in some related adjectives. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ist&gt; words (such as ‘guitar<b>ist</b>’ and ‘journal<b>ist</b>’) for a test.</p>	<p><b>Phrases, Clauses and Sentences</b></p> <p>The children are reminded about sentences and phrases, and learn about clauses (groups of words that contain a subject and verb and make sense). They are taught that clauses that can stand alone as simple sentences are independent clauses, but those that depend on some more information are dependent (or subordinate) clauses. The children read the text on the page and decide whether each line constitutes a clause or a phrase. They then identify which clauses are independent, and rewrite one independent clause as a sentence.</p>	<p><b>Periodo Ipotetico_Proposizione Reggente_Subordinata Condizionale</b></p> <p>Attività volta a riconoscere il ruolo delle due frasi</p>
31	<p><b>The Prefix &lt;pre-&gt;</b></p> <p>The children learn the prefix &lt;pre-&gt;, meaning ‘before’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;pre-&gt; words (such as ‘<b>p</b>reliminary’ and ‘<b>p</b>resumption’) for a test.</p>	<p><b>Infinitives</b></p> <p>The children are taught about the infinitive form of the verb (the ‘name’ of the verb), which is often written with the word ‘to’ in front, as in ‘to run’. They read and illustrate the infinitive verbs at the top of the page; then they write the infinitive forms of the verbs illustrated underneath. Finally they read the sentences at the bottom of the page and identify the infinitive verb in each one.</p>	
32	<p><b>The Prefix &lt;sub-&gt;</b></p> <p>The children learn the prefix &lt;sub-&gt;, meaning ‘below’ or ‘under’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;sub-&gt; words (such as ‘<b>s</b>ubconscious’ and ‘<b>s</b>ubterranean’) for a test.</p>	<p><b>Onomatopoeia</b></p> <p>The children learn that the word ‘onomatopoeia’ comes from Greek, and literally means ‘the name I make’. Onomatopoeic words describe a sound by imitating that sound. The children look at the objects and animals illustrated on the page and use onomatopoeic words to describe the sounds the things might make. Then they read the onomatopoeic words at the bottom of the page and decide what things they might be used to describe.</p>	<p><b>Parole Onomatopeiche</b></p> <p>Viene spiegato la derivazione dal greco, il cui significato letterale è “creare un nome”. Attività: incominciare con i suoi che producono gli animali e continuare a discrezione dell’insegnante.</p>
33	<p><b>The Prefix &lt;anti-&gt;</b></p> <p>The children learn the prefix &lt;anti-&gt;, meaning ‘against’, ‘opposite to’ or ‘preventing’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;anti-&gt; words (such as ‘<b>a</b>ntifreeze’ and ‘<b>a</b>ntibacterial’) for a test.</p>	<p><b>Hyphens</b></p> <p>The children are reminded that a hyphen can be used to link a prefix and root word, and learn that it can also link whole words together to make a compound word. The hyphen shows that the words are related to each other and makes some compound words easier to read, as in ‘sister-in-law’ and ‘X-ray’. The children write out six double-digit numbers as words, using hyphens to link the words (as in ‘forty-two’). Then they read the compound words on the page and write a sentence for each one. Finally, they complete a set of cloze sentences using the compound words provided.</p>	

34	<p><b>The Prefix &lt;trans-&gt;</b></p> <p>The children learn the prefix &lt;trans-&gt;, meaning ‘across’, ‘through’ or ‘changed’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;trans-&gt; words (such as ‘<b>trans</b>action’ and ‘<b>trans</b>ferable’) for a test.</p>	<p><b>Antonyms and Synonyms</b></p> <p>The children are reminded about antonyms and synonyms. They read the words in each word web on the page and cross out any words that are not the synonym of the word in the middle of the web. They write the antonyms of a further six words, and finally they write two synonyms and an antonym for each of the words at the bottom of the page.</p>	<p><b>Sinonimi e Contrari</b></p> <p>Vengono rivisti i sinonimi e contrari. Attività: individuare e barrare le parole che non sono sinonimi all’interno di una “word web”. Scrivere i contrati dei sinonimi individuati.</p>
35	<p><b>The Prefix &lt;inter-&gt;</b></p> <p>The children learn the prefix &lt;inter-&gt;, meaning ‘between’ or ‘among’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;inter-&gt; words (such as ‘<b>inter</b>loper’ and ‘<b>inter</b>mittent’) for a test.</p>	<p><b>More Homophone Mix-Ups</b></p> <p>The children are reminded about the meanings and spellings of homophones they already know. They read the cloze sentences on their page and decide whether ‘your’, ‘you’re’, ‘to’, ‘too’, ‘two’, ‘they’re’, ‘there’, ‘their’, ‘it’s’, ‘its’, ‘where’, ‘wear’ or ‘were’ should be used in each one. Then they write a homophone for each of the words at the bottom of the page.</p>	
36	<p><b>The Prefix &lt;tele-&gt;</b></p> <p>The children learn the prefix &lt;tele-&gt;, meaning ‘far off’ or ‘at a distance’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;tele-&gt; words (such as ‘<b>tele</b>kinesis’ and ‘<b>tele</b>graph’) for a test.</p>	<p><b>Changing Verb Tenses</b></p> <p>The children are reminded about the simple and continuous tenses they have learnt so far: the simple past (as in ‘I <b>jumped</b>’), the simple present (as in ‘I <b>jump</b>’), the simple future (as in ‘I <b>shall jump</b>’), the past continuous (as in ‘I <b>was jumping</b>’), the present continuous (as in ‘I <b>am jumping</b>’), and the future continuous (as in ‘I <b>shall be jumping</b>’). The children write a sentence (of their own choosing) in each of the known tenses.</p>	