

Week	Spelling Lessons	English Grammar and Punctuation	Grammatica e Punteggiatura Italiano
1	<p><b>‹age› and ‹ege›</b></p> <p>The children learn the ‹age› and ‹ege› spelling patterns, which often sound like /ij/ at the end of a word. (The ‹age› spelling is the more common of the two.) They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen words (such as ‘privilege’ and ‘advantage’) for a test.</p>	<p><b>Parts of Speech and Parsing</b></p> <p>The children are reminded about the parts of speech that they know. As a class, they practise identifying the part of speech of each word in a piece of text (parsing). Individually, the children read each part of speech on the page and match it to its definition. Then they parse a number of sentences, and complete a number of cloze sentences using words that match the stated part of speech.</p>	Ripasso Grammaticale
2	<p><b>‹nge›</b></p> <p>The children learn the ‹nge› spelling pattern, 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 ‹nge› words (such as ‘scavenge’ and ‘interchange’) for a test.</p>	<p><b>One Word: Different Parts of Speech</b></p> <p>The children are reminded that some words can function as more than one part of speech and that, when parsing, they must look at each word in context before deciding which part of speech it is. For example, the word ‘light’ can be a noun (as in ‘the bright <b>light</b>’), a verb (as in ‘<b>light</b> the fire’) or an adjective (as in ‘a <b>light</b> colour’). The children read each of the words on the page. They write a number of sentences for each word, using it as a different part of speech in each time.</p>	Ripasso Grammaticale
3	<p><b>The Suffix ‹-ance›</b></p> <p>The children learn the suffix ‹-ance›, which is found in abstract nouns denoting the quality, state or action of the root word. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen ‹-ance› words (such as ‘allegiance’ and ‘irrelevance’) for a test.</p>	<p><b>Sentence Walls</b></p> <p>The children build upon their understanding of parts of speech, parsing and sentence structure by learning how to diagram a sentence using a ‘sentence wall’ – a simplified form of sentence diagramming.<sup>1</sup> The children read and parse the sentences on the page and then write out each word in the appropriate space in the sentence wall.</p>	Ripasso Nomi, Articoli, Aggettivi, pronomi, Avverbi

4	<p><b>The Suffix &lt;-ancy&gt;</b></p> <p>The children learn the suffix &lt;-ancy&gt;, which, like &lt;-ance&gt;, is found in abstract nouns denoting the quality, state or action of the root word. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ancy&gt; words (such as ‘malign<b>ancy</b>’ and ‘bouy<b>ancy</b>’) for a test.</p>	<p><b>Simple and Continuous 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>played</b>’), the simple present (as in ‘you <b>jump</b>’), the simple future (as in ‘they <b>will run</b>’), the past continuous (as in ‘she <b>was dancing</b>’), the present continuous (as in ‘we <b>are talking</b>’), and the future continuous (as in ‘he <b>will be cycling</b>’). They read each of the sentences on their page, identify the verb and the verb tense, and match it to the correct tense tent. They then rewrite each of the sentences in all of the other tenses.</p>	Ripasso Nomi, Articoli, Aggettivi, pronomi, Avverbi
5	<p><b>The Suffix &lt;-ence&gt;</b></p> <p>The children learn the suffix &lt;-ence&gt;, which, like &lt;-ance&gt; and &lt;-ancy&gt;, is found in abstract nouns denoting the quality, state or action of the root word. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ence&gt; words (such as ‘opul<b>ence</b>’ and ‘convenience’’) for a test.</p>	<p><b>Verb ‘To Have’: Past, Present, Future</b></p> <p>The children are reminded that some verbs have a ‘tricky past tense’, which is not formed by adding &lt;-ed&gt; to the verb root. They learn to conjugate the irregular verb ‘to have’ (which has a ‘tricky past’) in past, present and future. The children need to know this verb because it is used in the formation of the perfect tenses (which the children will learn later on in <i>Grammar 5</i>). The children identify the parts of the verb ‘to have’ in the sentences on their page, and conjugate the verb ‘to have’ in simple past, present and future and continuous past, present and future.</p>	Ripasso Nomi, Articoli, Aggettivi, pronomi, Avverbi
6	<p><b>The Suffix &lt;-ency&gt;</b></p> <p>The children learn the suffix &lt;-ency&gt;, which, like &lt;-ance&gt;, &lt;-ancy&gt; and &lt;-ence&gt;, is found in abstract nouns denoting the quality, state or action of the root word. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ency&gt; words (such as ‘effici<b>ency</b>’ and ‘interdepend<b>ency</b>’) for a test.</p>	<p><b>Regular Past Participles</b></p> <p>The children are reminded about the present participle, which is used in verb tenses or as an adjective. Then they learn that there is another participle, the past participle, which (for regular verbs) is formed by adding &lt;-ed&gt; to the verb root. Like the present participle, the past participle can be used as an adjective or in verb tenses (the perfect tenses in this case). The children practise forming the regular present and past participles for the verbs on the page.</p>	Ripasso Nomi, Articoli, Aggettivi, pronomi, Avverbi
7	<p><b>The Prefix &lt;multi-&gt;</b></p> <p>The children learn the prefix &lt;multi-&gt;, which comes from the Latin ‘multus’, meaning ‘much’ or ‘many’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;multi-&gt; words (such as ‘<b>multiplicity</b>’ and ‘<b>multicultural</b>’) for a test.</p>	<p><b>Perfect Tenses: Past, Present, Future</b></p> <p>The children learn about the perfect tenses, which are formed with the auxiliary verb ‘to have’ and the past participle, and are used to describe actions that have already been completed. (The perfect tenses usually describe general experiences or unspecified points in the past, as in ‘I <b>have stayed</b> at this hotel before’, or actions that, although complete, have some connection to the present, as in ‘I <b>have finished</b> my homework’.) The children conjugate the verb ‘to finish’ in past, present and future perfect and then write a sentence for each tense underneath.</p>	Ripasso Verbi Modo Indicativo e Condizionale

8	<p><b>The Prefix &lt;auto-&gt;</b></p> <p>The children learn the prefix &lt;auto-&gt;, which comes from the Greek ‘autos’, meaning ‘self’ (as in ‘by itself’). They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;auto-&gt; words (such as ‘<b>aut</b>ocracy’ and ‘<b>aut</b>omatically’) for a test.</p>	<p><b>Contractions and the Verb ‘To Have’</b></p> <p>When using the perfect tense in speech, we often contract the pronoun and the auxiliary verb ‘to have’, as in ‘<b>I’ve</b> finished my homework’. The children rewrite the pairs of words at the top of the page as contractions, and rewrite the contractions underneath in full (as two words with no letters missing). Then they read the sentences at the bottom of the page and rewrite them, either expanding or contracting the verb ‘to have’.</p>	Ripasso Verbi Modo Indicativo e Condizionale
9	<p><b>The Prefixes &lt;mega-&gt; and &lt;micro-&gt;</b></p> <p>The children learn the prefixes &lt;mega-&gt; and &lt;micro-&gt;, which come from the Greek words ‘megas’ (meaning ‘great’) and ‘mikros’ (meaning ‘small’). Both suffixes also have specific meanings: &lt;mega-&gt; means ‘million’ and &lt;micro-&gt; means ‘millionth’. The children are taught the meanings and spellings of a number of words containing these prefixes, and learn eighteen words (such as ‘<b>mega</b>lomania’ and ‘<b>micro</b>biology’) for a test.</p>	<p><b>Irregular Past Participles</b></p> <p>The children learn that while the present participle is always formed by adding &lt;-ing&gt; to the verb root, the past participle of irregular verbs can be formed in a variety of ways with no clear rules about which verbs take which spellings. The children are taught some of the most common irregular ways of forming the past participle, such as changing the vowel (as in ‘sw<b>um</b>’ from ‘to swim’), and adding either &lt;-n&gt; (as in ‘know<b>n</b>’ from ‘to know’) or &lt;-en&gt; (as in ‘fall<b>en</b>’ from ‘to fall’). The children practise forming the simple past and past participles for the irregular verbs on the page.</p>	Ripasso Verbi Modo Indicativo e Condizionale
10	<p><b>The Prefix &lt;super-&gt;</b></p> <p>The children learn the prefix &lt;super-&gt;, which comes from the Latin for ‘above’ or ‘beyond’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;super-&gt; words (such as ‘<b>super</b>iority’ and ‘<b>super</b>cilious’) for a test.</p>	<p><b>Identifying Verb Tenses</b></p> <p>The children are reminded about the verb tenses that they have learnt so far: the simple past (as in ‘I <b>played</b>’), the simple present (as in ‘you <b>jump</b>’), the simple future (as in ‘he <b>will run</b>’), the past continuous (as in ‘she <b>was dancing</b>’), the present continuous (as in ‘it <b>is sleeping</b>’), the future continuous (as in ‘we <b>will be cycling</b>’), the past perfect (as in ‘you <b>had chosen</b>’), the present perfect (as in ‘they <b>have walked</b>’), and the future perfect (as in ‘I <b>shall have finished</b>’). The children read each of the sentences on the page, and identify the verb and the verb tense.</p>	Ripasso Verbi Modo Indicativo e Condizionale

11	<p><b>The Prefixes &lt;cent-&gt;, &lt;kilo-&gt; and &lt;milli-&gt;</b></p> <p>The children learn the prefixes &lt;cent-&gt; and &lt;milli-&gt; (which come from the Latin for ‘hundred’ and ‘thousand’ respectively), and &lt;kilo-&gt; (which comes from the Greek word ‘khilioi’ meaning ‘thousand’). The children are taught the meanings and spellings of a number of words containing these prefixes, and learn eighteen words (such as ‘<b>centennial</b>’ ‘<b>kilometre</b>’ and ‘<b>millilitre</b>’) for a test.</p>	<p><b>Adverb Placement</b></p> <p>The children learn that changing the position of the adverb in a sentence can subtly change the sentence’s meaning or emphasis. For example, ‘She <b>only</b> grazed her knee’ means that she just grazed her knee rather than doing something more serious, while ‘She grazed <b>only</b> her knee’ means that only the knee was grazed and not anything else. The children also learn that when a sentence has both an auxiliary and a main verb, the adverb usually goes between the two. (This is always the case with the adverb ‘not’, as in ‘He has <b>not</b> finished his homework’.) The children read the sentences on the page and identify the verbs and the adverbs. Then they rewrite the sentences underneath, adding the adverb ‘not’ to make them negative.</p>	<p><b>Verbi impersonali, servili, transitivi e intransitivi, riflessivi, forma attiva e passiva</b></p>
12	<p><b>The Prefix &lt;post-&gt;</b></p> <p>The children learn the prefix &lt;post-&gt;, which comes from the Latin for ‘after’ or ‘behind’. They are taught the meanings and spellings of a number of words containing this prefix, and learn eighteen &lt;post-&gt; words (such as ‘<b>posterity</b>’ and ‘<b>postponement</b>’) for a test.</p>	<p><b>Proofreading</b></p> <p>The children are reminded about grammatical agreement, grammatical person, verb tenses and punctuation. The children read and correct the badly written sentences on the page and then rewrite them correctly underneath.</p>	<p><b>Verbi impersonali, servili, transitivi e intransitivi, riflessivi, forma attiva e passiva</b></p>
13	<p><b>The Suffix &lt;-tion&gt;</b></p> <p>The children learn the suffix &lt;-tion&gt; (pronounced / shən/), which is often added to verbs to make nouns denoting the act, state or result of the root word. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-tion&gt; words (such as ‘<b>contribution</b>’ and ‘<b>opposition</b>’) for a test.</p>	<p><b>Prepositions</b></p> <p>The children are reminded that a preposition relates one noun or pronoun to another, often by describing where it is or what it is moving towards. They learn that prepositions are placed before a noun and any words (such as articles or adjectives) that describe or modify that noun, as in ‘<b>along</b> the hedge’. They also learn that some prepositions are prepositions of time, as in ‘Sally ran <b>throughout</b> the summer’. The children find as many prepositions as they can in the wordsearch on the page.</p>	<p><b>Verbi impersonali, servili, transitivi e intransitivi, riflessivi, forma attiva e passiva</b></p>
14	<p><b>The Suffix &lt;-sion&gt;</b></p> <p>The children learn the suffix &lt;-sion&gt; (pronounced / shən/), which (like &lt;-tion&gt;) is often added to verbs to make nouns denoting the act, state or result of the root word. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-sion&gt; words (such as ‘<b>propulsion</b>’ and ‘<b>misapprehension</b>’) for a test.</p>	<p><b>Prepositional Phrases</b></p> <p>The children learn that a preposition followed by a noun, pronoun or noun phrase (such as ‘<b>in</b> the big park’) is called a prepositional phrase. The children complete the cloze sentences at the top of the page by writing a different prepositional phrase in each gap. Then they identify the prepositions and prepositional phrases in the sentences at the bottom of the page.</p>	<p><b>Verbi impersonali, servili, transitivi e intransitivi, riflessivi, forma attiva e passiva</b></p>

15	<p><b>«ssion»</b></p> <p>The children learn the «ssion» spelling pattern, which is an alternative spelling of «-sion», and (like «-tion» and «-sion») is often added to verbs to make nouns denoting the act, state or result of the root word. The children are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen «ssion» words (such as ‘depression’ and ‘concession’) for a test.</p>	<p><b>Noun Phrases as Subjects and Objects</b></p> <p>The children are reminded about prepositional phrases and noun phrases. They learn that noun phrases can be considered the (complete) subject or object of a sentence, and that the sentence’s simple subject (or simple object) is the main (or ‘head’) noun in the phrase. So in ‘The fierce Viking warriors had raided the village’ the noun phrase is ‘The fierce Viking warriors’ and ‘warriors’ is the simple subject. The children read the sentences on the page and identify the noun phrase and the simple subject (or simple object). Then they ‘diagram’ each sentence using the sentence walls.</p>	<p><b>Verbi impersonali, servili, transitivi e intransitivi, riflessivi, forma attiva e passiva</b></p>
16	<p><b>«cian»</b></p> <p>The children learn the suffix «-cian» (pronounced / shən/), which (like «-ist») is found in nouns denoting someone with a particular skill or occupation. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen «-cian» words (such as ‘paediatrician’ and ‘statistician’) for a test.</p>	<p><b>Compound Subjects and Objects</b></p> <p>The children learn that some sentences have a compound subject (or object), in which two or more people or things ‘do’ (or ‘receive’) the action of the verb (as in ‘<b>Jeff</b> and <b>Matt</b> have <b>tea</b> and <b>cake</b>’). The children are taught how to place compound subjects and objects in the sentence walls. They read and parse the sentences on the page, and ‘diagram’ them using the sentence walls. Each sentence has a compound subject or object (or both).</p>	<p><b>Grammatica Valenziale: la frase nucleare, gli argomenti del verbo</b></p>
17	<p><b>The Suffix «-ation»</b></p> <p>The children learn the suffix «-ation» (pronounced / ai-shən/), which (like «-tion») is often added to verbs to make nouns denoting the act, state or result of the root word. They are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen «-ation» words (such as ‘information’ and ‘cancellation’) for a test.</p>	<p><b>Transitive and Intransitive Verbs</b></p> <p>The children are reminded that a sentence always has a subject, but does not necessarily have an object. They learn that verbs that take an object are called ‘transitive verbs’, and verbs that do not are called ‘intransitive verbs’. They also learn that some verbs can be transitive in one sentence and intransitive in another. The children read the sentences on the page. For each sentence, they identify the verb, the subject and – if there is one – the object, and decide whether the verb is transitive or intransitive.</p>	<p><b>Grammatica Valenziale: la frase nucleare, gli argomenti del verbo</b></p>
18	<p><b>«ch» and «che» (saying /sh/)</b></p> <p>The children learn the «ch» and «che» spellings of the /sh/ sound, which are often found in words ‘borrowed’ from French. They are taught the meanings and spellings of a number of words containing these spelling patterns, and learn eighteen words (such as ‘<b>chauffeur</b>’ and ‘<b>moustache</b>’) for a test.</p>	<p><b>Prepositional Phrases as Adverbs</b></p> <p>The children practise identifying prepositional phrases, and learn that a prepositional phrase often acts as an adverb in a sentence, by telling us how, when or where the verb action is taking place. The children read the sentences on the page. In each one, they identify the preposition, and prepositional phrase acting as an adverb; then they decide whether the prepositional phrase tells us more about how, where or when the verb is happening.</p>	<p><b>Grammatica Valenziale: la frase nucleare, gli argomenti del verbo</b></p>



19	<p><b>‹sure›</b></p> <p>The children learn the ‹sure› spelling pattern, which is usually pronounced / shər/ or /zhər/ (although the word ‘sure’ is pronounced /shor/). They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹sure› words (such as ‘fiss<b>ure</b>’ and ‘displeas<b>ure</b>’) for a test.</p>	<p><b>Phrasal Verbs</b></p> <p>The children learn about phrasal verbs. A phrasal verb consists of a verb and one or more other words (usually a preposition or adverb) that, when put together, make a new verb with a new meaning: so ‘to look up’, has a different meaning to the verb ‘to look’. The children read the sentences on the page and identify the phrasal verb in each one. Then they use each of the phrasal verbs underneath in a sentence.</p>	<p><b>Grammatica Valenziale: la frase nucleare, gli argomenti del verbo</b></p>
20	<p><b>‹ture›</b></p> <p>The children learn the ‹ture› spelling pattern, which is usually pronounced /chər/. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹sure› words (such as ‘architect<b>ure</b>’ and ‘agricult<b>ure</b>’) for a test.</p>	<p><b>More Phrasal Verbs</b></p> <p>The children are reminded that a phrasal verb consists of a verb and one or more other words (usually a preposition or adverb) that, when put together, make a new verb with a new meaning. They learn that some phrasal verbs can be separated by the object of the sentence (as in ‘Jane <b>looked</b> a word <b>up</b> in the dictionary’), but some cannot (as in ‘James <b>looked after</b> his dog’, which is never written ‘James <b>looked</b> his dog <b>after</b>’). The children read the phrasal verbs on the page and match them to their definitions; then they complete the cloze sentences by writing an appropriate phrasal verb in the gap.</p>	<p><b>Grammatica Valenziale: la frase nucleare, gli argomenti del verbo</b></p>
21	<p><b>The Suffix ‹-ible›</b></p> <p>The children learn the suffix ‹-ible›, which is a less common alternative spelling of ‹-able›, and (like ‹-able›) is often found in adjectives meaning ‘capable or worthy of being [root word]’. The children are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen ‹-ible› words (such as ‘feas<b>ible</b>’ and ‘irrespons<b>ible</b>’) for a test.</p>	<p><b>Making Verbs from Nouns and Adjectives</b></p> <p>The children learn the suffixes ‹-ise›, ‹-ize›, ‹-ate› and ‹-ify›, which are added to adjectives and nouns to make verbs. The children are taught the spelling rules that apply when adding these suffixes to a root word, and complete a crossword using verbs made by adding ‹-ise›, ‹-ize›, ‹-ate› or ‹-ify› to the nouns and adjectives on the page.</p>	<p><b>L’Imperativo</b></p>
22	<p><b>The Suffix ‹-ate›</b></p> <p>The children practise the suffix ‹-ate›, which is found in nouns and verbs meaning ‘to give something the quality of [the root word]’. The children practise the spelling rules that apply when adding this suffix to a root word, and learn eighteen ‹-ate› words (such as ‘vaccin<b>ate</b>’ and ‘invalid<b>ate</b>’) for a test.</p>	<p><b>Nouns and Verbs: ‹-ce›, ‹-se›, ‹-cy›, ‹-sy›</b></p> <p>The children learn that some verbs and nouns come in ‘pairs’ that differ only at the end. Verbs, such as ‘adv<b>ise</b>’ and ‘prophe<b>sy</b>’, end with ‹se› making a /z/ sound or ‹sy› saying ‘sigh’, while nouns, such as ‘adv<b>ice</b>’ and ‘prophe<b>cy</b>’, end with ‹ce› making a /s/ sound or ‹cy› saying ‘see’. The children complete the cloze sentences on the page by writing the correct ‹se› or ‹sy› verb, or the correct ‹ce› or ‹cy› noun in each gap.</p>	<p><b>L’Imperativo</b></p>

23	<p><b>The Suffixes &lt;-ise&gt; and &lt;-ize&gt;</b></p> <p>The children practise the suffixes &lt;-ise&gt; and &lt;-ize&gt;, which are added to nouns and adjectives to make verbs. The children practise the spelling rules that apply when adding these suffixes to a root word, and learn eighteen words (such as ‘despise’ and ‘capsize’) for a test.</p>	<p><b>Adjective Order</b></p> <p>The children learn that adjectives can be grouped into certain categories according to what they say about the noun they describe, and that adjectives tend to be arranged according to type.</p> <p><b>Determiners</b> (such as ‘the’) come first, followed by <b>adjectives of opinion</b> (such as ‘beautiful’), <b>size and shape adjectives</b> (such as ‘short’), <b>condition and age adjectives</b> (such as ‘old’), <b>colour and pattern adjectives</b> (such as ‘green’), <b>adjectives of origin</b> (such as ‘Chinese’), and <b>material adjectives</b> (such as ‘wooden’). The children complete the ‘order of adjectives’ table on the page by writing an appropriate adjective in each space.</p>	Il Congiuntivo e il Periodo Ipotetico
24	<p><b>The Suffix &lt;-ify&gt;</b></p> <p>The children practise the suffix &lt;-ify&gt;, which is added to nouns and adjectives to make verbs. The children practise the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ify&gt; words (such as ‘diversify’ and ‘magnify’) for a test.</p>	<p><b>Writing Adjectives in the Correct Order</b></p> <p>The children are reminded about the different adjective categories and the order in which different sorts of adjectives are usually used. They read the noun phrases on the page and rewrite each one so that the adjectives are in the right order. Then they write some noun phrases of their own choosing, remembering to write the adjectives in the correct order.</p>	Il Congiuntivo e il Periodo Ipotetico
25	<p><b>The Suffix &lt;-ous&gt;</b></p> <p>The children learn the suffix &lt;-ous&gt;, which is found in adjectives meaning ‘full of, or containing, [the root word]’. The children are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ous&gt; words (such as ‘poisonous’ and ‘hazardous’) for a test.</p>	<p><b>Adverbs of Manner</b></p> <p>The children are reminded about adverbs, and learn that adverbs can be grouped into certain categories according to what they say about the verb they describe. The lesson focuses on adverbs of manner (such as ‘noisily’ and ‘accidentally’), which tell us <b>how</b> a verb action takes place. The children complete each of the sentences on the page by adding an adverb of manner and some more information to make the sentence more interesting.</p>	Il Congiuntivo e il Periodo Ipotetico

26	<p><b>The Suffix &lt;-ious&gt;</b></p> <p>The children learn the suffix &lt;-ious&gt;, which is found in adjectives meaning ‘full of, or containing, [the root word]’. The children are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ious&gt; words (such as ‘anx<b>ious</b>’ and ‘feroc<b>ious</b>’) for a test.</p>	<p><b>Adverbs of Degree and Place</b></p> <p>The children are reminded about adverbs of manner, and learn about adverbs of degree and place. Adverbs of degree (such as ‘almost’) tell us the <b>extent to which</b> a verb action takes place, and adverbs of place (such as ‘outside’) tell us <b>where</b> a verb action takes place. The children read the sentences on the page and identify the adverbs of degree and place.</p>	Il Congiuntivo e il Periodo Ipotetico
27	<p><b>&lt;tious&gt;</b></p> <p>The children practise the suffix &lt;-ious&gt; (which is found in adjectives meaning ‘full of, or containing, [the root word]’), and learn that it is preceded by the letter &lt;t&gt; in words whose original Latin roots contained &lt;ti&gt;. They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen &lt;tious&gt; words (such as ‘conscient<b>ious</b>’ and ‘vexat<b>ious</b>’) for a test.</p>	<p><b>Adverbs of Time and Frequency</b></p> <p>The children are reminded about adverbs of manner, degree and place, and learn about adverbs of time and frequency. Adverbs of time (such as ‘now’) tell us <b>when</b> a verb action takes place, and adverbs of frequency (such as ‘rarely’) tell us <b>how often</b> a verb action takes place. The children read the sentences at the top of the page and identify the adverbs of time and frequency. Then they read the sentences at the bottom of the page and identify the prepositional phrases acting as adverbs.</p>	Analisi Logica
28	<p><b>&lt;cial&gt;</b></p> <p>The children practise the suffix &lt;-ial&gt; (which is found in adjectives meaning ‘having the qualities of [the root word]’). They learn that this suffix is often preceded by a &lt;c&gt; (usually when the letter before it is a vowel, as in ‘spec<b>ial</b>’). They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen &lt;cial&gt; words (such as ‘comm<b>ercial</b>’ and ‘sacr<b>ificial</b>’) for a test.</p>	<p><b>Adverbs Describing Other Adverbs</b></p> <p>The children are reminded about the different types of adverb they have learnt so far. They learn that some adverbs (often adverbs of degree, such as ‘really’) can describe other adverbs (as in ‘she wrote <b>really</b> carefully’). The children read and parse the sentences on the page, and ‘diagram’ them using the sentence walls. Each sentence contains an adverb describing another adverb. The children write the main adverb above the adverb describing it, and join the two words with a line.</p>	Analisi Logica



29	<p><b>‹tial›</b></p> <p>The children practise the suffix ‹-ial› (which is found in adjectives meaning ‘having the qualities of [the root word]’). They learn that this suffix is often preceded by a ‹t› (usually when the letter before it is a consonant, as in ‘<b>essential</b>’). They are taught the meanings and spellings of a number of words containing this spelling pattern, and learn eighteen ‹tial› words (such as ‘<b>influential</b>’ and ‘<b>inconsequential</b>’) for a test.</p>	<p><b>Adverbs Describing Adjectives</b></p> <p>The children are reminded that some adverbs (often adverbs of degree) can describe other adverbs, and are taught that some adverbs can describe adjectives, too (as in ‘the tea is <b>surprisingly</b> hot’). The children read and parse the sentences on the page, and then rewrite each one using an adverb to describe the adjective.</p>	Analisi Logica
30	<p><b>Words Ending in ‹-i›</b></p> <p>The children learn that English words rarely end with the letter ‹i›, and that the few words that do have usually been ‘borrowed’ from other languages. They are taught the meanings, spellings and origins of a number of words containing this spelling pattern, and learn eighteen ‹-i› words (such as ‘<b>tsunami</b>’ and ‘<b>paparazzi</b>’) for a test.</p>	<p><b>Irregular Plurals: ‹-i›</b></p> <p>The children are reminded of the different ways in which a plural can be formed, as in ‘<b>cats</b>’, ‘<b>foxes</b>’, ‘<b>days</b>’, ‘<b>parties</b>’, ‘<b>kilos</b>’ and ‘<b>tomatoes</b>’, ‘<b>feet</b>’, ‘<b>wolves</b>’ and ‘<b>deer</b>’ (which is the same in singular and plural). They learn that some words ending with ‹us› (such as ‘<b>nucleus</b>’) are made plural by removing the ‹us› and adding ‹-i› (as in ‘<b>nuclei</b>’). Words with ‹-i› plurals come from Latin. When a word ending with ‹us› comes from Greek, it is made plural in the usual way (as in ‘<b>platypuses</b>’). The children make the plurals of the Latin and Greek words on the page. Then they rewrite the sentences underneath using the plural of the singular noun in bold, and changing other words in the sentence where necessary to ensure that they agree with the plural noun.</p>	Analisi Logica
31	<p><b>‹graph›</b></p> <p>The children learn the root word ‹graph›, which comes from the Greek word ‘graphos’, meaning ‘written’ or ‘writing’. They are taught the meanings and spellings of a number of words containing this root word, and learn eighteen ‹graph› words (such as ‘<b>choreography</b>’ and ‘<b>cartographer</b>’) for a test.</p>	<p><b>Using a Colon and Bullet Points in a List</b></p> <p>The children learn how to write a vertical list using a colon (to separate the heading from the list items) and bullet points (to separate the list items from each other). They write a number of lists on the page. Each list should begin with a short introductory heading, followed by a colon. Each of the list items underneath should be on a separate line starting with a bullet point.</p>	Analisi Logica

32	<p><b>The Suffix &lt;-ology&gt;</b></p> <p>The children learn the suffix &lt;-ology&gt;, which comes from the Greek word ‘logos’ (meaning ‘word’) and is used to indicate a subject of interest or study. The children are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ology&gt; words (such as ‘etymology’ and ‘terminology’) for a test.</p>	<p><b>Parentheses (Round Brackets)</b></p> <p>The children learn that when they want to provide additional, non-essential information in their writing they can use parentheses to separate it from the rest of the sentence. Parentheses come in pairs (like speech marks), with an opening bracket at the beginning and a closing bracket at the end. The children complete the cloze sentences on the page with the right piece of additional information (in parentheses). Then they rewrite each of the long sentences underneath as two sentences, omitting the parentheses. Finally, they read the passage at the bottom of the page and add parentheses around any non-essential pieces of information.</p>	<p><b>La Parentesi Tonda</b></p> <p>Per introdurre informazioni aggiuntive, ma non essenziali.</p>
33	<p><b>The Suffix &lt;-ment&gt;</b></p> <p>The children learn the suffix &lt;-ment&gt;, which is found in nouns denoting the result of the root word. The children are taught the spelling rules that apply when adding this suffix to a root word, and learn eighteen &lt;-ment&gt; words (such as ‘parliament’ and ‘government’) for a test.</p>	<p><b>Homophone Mix-Ups</b></p> <p>The children are reminded that sometimes knowing the function of the word they want to use can help them to choose the correct spelling. For example, the &lt;-er&gt; at the end of ‘higher’ indicates that it is a comparative adjective made from the word ‘high’, whereas its homophone, ‘hire’ (a verb) has no such suffix. The children read the pairs of homophones on the page, check their meanings using a dictionary, and write a sentence for each word.</p>	
34	<p><b>The Suffix &lt;-ship&gt;</b></p> <p>The children learn the suffix &lt;-ship&gt;, which comes from the Old English word ‘scipe’, meaning ‘a condition’ or ‘something with a certain quality’. They are taught the meanings and spellings of a number of words containing this suffix, and learn eighteen &lt;-ship&gt; words (such as ‘championship’ and ‘censorship’) for a test.</p>	<p><b>Homographs and Homonyms</b></p> <p>The children learn about homographs and homonyms. Homographs are words that have the same spelling but have different meanings. (‘Homos’ means ‘same’ and ‘graphos’ means ‘writing’.) Some homographs (such as the noun ‘a <b>fly</b>’ and the verb ‘to <b>fly</b>’) are homonyms, which not only look the same but also sound the same. (‘Homos’ means ‘same’ and ‘onoma’ means ‘name’.) The children read each word at the top of the page and draw a picture for each of its possible meanings. Then they read each pair of definitions underneath and think of homonyms to match.</p>	<p><b>Omografi e Omonimi</b></p>
35	<p><b>The Suffix &lt;-ward&gt;</b></p> <p>The children learn the suffixes &lt;-ward&gt; and &lt;-wards&gt; (from the Old English word ‘weard’, meaning ‘turn’), which are found in adjectives and adverbs. They are taught the meanings and spellings of a number of words containing these suffixes, and learn eighteen words (such as ‘straightforward’ and ‘afterwards’) for a test.</p>	<p><b>Homographs and Heteronyms</b></p> <p>The children are reminded about homographs: words that have the same spelling but have different meanings. They learn that some homographs (such as the adjective ‘<b>live</b>’ and the verb ‘to <b>live</b>’) are heteronyms, which look the same but sound different. (‘Hetero’ means ‘other’ or ‘different’ and ‘onoma’ means ‘name’.) The children read the pairs of heteronyms on the page and write a sentence for each one.</p>	<p><b>Latinismi e Storia della Lingua Italiana</b></p>

36	<p><b>‹sch›</b></p> <p>The children learn the ‹sch› spelling pattern, which can be pronounced /sk/ (as in ‘<b>school</b>’) or /sh/ (as in ‘<b>schwa</b>’). Words in which ‹sch› sounds like /sk/ often come from Greek, and words in which ‹sch› sounds like /sh/ often come from Yiddish or German. The children are taught the meanings, spellings and origins of a number of words containing this spelling pattern, and learn eighteen ‹sch› words (such as ‘<b>schizophrenic</b>’ and ‘<b>schnitzel</b>’) for a test.</p>	<p><b>Antonyms and Synonyms</b></p> <p>The children are reminded about antonyms and synonyms, and learn that both words come from Greek (‘synonym’ means ‘with name’ and ‘antonym’ means ‘opposite name’). The children write synonyms and antonyms for the words on the page.</p>	<p><b>Ripasso Sinonimi e Contrari</b></p>
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