|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Guidance** | **Word List** | **Teaching Sequence** |
| **The suffix –ous** | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.  Sometimes there is no obvious root word.  –our is changed to –or before –ous is added.  A final ‘e’ must be kept if the /dʒ/ sound of ‘g’ is to be kept.  If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e. | courageous,  outrageous  serious, obvious, curious  hideous, spontaneous,  courteous  humorous, glamorous,  vigorous  poisonous, dangerous, mountainous, famous, various  tremendous,  enormous, jealous | **Investigate**  **Lesson one**  **Word observation Activity**  Look closely at the word-**courageous**  On whiteboards, jot down anything you notice e.g. syllables, consonants/vowels, root word. **(stop and jot technique)**  Get into pairs and discuss with a partner.  Then the pairs join to make a group of four to discuss each others observations.  Feedback as a class and then record learning on the Word Wall.  **Lesson two**  **Word observation activity**  Look closely at the  word **dangerous.**  Follow the same sequence as last lesson.  Then give the root word **danger** and create a word web from it and discuss. (synonyms, creating new words, topic words) Model this with the class.  Then give children the words, **poisonous** and **humorous** . Working in partners, ask them to begin to create word webs of their own.  Sit the children in an inner and outer circle. Label themselves A and B. A stays put, B moves clockwise once around the circle to share with the next person. Build up word banks and check spellings with each other. After a couple of turns, return to original partner and discuss learning.  **Lesson three**  Open sort with a bank of words from the list.  Children cut up the words and work in small groups to sort them according to their own criteria. Send an envoy from each group to find extra information and then report back.  Record on the word wall all the different types of criteria that we used.  **Lesson four/five**  **Closed sort 1**  Give the children the sort headings  **Obvious root word and not an obvious root word.**  Ask them to sort the words from the list.  **Closed sort 2 (sorting non root word)**  ‘our’ changes to ‘or’ and add ‘ous’.  A final ‘e’ must be kept if the sound of ‘g’ is to be kept.  If there is an ‘i’ sound at the end it is spelt ‘ious’  Oddballs  Discussions then necessary.  **Challenge**  **Lesson six/seven/eight**  In the groups from lesson six, create a poster to share with the class including word webs, an extended word bank, definitions/meanings**,**  etymology, proof of their rule etc…  **collaborative test** based on the rules they have learnt  Variety of words using the different rules. 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 posters to the wider class.  **Ongoing**  *Word searches (worksheetgenius.com)*  *Bingo games*  *Apply the words in own writing.*  *Notice the words with the spelling patterns in independent and shared reading* |