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Words ending ‘ant’, ‘ance’, ‘ancy’, ‘ent’, ‘ence’ and ‘ency’

Prior learning

Know some simple spellings for words that end in ‘ant’ and ‘ent’.

Learn

Tell the children that these are spellings where the rules are scarce, but knowledge of word roots and other related words in the family can help. For instance, if you can remember ‘observance’ where the /ai/ sound is clear, then you can also remember that ‘observant’ is spelled with an ‘a’ too.

Year 5 Practice Book activities

Year 5 Practice Book activities provide a useful visual trick for finding variants of a spelling. The activities in 100 English Lessons Year 5 will also help to support this.

Curriculum objectives

To spell words ending in ‘ant’, ‘ance’, ‘ancy’, ‘ent’, ‘ence’ and ‘ency’. (Spelling appendix)

Success criteria

I can spell some new words which end in ‘ant’, ‘ance’, ‘ancy’, ‘ent’, ‘ence’ and ‘ency’.

100 English Lessons Year 5 links:

• Autumn 1, Week 4 (page 30): Lesson 5, Suffixes ‘-ant’, ‘-ance’, ‘-ancy’, ‘-ent’, ‘-ence’, ‘-ency’
• Summer 2, Week 5 (page 193): Lesson 5, Spelling words ending ‘-ant’ and ‘-ent’

Year 5 Practice Book links:

(pages 10–13): Lesson 5, Spelling words ending ‘-ant’, ‘-ancy’ and ‘ency’.

Talk

• Use the hand-drawn or carefully cut offerings – computer-generated, the type of word will determine its spelling.


Learn

• Which words are spelled ‘ant’?
• Which words are spelled ‘ent’?

Activities

1. Match up the pairs of words. Write out the two lists of words. Circle the ‘a’ or the ‘e’ in the first word that will help you remember the spelling of the second.

   A.
   B.
   C.
   D.
   E.
   F.

2. Choose ‘ant’ or ‘ent’ to complete the word. Write the word.
   a. The fox walked by the river.
   b. ‘Listen’ is one of the most frequently used words in the English language.
   c. I can’t believe I’m going on holiday next week.

Homophones

Prior learning

• Recall homophones learned in Years 3 and 4.

Learn

• Tell the children this is an area of spelling which may take continued recap. Even when secure with a wide range of homophones, you may still make mistakes. Impress upon them that checking your work carefully is a crucial aspect to the correct spelling of homophones.

Activities

1. Choose the correct homophone in each sentence. Write the word.
   a. I practised/practiced the piano every day.
   b. My bicycle was lost/stolen last week.
   c. “Come quick!” called Dad, with great urgency.
   d. He walked straight passed past the house.
   e. ‘Keep’/ ‘keep’ is a verb which allows you to do something.

100 English Lessons Year 5 links:

• Starter activity 2 (page 11): Homophones
• Autumn 1, Week 5 (page 32): Lesson 2, Homophones
• Autumn 1, Assess and review (page 37): Homophones
• Summer 2, Week 1 (page 181): Lesson 5, Homophones

Year 5 Practice Book links:

(pages 181): Lesson 5, Homophones

Curriculum objectives

To continue to distinguish between homophones and other words which are often confused.

Success criteria

I know the spellings of words which sound the same.
Describing settings and atmosphere

Prior learning

- Understand that writers use language to create strong settings and atmosphere.
- Read aloud some openings or extracts from stories, asking follow-up questions about the setting and atmosphere created. Focus on the choice of verbs, adverbs, adjectives, similes and metaphors.

Talk

- Prepare Emma’s story from the textbook on a printed sheet. Give out the first part of the story from Ask the children to read it in pairs or threes and talk about how they might add more detail. Allow them to annotate the sheet. Feed back the suggestions to a class discussion. Next, show them the improved second version. Undertake the same revise and feedback process before getting to work on the book.

- On an ongoing basis, as a starter or as a filler at the end of a lesson, ask what the children are currently reading. Invite volunteers to talk about where their book is set and what the atmosphere of it is like. Challenge them to find a section which has a good description of place and atmosphere. Remind them that their choice of extract shouldn’t give away too much of the story, in case it spoils it for another reader.

Activities

- Challenge the children to create further descriptions where the setting could be:
  - The seaside
  - A forest
  - A futuristic world
  - A prehistoric world
  - The edge of a lake
  - A graveyard

- Make a toolkit for descriptive challenges including cards for person, place, time and weather. As an extra challenge at any time, the children can pick one card at random from each set to begin writing a description. They could also pick two from the person set and have some dialogue in the description to help build up the atmosphere.

- In pairs or threes, give the children a novel extract which has a certain atmosphere. Ask them to keep the same setting, but change the atmosphere. For a harder task, ask them to keep the atmosphere and the characters, but change the setting.

Curriculum objectives

- In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- In writing narratives, to consider how authors have developed characters and settings in what they have read, listened to or seen performed.

Success criteria

- I can add detail to settings and create atmosphere.

100 English Lessons

Year 6 links:
- Autumn 1, Week 2 (page 24): Lesson 5, Bringing settings to life
- Autumn 1, Week 5 (pages 31–33): Write a journey story
- Autumn 1, Assess and review (page 39): A journey story
- Summer 1, Week 2 (pages 150–152): Look at the power of description in Cane’s War
- Summer 1, Assess and review (page 167): An evacuation story
- Summer 2, Assess and review (page 199): Historical narratives

Year 6 Practice Book links:
- (pages 110–111): Less is more
- (pages 112–113): Amazing atmosphere

Making a description table

Sometimes it helps to make a description table to give you ideas.

<table>
<thead>
<tr>
<th>The market – setting</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>bright, colorful</td>
<td>crowded</td>
</tr>
<tr>
<td>Movement</td>
<td>slow</td>
<td>painful</td>
</tr>
<tr>
<td>Adjectives</td>
<td>smiley</td>
<td>sweaty</td>
</tr>
<tr>
<td>Movement</td>
<td>fast</td>
<td>windy</td>
</tr>
<tr>
<td>Adjectives</td>
<td>bright</td>
<td>Colourful</td>
</tr>
<tr>
<td>Movement</td>
<td>calm</td>
<td>vividly</td>
</tr>
<tr>
<td>Adjectives</td>
<td>light</td>
<td>smelly</td>
</tr>
<tr>
<td>Movement</td>
<td>fast</td>
<td>slowly</td>
</tr>
<tr>
<td>Adjectives</td>
<td>bright</td>
<td>Colourful</td>
</tr>
<tr>
<td>Movement</td>
<td>calm</td>
<td>vividly</td>
</tr>
</tbody>
</table>

Using the descriptions from the table you can make:

1. Make your own description table for other parts of the market. Use a thesaurus to help you find new words. Continue the story. Then label your writing to show the descriptions you have used to help the reader see and feel it.
2. With a partner, write two similes and one metaphor that describe your school.
3. In pairs, rework this passage adding to the setting and atmosphere. Use the example on page 48 to help you.
4. Share your writing with another pair. Discuss why you have chosen your descriptions.
5. In pairs, rework your descriptions and read them to the rest of the class.

Tip

- Think about how punctuation could add to the description.
- Always remember to ask yourself questions like, ‘Am I using strong verbs?’ ‘Have I used similes and metaphors?’ ‘Do I need an adverb or adverbial phrase?’
- Make a spider diagram to plan for a subject or as a filler at the end of a lesson, ask what the children are currently reading. Invite volunteers to talk about where their book is set and what the atmosphere of it is like. Challenge them to find a section which has a good description of place and atmosphere. Remind them that their choice of extract shouldn’t give away too much of the story, in case it spoils it for another reader.

Tip

- Make a toolkit for descriptive challenges including cards for person, place, time and weather. As an extra challenge at any time, the children can pick one card at random from each set to begin writing a description. They could also pick two from the person set and have some dialogue in the description to help build up the atmosphere.

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