

GPS  
Week 7



## Sessions 1 and 2

### WALT: Create and use a glossary of grammatical terms

Look up the meaning of the following terms and create a glossary for them.  
This will help you with today's task.

Terms: relative pronoun, possessive apostrophe, adverb and adjective.

Can you circle the relative pronoun in this sentence?

Kayden had a bed that looked like a treehouse.



a

Can you think of a word that ends in the sound /shuhl/ that matches this definition?

not real \_\_\_\_\_

b

Tick the sentence that uses the possessive apostrophe correctly:

The familys' holiday was now booked. ☐

The family's holiday was now booked. ☐

The familie's holiday was now booked. ☐



c

Choose the correct form of the verb 'to have' to fit into these sentences. Draw a line to match each sentence to the correct verb. Use each verb only once.

Today, Darcie and Oscar \_\_\_\_\_ been learning about Greek mythology.

had

Last month, Max \_\_\_\_\_ the best time at scout cub camp.

has

Florence's guinea pig \_\_\_\_\_ the softest fur.

have

e

Tick to show whether the underlined word is being used as an adverb or an adjective.

Sentence	Adverb	Adjective
The woman looked <u>angry</u> .		

d

Mr Whoops has been juggling with the letters from one of his Y5 spelling words- can you spot what it is?

s i t d a s  
r s u o

d \_\_\_\_\_ s



f

Using your knowledge of the terms, write out and answer these questions.

WALT: Create and use a glossary of grammatical terms

Term	Meaning
possessive apostrophe	
adverb	
adjective	
relative pronoun	

WALT: Match a grammatical term to its meaning

Term	Meaning
	An apostrophe used to show that one thing belongs to, or is connected to something or someone.
	A word that modifies a verb, adjective, or other adverb (e.g. slowly).
	A word used to describe a noun or pronoun.
	A word used to start a relative clause (e.g. who, that, whose, which and whom).

Terms: relative pronoun, possessive apostrophe, adverb and adjective



Write your own examples of relative pronouns, then write sentences giving an example of the use of the possessive apostrophe and including an adverb and adjective.

Or complete the sentences on the following slide.



## Relative pronouns

Examples of relative pronouns are: who, t \_ \_ \_ ,  
w \_ \_ \_ , w \_ \_ \_ and w \_ \_ \_ .

Possessive apostrophe (include the possessive apostrophes in the sentence)

Mrs Barlows dog is called Oakley and when it is time for him to eat, she calls him by saying, "Oakleys food!".

Adverb and Adjective (include an adjective and adverb into the sentence)

The child was running \_\_\_\_\_ and went  
(adverb)

past a \_\_\_\_\_ tree.  
(adjective)

# ANSWERS

Can you circle the relative pronoun in this sentence?

Kayden had a bed that looked like a treehouse.



Can you think of a word that ends in the sound /shuhl/ that matches this definition?

not real \_\_\_\_\_

**artificial**

Tick the sentence that uses the possessive apostrophe correctly:

The familys' holiday was now booked. ☐

The family's holiday was now booked. ☒

The familie's holiday was now booked. ☐



Tick to show whether the underlined word is being used as an adverb or an adjective.

Sentence	Adverb	Adjective
The woman looked <u>angry</u> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Choose the correct form of the verb 'to have' to fit into these sentences. Draw a line to match each sentence to the correct verb. Use each verb only once.

Today, Darcie and Oscar \_\_\_\_\_ been learning about Greek mythology.

Last month, Max \_\_\_\_\_ the best time at scout cub camp.

Florence's guinea pig \_\_\_\_\_ the softest fur.

had

has

have

Mr Whoops has been juggling with the letters from one of his Y5 spelling words- can you spot what it is?

s i t d a s  
r s u o

d \_\_\_\_\_ s

**disastrous**



## Sessions 3 - 5

WALT: Identify and correct misspelt words from the Year 5/6 word list

Use the Year 5/6 word list to help you with today's activity.

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



Mr Whoops has written a diary extract about what happened to him on April Fool's Day. However, he has misspelt some of his Year 5/6 words. Use the Year 5/6 word list to help you to find the misspelt words and then correct the spelling of these words.. Draw a table (like the one below) to show the misspelt and correctly spelt words.

## Session 3

Dear Diary,

I hate April Fool's Day! I have to spend my whole day looking over my showlder waiting for my mischevous naybour, Peter Pest, to play one of his usual pathetic tricks! He's a complete hinderence with absolutely no consunce, even when he manages to embaras the people on his own street. Acording to him, we should all have a better sense of humour - what a joke! This year, my day started when I walked out of my house to one of Peter's familar daft grins, so straight away, I knew he was up to something. I wearily had a thourar look around for any signs that might sugestt trouble but I didn't notice anything...that was until I opened my viercule door. He'd managed to inturfear with my car and had atached a cream pie inside. So as I opened it...SPLAT...the pie launched straight into my face. You just wait for next year, Peter Pest!

Misspelt word	Correct spelling

WALT: Identify and correct misspelt words

from the Year 5/6 word list

# Session 3

[illegible]

These are the correct spellings of the misspelt words:

shoulder	mischievous	neighbour
hindrance	conscience	embarrass
according	familiar	suggest
thorough	vehicle	interfere

## Session 4

Use your spelling strategies to practise spelling the correct versions of the words that Mr Whoops misspelt.

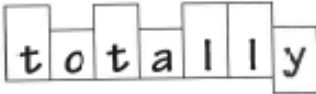
Look up the meaning of any words you are unsure of.



Choose at least 6 of the words and write them in sentences or in a paragraph.



Challenge: Can you include at least 3 of these words during your conversations today?

# 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>

## Session 5

WALT: Spell words from the Year 5/6 word list accurately

### Dictation:

Dear Diary,

I hate April Fool's Day! I have to spend my whole day looking over my shoulder waiting for my mischevous naybour, Peter Pest, to play one of his usual pathetic tricks! He's a complete hinderence with absolutely no conshunce, even when he manages to embaras the people on his own street. Acording to him, we should all have a better sense of humour - what a joke! This year, my day started when I walked out of my house to one of Peter's familar daft grins, so straight away, I knew he was up to something. I wearily had a thourar look around for any signs that might sugestt trouble but I didn't notice anything...that was until I opened my viercule door. He'd managed to inturfear with my car and had atached a cream pie inside. So as I opened it...SPLAT...the pie launched straight into my face. You just wait for next year, Peter Pest!

shoulder

mischievous

neighbour

hindrance

conscience

embarrass

according

familiar

suggest

thorough

vehicle

interfere

## Sessions 3 - 5 (Year 3 and 4 word list)

WALT: Identify and correct misspelt words from the Year 3/4 word list

Use the Year 3/4 word list to help you with the activity.

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	

Mr Whoops wrote a diary extract linked to his day. However, when he read through the opening section of it, he realised that he had misspelt 10 of the words. Use the Year 3/4 word list to help you to find the misspelt words and then correct the spelling of these words.. Complete the given table (like the one below) to show the misspelt and correctly spelt words.

## Session 3

This morning, after I had opened the curtn, I looked at the calndr and realised that I was going to help to bild a statue at a local buznes sentr to celebrate them being open for a centrewy. I took a deep bref in, as I realised that it was going to be a buzzy day. Then, when I had remembered to breve normally, I left the house and walked to the corner of my road where I cort a bus to take me there.

Misspelt word	Correct spelling

WALT: Identify and correct misspelt words

from the Year 3/4 word list

## Session 3

[illegible]



These are the correct spellings of the misspelt words:

Breath, breathe, build, busy, business,  
calendar, caught, centre, century and curtain.

### Session 4

Use your spelling strategies to practise spelling the correct versions of the words that Mr Whoops misspelt.

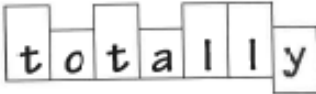
Look up the meaning of any words you are unsure of.



Choose at least 4 of the words and write them in sentences or in a paragraph.



Challenge: Can you include at least 2 of these words during your conversations Today?

# 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>
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## Session 5

WALT: Spell words from the Year 3/4 word list accurately

### Dictation:

This morning, after I had opened the curtain, I looked at the calendar and realised that I was going to help to build a statue at a local business centre to celebrate them being open for a century. I took a deep breath in, as I realised that it was going to be a busy day. Then, when I had remembered to breathe normally, I left the house and walked to the corner of my road where I caught a bus to take me there.