

Lesson 1: Words ending in '-tious' and '-ious'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words ending in '-tious' and '-ious'

This week's words

ambitious	fictitious	repetitious	curious	notorious
infectious	nutritious	amphibious	devious	obvious

Revise

- Starter:** Recap a selection of Stage 4 words by asking the children how they would sort the words. Allow time for discussion, children could use whiteboards to write their answers.
- There are various answers, but attention should be drawn to the suffixes. Share **1.1**.

Introduction

- This Week's Words:** Share this week's words on **1.2**. Check for understanding and correct punctuation. What do all these words have in common? Establish that they are all adjectives.
- Ask children to sort the words into two groups; words ending in '-tious' and those ending in '-ious'. Share **1.3**.
- Etymology:** Share **1.4** and **1.5** explaining the etymology of 'amphibious' and 'fictitious'.
- Syllable Maps:** Ask the children to work with a partner to clap out the syllables in this week's words on **1.6**.
- Clap out and map the syllables for 'in|fec|tious'. Children then work with a partner/individually to work out where the syllable breaks are in 'am|phib|i|ous' and 'no|to|ri|ous'. Share answers and correct where necessary on **1.7**.
- Children to complete identifying the syllables with the remainder of their words using **1.8**. Answers on **1.9**.
- Phoneme Maps:** Look at the sounds that words 'obvious', 'ambitious' and 'curious' make.
- Model how to identify these sounds with the first word. Draw a dot underneath each individual sound. Where there are digraphs and trigraphs, where two or three letters make one sound, a line should be drawn.
- Ask the children to complete the remainder either independently or with a partner. Check answers and correct where necessary. **1.10**.

Main Teaching Input

- Share **1.11** which explains that some of this week's suffixes sound like /shus/ while others sound like /ee/-/us/.
- How do we know which ending it is?
 - The /shus/ words have the 'tious' suffix.
 - The noun form of that word ends in 'tion'.
- Which of this week's words does this apply to? Can children work out the noun form of 'repetitious', 'ambitious', 'nutritious' and 'fictitious'?
- Share **1.12** which highlights the words ending in /ee/-/us/. Can children think of any more words that share that ending? (various, glorious, victorious, envious, serious, etc.)
- Ask children to identify the missing word from each sentence. **1.13** and **1.14**. Answers on **1.15** and **1.16**.

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Independent

Dictionary Skills: Children to find the dictionary definitions of this week's words and then write their own sentences using these words **1.17**. Possible answers on **1.18**.

Challenge: How many of their words can they use in a sentence?

Share **1.19** with the children. Explain that they are going to complete the Word Shed grid based on the word 'amphibious'.

Possible answers on **1.20**.

Ask the children to complete the four sections:

- Definition
- In a sentence
- Antonyms
- Synonyms

In the examples and non-examples, encourage students to say why they have made their choices, e.g., goldfish in non-example because it lives in water but not on land.

Consolidation → **Morphology Matrix:** Investigate how to build additional words based on this week's words by adding suffixes and/or prefixes to the root or base word 'infect', e.g., disinfected, reinfections, superinfection, etc. **1.21** Possible answers on **1.22**.