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| **Objective** | **Guidance** | **Word List** | **Teaching Sequence** |
| Prefixes, inter, anti, auto and super | The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.     Before a root word starting with l, in– becomes il Before a root word starting with m or p, in– becomes   im–.     Before a root word   starting with r, in– becomes ir–.    sub– means ‘under’. inter– means ‘between’ or ‘among’. super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’. | interact, intercity,  international,  interrelated  antiseptic,  anti-clockwise,  antisocial  autobiography,  autograph  supermarket,  superman, superstar | **Investigate**  **Lesson one**  Listening sort. Teacher reads out the list of words and children decide which category they belong in as they are read. Could be jotted on a whiteboard. Can be changed during and after sort. Check the way they have sort the words with a partner.  **Lesson two**  **Speed sort.**  A closed sort that the children have to do as fast as they can. Children time themselves and then do it again trying to beat their own time.  **Word observation activity**  Each group given a different word with a different prefix. They are to note down what they notice. (root word, syllables, synonyms, vowels and consonants etc) Share their findings.  **Lesson three**  **Word observation activity**  Each group given a word with the same prefix but a different observation activity.  Sound – How many? What can you say and the vowels and consonants? Is it made up from more than one word?  Pattern – How many syllables? Any other words spelt the same way? Which syllables are emphasised when you say the word?  Meaning – Is the word used often?  What is the root part of the word? Can you think of any other words with this root word? What does the prefix tell you about the words meaning?  **Challenge**  **Lesson 4/5**  Dictionary activity with the word bank. Children to find the meanings to help them understand what the prefix does to the word. (Further discussion afterwards)  Find/think of some other words that also use the prefixes that aren’t in the original word bank. (to be added to the word wall)  **collaborative test** based on the rules they have learnt  Variety of words using the different prefixes. Work in pairs to spell the words.  (hopefully, they can apply their knowledge of the rules they have been learning)  **Reflect**  **Lesson eight/nine**  Feedback on the meaning of some of the words.   * Create a poster that represents each of the prefixes using example words, images, sentences, meanings.   Share them.  ***Ongoing***  *Word searches (worksheetgenius.com)*  *Bingo games*  *Acrostic*  *Apply the words in own writing.*  *Notice the words with the spelling patterns in independent and shared reading* |