

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

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.

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**.

Ask the children to complete the five sections:

- Definition
- In a sentence
- Antonyms
- Synonyms
- Words with four syllables

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 '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.