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|  | Tuesday  Say | Wednesday  Copy | Thursday  Copy | Friday  Cover \* | Check | Extra practice  Cover \* | Check |
| **Anti freeze** |  |  |  |  |  |  |  |
| **anticlockwise** |  |  |  |  |  |  |  |
| **Antiseptic** |  |  |  |  |  |  |  |
| **Antisocial** |  |  |  |  |  |  |  |
| **antihero** |  |  |  |  |  |  |  |
| **antiviral** |  |  |  |  |  |  |  |
| **interactive** |  |  |  |  |  |  |  |
| **Intercity** |  |  |  |  |  |  |  |
| **interact** |  |  |  |  |  |  |  |
| **Interlace** |  |  |  |  |  |  |  |
| **Interlock** |  |  |  |  |  |  |  |
| **international** |  |  |  |  |  |  |  |
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Spellings: week beginning 27/01/20. Spelling focus: prefixes anti & inter

**Important information re spellings**

This week I will be testing the children’s application of spelling rules for adding the suffixes –est/er and –ed/ing to a root word. I have given you the root word and they will need to practise adding –est/ –er or -ing/-ed to the root word using the following rules:

* If the root word ends in ‘e’ – drop the ‘e’ and add suffix
* If the root word has a short vowel sound (and ends in a single consonant) double the last letter and add suffix
* If the root word is a two syllable word ending in y – drop the ‘y’, add ’I’ and then –er/-est/ If it is neither of the above – just add –ed or -ing

In the test, I will give them the root words and I am expecting them to write the words with the –est /–er suffixes e.g. I will say “thin” and they will write “thinner” and “thinnest” in their books or, for the words in red, I am expecting them to write the words with the –ing and –ed suffixes e.g. I will say “help” and they will write “helping” and “helped” in their books.

Let me know if there are any problems