

## Lesson 1: '-tious' and '-ious'

### Objectives

- To understand how a suffix changes the meaning or grammatical form of a word
- To spell words ending in '-tious' and '-ious'

### This week's words

ambitious	melodious	various	glorious	fictitious
infectious	victorious	nutritious	cautious	mysterious

### Revise

#### Starter:

- Share 1.1. Ask the children to add sound buttons to a selection of words from Stage 4.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and address misconceptions where necessary.

### Introduction

#### This Week's Words:

- Introduce this week's words on 1.2. Using a 'spelling voice', read through the words by pointing to each word and reading it clearly. **Note:** a 'spelling voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('mmm' not 'muh', etc.).
- Check for understanding and ensure correct pronunciation. What do all these words have in common? Establish that this week's words all have the word endings '-tious' and '-ious'.

#### Word ending '-tious':

- Using 1.3, investigate this week's words that end with '-tious'.

#### Word Ending '-ious':

- Using 1.4, investigate this week's words that end with '-ious'.

#### Etymology:

- Share 1.5 and explore the meaning of the word 'fictitious'.

#### Morphology:

- Using 1.6, explore which new words can be made by adding prefixes and/or suffixes to the base word 'infect', e.g., infection, reinfected, etc.
- You may wish for children to work as a whole class or in smaller groups.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

### Main Teaching Input

#### Syllable Count:

- Share 1.7 and ask the children to sort this week's words according to the number of syllables. Click the diamonds to reveal which words have that number of syllables.

#### Syllables and Sounds:

- Using 1.8, ask the children how many sounds they can hear in the word, 'melodious'. Establish that there are eight sounds, so we will need eight sound buttons.
- Show children how to add the sound buttons for the word 'm-e-l-o-d-i-ou-s'. Use a dot for individual sounds, red dots for consonant blends and a line for digraphs or trigraphs.
- Now model how to split the word 'me|lo|di|ous into syllables. Establish that a syllable is a 'beat' of sound in each word. Each syllable should contain a vowel sound, so it may help to count the vowel sounds heard in each word.
- Draw a long line for the syllable break. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.

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### Main Teaching Input

#### Syllables and Sounds:

- Invite the children to work with a partner to map out the syllables and sounds in the words 'in|fec|tious', 'vic|to|ri|ous', and 'var|i|ous'.
- Show 1.9 and ask the children to map the syllables and sounds for this week's words. Answers on 1.10.
- Check answers and address misconceptions where needed.

### Independent

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

- **Simplify** - Using 1.11, ask the children to write a sentence about the pictures, remembering to include the word in their sentence. Then read the sentences and choose the best words to finish them. Answers on 1.12.
- **Expect** - Using 1.13 invite the children to write the missing words to complete the sentences. Answers on 1.14.

#### Word Shed:

- Share 1.15 and ask the children to complete the Word Shed grid based on the word 'cautious'. Possible answers on 1.16.

### Consolidation

#### Which Word?:

- Using 1.17-1.20 invite children to write the word or words that match the clue given by Bumble the bee.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

### Optional Independent Extended Learning

#### Word Shed

Print additional copies of the blank Word Shed on 1.21. Students can investigate other words on this week's list.

#### Morphology Matrix

Print additional copies of the Morphology Matrix on 1.22. Invite the children to choose a word on this week's list and see how many new words they can create by adding prefixes and/or suffixes. Provide support to those that need it by suggesting prefixes and suffixes that could be used with particular words.

#### Word Hunt

Print and laminate the words on 1.23. Hide them around your classroom, invite children to find them, and read them to a friend.

#### Roll and Read

Using 1.24, children work with a partner to roll a dice and read a word from the corresponding column. They put a counter down if they read the word correctly, first one to put 4 counters in a line wins.