



## Lesson 2: Words with the prefix 'in-' meaning 'not'

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the prefix 'in-' meaning 'not'

### This Week's Words

inactive  
indefinite

incorrect  
inelegant

invisible  
incurable

insecure  
inability

inflexible  
inadequate

### Revise

#### Starter:

- Share 2.1 and recap last week's words by asking the children to identify the spelling from its description.
- Share 2.2, this time asking the children to identify the word from a picture.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and correct where necessary.

### Introduction

#### This Week's Words:

- Share this week's words on 2.3. Check for understanding and correct pronunciation. What do all these words have in common? Establish that all of this week's words have the prefix 'in-'.
- In this week's words, what does the prefix 'in-' mean? How does it change the meaning of the root or base word?
- The prefix 'in-' means 'not' and it makes a new word with the opposite meaning to the root or base word.

#### Irregular Spelling Pattern:

- Share 2.4 and discuss why 'inactive', 'indefinite' and 'inadequate' are difficult to sound out.
- Explain that they all look like they have a split digraph at the end. However, they don't have the long vowel sound produced by a split digraph and it is the last two letters which produce the final phoneme. Invite children to think of more words which follow the same pattern.

#### Etymology:

- Share 2.5 explaining the etymology of 'invisible'.

### Main Teaching Input

#### Syllable and Phoneme Maps:

- Ask the children to work with a partner to clap out the syllables in this week's words. Share 2.6 and sort the words according to the number of syllables in each word.
- Jamal wants to know which word has the most syllables. ('Inability' has five syllables.)
- Show 2.7 and model how to split the word 'inactive' into syllables and phonemes.
- Model breaking 'in|ac|tive' into its three syllables. Draw a long line for the syllable break, so it doesn't look like a letter 'l'. You may choose to use a different colour pen to make the syllable breaks stand out.
- For the phoneme map, draw a dot underneath each individual sound. Where multiple letters make one sound, a line should be drawn.
- Ask children to then work with a partner/individually to map out the syllables and phonemes in 'inadequate' and 'insecure'.
- Share answers and correct where necessary.
- Show 2.8 and ask the children to complete mapping the syllables and phonemes with a selection of this week's words. Answers on 2.9. Check syllables and phonemes are correct as a class.
- Share 2.10 and ask the children to decide whether the word is spelled correctly, then correct the misspelled word. Answers also on 2.10.
- Share 2.11 and ask children to complete the sentences with the missing words. Answers on 2.12.

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#### Independent

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Choose the activity that best matches the abilities of the children in your class.

- **Simplify** - Dictionary Skills: Share 2.13 and ask children to match each word to its correct definition. Answers on 2.14.
- **Challenge**: Invite children to write their own sentences for this week's words.
- **Expect** - Share 2.15 with the children. Explain that they are going to complete the Word Shed grid based on the word 'inelegant'. Possible answers on 2.16.

#### Consolidation

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##### 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 'correct', e.g., Correction, corrections, correctness, overcorrected, hypercorrection, etc. 2.17. Answers on 2.18.
- Are children able to create words with both prefixes and suffixes? Encourage the use of a dictionary to check the spellings of their new words.

#### Extended Learning

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##### Spelling Shed @ Home:

You may wish to use this activity sheet as a way to extend learning beyond the classroom. Alternatively, it can be used in the classroom as a focus activity.