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| **Objective** | **Guidance** | **Word List** | **Teaching Sequence** |
| Words ending in –ant, -ance, -ancy, -ent, -ence and –ency  *Choose from a selection of the activities in each part of the teaching sequence.* | Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; – ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /?/ sound in the right position.  There are many words, however, where the above guidelines don’t help. These words just have to be learnt. | observant  observance  observation  expectant  expectation  hesitant  hesitancy  hesitation  tolerant  tolerance  tolerance  substance  substantial  innocent  innocence  decent  decency  frequent  frequency  confident  confidence  confidential  apparent  conscience  existence  hindrance  nuisance  convenience  obedient  independent  independence | **Investigate**  Open sort and children share what they have done  Closed sort – sort the words in to word classes.  Group some of the words based on nouns or adjectives.  **Noun adjectives**  observation observant  Provide children with other root words which use the same endings – can they turn them into nouns, adjectives, adverbs etc, using the spelling patterned noted.  What do you notice about the word endings?  **Challenge**  What do you notice about words?  Can the children think of any other similar words?  Children create a word observation(number of vowels/consonants, syllables, word family, synonyms/antonyms, use it in a sentence, word classes, number of words, definition, does it)  Use the word observation sheet to help them think of different ideas.Children could work on different words and then feedback.A great display!(done over two sessions to cover a range of words)  Ask the children to act out the meaning of the adverbs  Start some example sentences with the adverbs.  Can they put the nouns and adjectives in one sentence?  **Reflect**  Children write a crazy sentence using as many of the words as possible in a sentence that makes sense. *Perhaps write this on large paper for display.*  Collaborative test in pairs.  Write a short piece of writing in pairs that uses all or most of the words. |