

Lesson 2: Words with the prefixes 'in-' and 'sub-'

Objectives

- To use knowledge of common prefixes, suffixes and word origins, to spell more complex words
- To spell words with the prefixes 'in-' and 'sub-'

This Week's Words				
inactive	incorrect	indefinite	inadequate	invisible
subheading	subject	submarine	submerge	subtropical

Suggested Timings:

Lesson 1
Slides 2.1-2.6

Lesson 2
Slides 2.7-2.11

Lesson 3
Slides 2.12-2.19

Lesson 4
Slide 2.20, plus 2.21-2.24 (optional)

Lesson 5
Hive Game

Revise

Starter:

- Share 2.1 and 2.2. Ask the children to write which of last week's word matches the description and picture.
- 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 2.3. 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 have the prefixes 'in-' and 'sub-'. What do the prefixes mean? How do they change the meaning of the base word?

Irregular Spelling Pattern:

- Show 2.4 and explore why 'inactive', 'indefinite' and 'inadequate' might be difficult to sound out.

Word Meanings:

- Share 2.5 and 2.6 and discuss the meanings of this week's words with the help of pictures and definitions.

Main Teaching Input

Etymology:

- Share 2.7 and investigate the etymology of the word 'invisible'.

Word Sort:

- Show 2.8 and ask the children to sort this week's words according to the number of syllables.

Sound Buttons and Syllables:

- Using 2.9, demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'inactive', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme. Show children how to add the sound buttons for the word (i-n-a-c-t-i-ve). 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 'in|ac|tive' into syllables. Draw a long line for the syllable break. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- 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.
- Then read out the individual sounds in the words 'inadequate', 'submerge' and 'subheading' and ask the children to follow the same process to add the sound buttons and syllables.
 - inadequate: i-n-a-d-e-qu-a-te, in|ad|e|quate
 - submerge: s-u-b-m-er-ge, sub|merge
 - subheading: s-u-b-h-ea-d-i-ng, sub|head|ing
- Show 2.10 and ask the children to map the syllables and sounds for a selection of this week's words. Answers on 2.11.

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Independent

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

- **Simplify** - Using 2.12, ask the children to put this week's words into alphabetical order, then write a sentence about the pictures. Answers on 2.13.
- **Expect** - Using 2.14 and 2.15, invite the children to write sentences about the pictures, remembering to include the word in the sentence. Then complete the sentences by replacing the missing word with one of the blue words. Answers on 2.16 and 2.17.

Word Shed:

- Share 2.18 and ask the children to complete the Word Shed grid based on the word 'incorrect'. Possible answers on 2.19.

Consolidation

Word Spotter:

- Using 2.20, ask the children to clap their hands when they see or hear one of this week's words.

Optional Independent Extended Learning

Word Shed

Print additional copies of the blank Word Shed on 2.21. Students can investigate other words on this week's list.

Word Sort

Using the word cards and/or picture cards and the sorting mat on 2.22-2.24, invite the children to sort the words/pictures according to the prefix.

Word Match

Print the word cards and picture cards on 2.23 and 2.24. Place the cards out face down. Ask the children to turn over two cards at a time and try to find matching pairs. Once a pair has been found, the child says the word and keeps the pair. The player with the most pairs wins.

Optional Activities

Use the activities on slides 2.25-2.28 to allow children to engage with their new words. There are four slides, designed to reinforce skills or review previous lessons in a low-pressure way. They could be used as 'morning work' as the children arrive in the classroom, or at another time to suit your timetable.