

GPS  
Week 3



# WALT: Add -ably and -ibly to words (session 1)

Look through the given -ably and -ibly ppt and complete the given quiz.

Using your knowledge from when we looked at -ably and -ibly words during the autumn term, and from looking through the ppt today, write the rules for adding -ably and -ibly to words.



Challenge: Look through your reading book, can you find any -ably and -ibly words? Make a list of these.

# WALT: Add -ably and -ibly to words (session 1 SUGGESTED RULES)

## Adding -ably



In this picture, we can see someone who is **comfortable**.

We could describe them as sitting **comfortably**.

To turn an **adjective** which already ends in **-able** into an **adverb**, we **replace** the **-le** ending of the adjective with **-ly**.

comfortable → comfortably  
(adjective) (adverb)

## Adding -ibly



In this picture, we can see someone who is **sensible**.

We could describe them as sitting **sensibly**.

As with **-able**, to turn an adjective which already ends in **-ible** into an adverb, we **replace** the **-le** ending of the adjective with **-ly**.

sensible → sensibly  
(adjective) (adverb)

# WALT: Add -ably and -ibly to words (session 2)

\*\* Choose either activity 1 or activity 2 depending on how confident you feel with adding -ably and -ibly to words

## Activity 1

Write out the following sentences adding the correct -ably or -ibly words to the sentences.

Word Bank			
possibly	terribly	adorably	noticeably
horribly	incredibly	comfortably	understandably

1. Helen was sitting \_\_\_\_\_ in her chair.
2. Mum knew that it could \_\_\_\_\_ all go wrong.
3. The weather was \_\_\_\_\_ overcast.
4. George's new puppy was \_\_\_\_\_ cute.
5. "I'm \_\_\_\_\_ sorry for what I've done," confessed Cath.
6. Jake knew that he was \_\_\_\_\_ lucky to be alive.
7. Ben's new haircut was \_\_\_\_\_ different to his usual style.
8. Hassan was \_\_\_\_\_ late when the bus broke down.

# WALT: Add -ably and -ibly to words (session 2 ANSWERS)

## Activity 1

1. Helen was sitting **comfortably** in her chair.
2. Mum knew that it could **possibly** all go wrong.
3. The weather was **horribly** overcast.
4. George's new puppy was **adorably** cute.
5. "I'm **terribly** sorry for what I've done," confessed Cath.
6. Jake knew that he was **incredibly** lucky to be alive.
7. Ben's new haircut was **noticeably** different to his usual style.
8. Hassan was **understandably** late when the bus broke down.

# WALT: Add -ably and -ibly to words (session 2)

## Activity 2

Write out the following sentences adding the correct adjective from the list below which you need to change from an adjective into an adverb by adding -ably or -ibly.

Word Bank				
forcible	comfortable	terrible	adorable	understandable
possible	horrible	noticeable	incredible	tolerable

1. Helen was sitting \_\_\_\_\_ in her chair.
2. Mum knew that it could \_\_\_\_\_ all go wrong.
3. The weather was \_\_\_\_\_ overcast.
4. George's new puppy was \_\_\_\_\_ cute.
5. "I'm \_\_\_\_\_ sorry for what I've done," confessed Cath.
6. Jake knew that he was \_\_\_\_\_ lucky to be alive.
7. Ben's new haircut was \_\_\_\_\_ different to his usual style.
8. Hassan was \_\_\_\_\_ late when the bus broke down.
9. The weather was now \_\_\_\_\_ cold outside.
10. The protestors were \_\_\_\_\_ removed from the town hall.

# WALT: Add -ably and -ibly to words (session 2 ANSWERS)

## Activity 2

1. Helen was sitting **comfortably** in her chair.
2. Mum knew that it could **possibly** all go wrong.
3. The weather was **horribly** overcast.
4. George's new puppy was **adorably** cute.
5. "I'm **terribly** sorry for what I've done," confessed Cath.
6. Jake knew that he was **incredibly** lucky to be alive.
7. Ben's new haircut was **noticeably** different to his usual style.
8. Hassan was **understandably** late when the bus broke down.
9. The weather was now **tolerably** cold outside.
10. The protestors were **forcibly** removed from the town hall.

## WALT: Add -ably and -ibly to words (session 3)

Which of the following words can you add -ably or -ibly to?

Horrible	Adorable
Terrible	Forgivable
Possible	Disposable
Edible	Enjoyable
Reversible	Valuable
Invincible	Breakable
legible	Identifiable

Look up the words in a dictionary or on the internet to check that you have added -ably and -ibly correctly.

Choose at least 6 of the words and include them in your own sentences or a paragraph. Can you give examples of simple, compound and complex sentences like we explored in last Tuesday's English session?



## WALT: Add -ably and -ibly to words (session 4)

Ask someone to read the following dictation for you to write down:

Mrs Barlow and Miss Winstanley are incredibly proud of the Year 5 pupils who are reliably completing their remote learning each day. During daily live lessons on TEAMS, they are sensibly sharing their ideas and are working remarkably hard.

Use your spelling strategies to practise spelling any of the -ably and -ibly words you did not spelt correctly in the dictation.



Write your own paragraph including the words: incredibly, reliably, sensibly and remarkably.

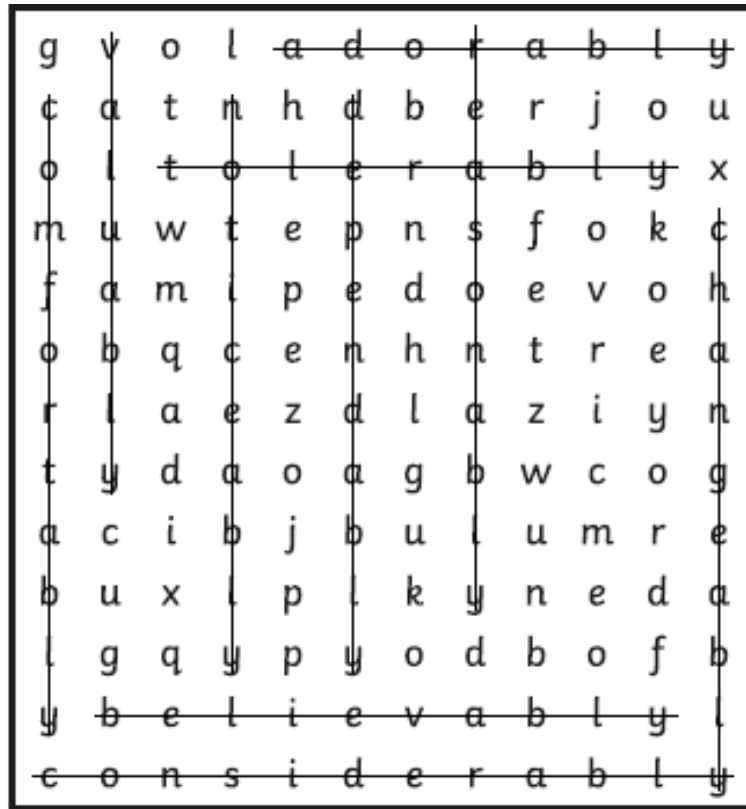
## WALT: Identify -ably words (session 5)

Can you find 10 different -ably words in the word search below?



# WALT: Identify -ably words (session 5)

## ANSWERS



adorably  
valuably  
believably  
considerably  
tolerably

changeably  
noticeably  
dependably  
comfortably  
reasonably



Write down 10 words which end in -ibly and create a word search including them.

## Ongoing Task

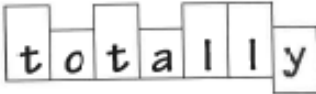
Continue to use a variety of the spelling strategies to learn your spellings.



When you have learnt to spell all of the words, write them in sentences to show that you understand the meaning of them.



Challenge: Can you use at least 2 of your spellings during conversations with your family each day?

# Spelling strategies

Look, say, cover, write, check	<p>This is probably the most common strategy used to learn spellings.</p> <p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p><b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p><b>Cover:</b> cover the word.</p> <p><b>Write:</b> write the word from memory, saying the word as you do so.</p> <p><b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Segmentation strategy	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /t/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Drawing around the word to show the shape	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

Drawing an image around the word	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
Words without vowels	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word field:</p> <p>f _ _ _ ld</p>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p>  <p>You can then reverse the process so that you end up with a diamond.</p>
Other strategies	<p>Other methods can include:</p> <ul style="list-style-type: none"> <li>Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.</li> <li>Making up memorable 'silly sentences' containing the word</li> <li>Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>Clapping and counting to identify the syllables in a word.</li> </ul>

## Year 5 and 6 Word list

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

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## Year 3 and 4 Word list

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	