

## Word of the Week: Literacy Workshop (E3 – L2)

- Word of the Week (between 10 and 20 minutes) takes place at any time during the lesson – often at the beginning or the end. It usually begins with students looking up the selected word in dictionaries and sharing their findings.
- The word is normally written on the board in advance as some students like to make a head start if they arrive early. Occasionally, the word is communicated orally (for example,

tsunami) and students are challenged to find the word in the dictionary without having the spelling in front of them.

- Words from previous sessions should be revised by re-running related PowerPoints (available on site), informal checks with mini whiteboards, class dictation or homework sheets.

**Note:** this **is not** a complete scheme of work, each ‘word’ represents only 10-20 minutes activity in a 2-hour lesson.

Wk	Word	Main focus	Related words	Other points	Related texts
1	tomato	<ul style="list-style-type: none"> <li>• plurals – adding s and es to words ending in o</li> <li>• nouns</li> </ul>	banjo, domino, piano, potato, cello, avocado, hero, echo, video, stereo	Origins – Aztec, S American – tomatl Music and foreign words: banjo (-s). Old English words: potato (-es). Where the o follows a vowel: video (-s)	<i>No shared text here as it was start of term and we were doing ice breakers and diagnostic assessment. However, recipes, supermarket fliers, or healthy eating ('5 portions a day') leaflets would be ideal.</i>
2	peach	<ul style="list-style-type: none"> <li>• plurals (and third person singular) of 'hissing' words ending in x, s, ss, ch, sh, x, z.</li> </ul>	glass, box, dish, fizz, radish, match, pass, mix, church	Nouns Words within words – pea, each	
3	port	<ul style="list-style-type: none"> <li>• root words [to carry], prefixes</li> <li>• homonyms 1: alcoholic drink 2: harbour, left side of ship</li> </ul>	import [carry in], transport, support, porter, porthole, report [carry back]	Verbs and nouns. Changing one to another with suffixes e.g. transport to transportation.	UK Government publications – fire safety, what to do in an emergency, etc. (instructions and information). <i>Many of these are available as PDFs so can be displayed via data projector etc.</i>
4	foot	<ul style="list-style-type: none"> <li>• irregular plurals</li> <li>• related meanings – measure, body part, foot of mountain</li> </ul>	sheep, ox (oxen), mouse, goose, child, fish, die (dice)	Homonyms – measure, body part (different but related) Noun, verb – foot the bill. Idioms (put your foot in it, best foot forward, etc.)	
5	tap	<ul style="list-style-type: none"> <li>• homonyms 1: water tap 2: tap on door</li> <li>• parts of speech: nouns, verb</li> </ul>	slap, snap, clap, rap, yap	Doubling consonants (tapping, tapped) Past tense -ed Imperative – instructions Onomatopoeia	

Wk	Word	Main focus	Related words	Other points	Related texts
6	race	<ul style="list-style-type: none"> <li>• homonyms meaning 1: human race</li> <li>meaning 2: horse race</li> </ul>	racing, raced, racehorse, racy, racer	Parts of speech – verb, noun. Suffixes: remove an e before adding -ing Past tense -ed	Weather and sports reports. Day in the Life of...
7	happy	<ul style="list-style-type: none"> <li>• comparatives and superlatives. happier, happiest</li> <li>• spelling – change y to an i</li> </ul>	sunny, funny, foggy, rainy, snowy, breezy, windy	Use of elder – older, eldest – oldest.	
<b>Half term</b>					
8	steal	<ul style="list-style-type: none"> <li>• irregular past tense - stole, stolen</li> </ul>	choose (chose, chosen), break (broke, broken), took (take, taken)	Dictation on last half term's words – plurals, doubling consonants, etc. Related words: stealth	Vale of White Horse 'Waste Views' newsletter. (Includes articles on fly tipping, local sports, waste disposal, recycling, etc.)  Homograph information sheet ( <i>available on site</i> ).
9	waste	<ul style="list-style-type: none"> <li>• parts of speech (noun, adjective, verb)</li> <li>• word endings</li> </ul>	waster, wasteful, wasting	Idioms – don't waste your breath, waste of time, waste not want not. Waist (homophone) if it crops up!	
10	tip	<ul style="list-style-type: none"> <li>• doubling consonants</li> </ul>	tipped, tipping, tipper, fly tipping	Parts of speech (verb, noun, adjective) Homonyms – tip over, finger tip, etc.	
11	chemist	<ul style="list-style-type: none"> <li>• various words with silent letters</li> </ul>	chemist, which, whole, school, centre, schedule	Highlight silent letters in shared text	
12	wheel	<ul style="list-style-type: none"> <li>• word endings</li> <li>• compound words - cartwheel, wheelchair</li> </ul>	reel, heel, feel, peel, keel, reel	Silent letters Parts of speech – noun, verb Idioms: wheeler dealer,	
13	clean	<ul style="list-style-type: none"> <li>• prefixes and suffixes</li> <li>• parts of speech</li> </ul>	cleaner, unclean, cleaner, cleanliness	Closely related word root – cleanse Use 'clean' word map ( <i>available on site</i> )	
14	present	<ul style="list-style-type: none"> <li>• homonyms give a present, present a ..., present day</li> </ul>	presenter, presently, presentation, presentable	Parts of speech – noun, verb, adjective Differences in stress (Christmas present, present a prize). Introduce homographs – sow, wind, moped, etc.	
<b>Christmas</b>					

Wk	Word	Main focus	Related words	Other points	Related texts
15	<b>tsunami</b>	<ul style="list-style-type: none"> <li>foreign (loan) words</li> <li>Japanese: nami – wave, tsu – harbour</li> <li>silent letters</li> </ul>	tsunamic –adj plural - tsunami/s	Compare tsu with ‘port’ in week 3 Other loan words: boccia – cropped up in sports review in week 13, original meaning ‘ball’ (Italian)	Variety of letters inc. tsunami appeal letter, formal letters of complaint, thank you letters, etc.
16	<b>action</b>	<ul style="list-style-type: none"> <li>‘shun’ words</li> <li>suffixes</li> </ul>	fraction, friction, reaction, inaction, satisfaction, subtraction, attraction, contraction	Suffixes -tion most common way of making ‘shun’ sound. Fashion and cushion are the only two words that use <b>sh</b> to make ‘shun’ at end of a word	
17	<b>past</b>	<ul style="list-style-type: none"> <li><b>not</b> a verb.</li> <li>use with time e.g. half past six,</li> <li>I walked past the shop, etc.</li> </ul>	fast, last, mast ( <b>do not</b> mention passed unless sit crops up)	Use real Level 1 exam question with missing word (past) question as part of homework (along with other similar spelling / grammar questions from previous papers)	
18	<b>would could should</b>	<ul style="list-style-type: none"> <li>auxiliary (helping) verbs.</li> <li>mnemonics</li> </ul>	<b>shoulder, boulder, mould, smoulder</b>	Dictation on previous weeks (doubling consonants, silent letters) Student to make up mnemonic for o u l d letter string (e.g. old umbrellas look dusty)	
19	<b>where here there</b>	<ul style="list-style-type: none"> <li>-here- ‘place’ words</li> </ul>	therefore, nowhere, anywhere, elsewhere, whereas	Compound words (refer back to week12) Extension – sphere, atmosphere	
<b>Half term</b>					
20	<b>wouldn’t couldn’t shouldn’t</b>	<ul style="list-style-type: none"> <li>revise week 18</li> <li>introduce apostrophes of omission</li> </ul>	don’t, haven’t, won’t, can’t, it’s, shan’t, etc.	Play apostrophe card match game ( <i>available on site</i> ) Use sample exam questions	No shared text – (apostrophes are main focus of these two lessons). ( <i>Possessive apostrophe worksheets available on site</i> )
21	<b>notify</b>	<ul style="list-style-type: none"> <li>suffixes</li> <li>changing a ‘y’ to an ‘i’</li> </ul>	identify, clarify notification, notifies, note, notation identification, clarifies	Dictation – place words, shoulder, -tion words, etc.	

Wk	Word	Main focus	Related words	Other points	Related texts
22	<b>paragraph</b>	<ul style="list-style-type: none"> <li>• prefixes</li> <li>• word origins</li> </ul> <b>para:</b> separate from, against, alongside <b>graph:</b> to write or draw	<b>separate</b> , parachute – protect against a fall (chute), paramedic, parasol – to separate / protect from sun telegraph, autograph	Paragraph (to write besides – originally a line or mark made alongside a piece of writing used to show a change in sense or meaning). Dictation – apostrophes of omission,	Looking at newspapers – paragraphs, punctuation (esp. reported speech and apostrophes), layout, language, headlines, alliteration. Times snowball fight / bad weather / flooding articles (from Times web site).
23	<b>weather</b>	<ul style="list-style-type: none"> <li>• four ways to spell the 'short e' sound</li> </ul>	bread, head, heather, friend	Most common – 'e' as in bed, letter then – 'ea' as in weather, head, etc. then – 'ai' in said / again (just learn it!) and finally 'ie' in friend (mnemonic – friend is always with you at the end)	
24	<b>snowball</b>	<ul style="list-style-type: none"> <li>• compound words (also refer back to weeks 12 and 19)</li> </ul>	football, snowman, ballboy, ballroom, snowdrop eyebrow, ladybird, newspaper	Recap last week – who can spell friendship, friendly, friendliness? Homework – competition (who can make the most compound words containing either snow or ball?), target 40 words ( <i>worksheet available on site soon</i> ).	
25	<b>unacceptable</b>	<ul style="list-style-type: none"> <li>• dictionary work (is it listed under un?)</li> <li>• negative prefixes</li> <li>• suffixes &amp; roots</li> </ul>	accept, able, acceptable unable, unusual	Prefix spelling rules - i.e. 'bolt' the prefix at start with <b>no</b> changes – so you get a double n in <b>unnecessary</b> , double s in <b>misspelled</b> , double r in <b>irregular</b> , etc.	
<b>Spring Break – Easter</b>					
26	<b>incredible</b>	<ul style="list-style-type: none"> <li>• revise week 25</li> <li>• prefixes (in- im- un-)</li> <li>• adjectives</li> </ul>	credible - believable <b>unbelievable</b> <b>impossible implausible,</b> <b>improbable, unlikely.</b> <b>inconceivable</b>	Introduce antonyms and synonyms. Play prefix game ( <i>available on site</i> ).	Synonyms and homonyms work book ( <i>available on site</i> ).
27	<b>begin</b>	<ul style="list-style-type: none"> <li>• doubling consonants in longer words</li> <li>• past tense</li> </ul>	began, begun sing, sang, sung beginner, beginning	<b>Beginning</b> and <b>permitted</b> (stress at end) but <b>targeting</b> and <b>galloping</b> (stress at start)	Texts / questions from Level 1 and 2 C&G past papers.

Wk	Word	Main focus	Related words	Other points	Related texts
28	doubt whether	<ul style="list-style-type: none"> <li>recap silent letters (especially b, h). Refer back to weeks 11,12, 15, 18</li> </ul>	Silent b - debt, subtle, crumb, plumb, comb, lamb, limb Silent h – when, why, whistle, whale, rhythm	Homophones (refer back to weather in week 22) – if appropriate for students. Revise: there, their, they're; to, too, two. Mnemonics – e.g. <b>rhythm</b> gets <b>your two hips moving</b>	Use some screens from homophone and mnemonics PowerPoints ( <i>both available on site</i> ).
29	wind wound folly	<ul style="list-style-type: none"> <li>homographs (refer back to week 14)</li> <li>dictionary work to find meaning of unfamiliar words</li> </ul>	Homographs - row, sow, invalid, tear, tower, minute, entrance Unfamiliar words ( <i>see right and Times property page worksheet</i> ).	Past tense (wind – wound) Working out homographs from context. E.g. She had a row with her husband. She sat in the back row. Using a dictionary to find word meanings such as folly, Aga, thatch, scything	'Difficult or unfamiliar words' sheet - based on excerpt from Times property pages ( <i>available on site soon</i> ).
30	plagiarism placebo pollex	<ul style="list-style-type: none"> <li>read / work out the meaning of unusual or difficult words</li> <li>pronunciation</li> </ul>	plagiarist, plagiarise, piracy, copying	Synonyms, technical language e.g. pollex = thumb. Using a dictionary to help with pronunciation. Soft g's and c's, etc.	'Pollex!' Working out unfamiliar vocabulary activity ( <i>available on site soon</i> ).
<b>Summer half term</b>					
<ul style="list-style-type: none"> <li>'Available on site' – these related resources (worksheets, presentations, etc.) can be found by using the search facility on home page of <a href="http://www.skillsworkshop.org">www.skillsworkshop.org</a></li> </ul>					

**KEY** (some of these terms have different usage in the US)

**Compound word** – word (often a noun) made up of two (or more) words 'bolted' together with no changes. E.g. skyscraper, hedgehog.

**Homograph** – word that is spelt the same but pronounced differently or with different stress e.g. wound, sow, refuse.

**Homonym** – word that sounds and is spelt the same but has more than one meaning e.g. race, tap, light, date, box, pen, bat.

**Homophone** – word that sounds the same but is spelt differently e.g. their, there, their; pause, paws, pores, pours; here, hear.

**Mnemonic** – memory aid (to help remember spellings).

**Prefix** – letter or group of letters added to the beginning of a word (often changes the meaning of a word)

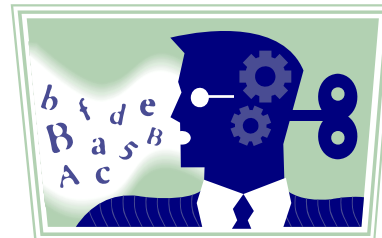
**Suffix** – a word ending (- ing, -ed, -ship, -ly, -s, -less, -ness, etc.).

To obtain an editable version of the original Word document please send teaching ideas or any adult basic skills resource that you would like to share to [maggie@skillsworkshop.org](mailto:maggie@skillsworkshop.org)

**THANK YOU**

# Words of the Week

## Which was your favourite?



### Task

- Choose one or more of your favourite words of the week (see attached sheet).
- Take the matching card/s from the table.
- What do you remember about the word? Look on the back of the card for clues.
- Make some notes.
- Talk to the group about the words – you will have five minutes.
- You may use the whiteboard or any resources you wish.
- If you prefer you can give your notes to Penny who will present them for you.
- Penny can also act as your scribe. She will write up anything you tell her to!













Note: Penny was a volunteer tutor.

### Ideas

- What type of word is it? E.g. **noun, verb, adjective.**
- If it is a noun, what is its plural? E.g. **banjo - banjos, peach - peaches, man - men.**
- Can you make other words from it? E.g. **run, running, runner.**
- Where does it come from? E.g. **tsunami (Japanese: harbour - wave).**
- Does it have an unusual past tense. E.g. **steal – stole – stolen.**
- Does it have more than one meaning? E.g. **turn the tap, tap his shoulder.**
- Does it have silent letters? E.g. **doubt, school, tsunami, whole.**
- Does it have a difficult spelling? E.g. **weather, shoulder, fraction.**
- Is it a compound word? E.g. **snowball, cartwheel, anywhere.**
- Does it use apostrophes to show there are missing letters? E.g. **don't, I'm.**
- Does it have more than one pronunciation and meaning? E.g. **invalid, row.**
- Is it an unusual or unfamiliar word? E.g. **pollex, folly.**
- Is it difficult to pronounce? E.g. **placebo, plagiarism.**

This activity was used near the end of term – in order to recap word level work and practise speaking / presentation skills. This sheet (and a copy of page 7) was given to each student. See pages 7&8 for details on making word cards. Students were photographed (with their permission) whilst giving their presentations (see page 10). SLc/E3.1 L1.1 L2.1 speak clearly. SLc/E3.3 L1.3 L2.3 give short explanations, accounts and descriptions. SLc/L1.4 2.4 present information / ideas in a logical sequence. © Maggie Harnew. Sept 2006



 <b>tomato</b>	 <b>port</b>	 <b>goose</b> <b>foot child</b>	 <b>tap</b>	 <b>race</b>	 <b>happy</b>
 <b>steal</b>	 <b>waste</b>	 <b>tip</b>	 <b>chemist school</b> <b>whole schedule</b>	 <b>wheel</b>	<b>where</b> <b>here</b> <b>there</b>
 <b>clean</b>	 <b>present</b>	 <b>tsunami</b>	 <b>action</b>	 <b>past</b>	<b>would could</b> <b>should</b>
<b>couldn't</b> <b>wouldn't</b> <b>shouldn't</b>	 <b>notify</b>	 <b>weather head</b> <b>bread</b>	 <b>snowball</b>	 <b>paragraph</b>	 <b>unacceptable</b>
 <b>incredible</b>	 <b>begin</b>	 <b>doubt</b> <b>whether</b>	 <b>wind wound</b>	<b>plagiarism</b>  <b>pollex</b> <b>placebo folly</b>	 <b>peach</b>

Print pages 6 & 7 back to back, laminate and cut into individual cards. Spread cards on table – students take the cards they are going to talk about (this avoids two or more students talking about the same word/s). The prompts on the back of each card are optional (to get students 'started'). After use, I punched a hole in the corner of each card and strung them up washing line style in the classroom. Other tutors reported that they sometimes selected a card at random to discuss with their classes as a quick warm up activity. © Maggie Harnew. Sept 2006

<ul style="list-style-type: none"> <li>• change the y</li> <li>• comparatives</li> <li>• superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• meanings</li> <li>• noun or verb?</li> <li>• final e</li> </ul>	<ul style="list-style-type: none"> <li>• meanings</li> <li>• doubling consonants</li> </ul>	<ul style="list-style-type: none"> <li>• irregular plurals</li> <li>• 'sayings'</li> </ul>	<ul style="list-style-type: none"> <li>• word roots</li> <li>• meanings</li> </ul>	<ul style="list-style-type: none"> <li>• plurals -os or -oes?</li> <li>• word origins</li> </ul>
<ul style="list-style-type: none"> <li>• place words</li> <li>• here string</li> </ul>	<ul style="list-style-type: none"> <li>• silent letters</li> <li>• word root</li> <li>• noun or verb</li> </ul>	<ul style="list-style-type: none"> <li>• silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• meanings</li> <li>• double consonants</li> </ul>	<ul style="list-style-type: none"> <li>• suffixes</li> <li>• noun or verb</li> </ul>	<ul style="list-style-type: none"> <li>• past tense</li> <li>• related words</li> </ul>
<ul style="list-style-type: none"> <li>• -ould string</li> <li>• mnemonics</li> <li>• related words</li> </ul>	<ul style="list-style-type: none"> <li>• -ast words</li> <li>• not a verb</li> <li>• meanings</li> </ul>	<ul style="list-style-type: none"> <li>• -tion words</li> <li>• similar words</li> </ul>	<ul style="list-style-type: none"> <li>• word origins</li> <li>• silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• meaning</li> <li>• word root</li> <li>• suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• word root</li> <li>• suffixes</li> <li>• noun verb adj</li> </ul>
<ul style="list-style-type: none"> <li>• prefixes</li> <li>• suffixes</li> <li>• antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• meaning</li> <li>• prefixes</li> </ul>	<ul style="list-style-type: none"> <li>• compound word</li> </ul>	<ul style="list-style-type: none"> <li>• short e sound</li> <li>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• word root</li> <li>• change the y</li> <li>• suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• apostrophes of omission</li> </ul>
<ul style="list-style-type: none"> <li>• nouns</li> <li>• -es plurals</li> </ul>	<ul style="list-style-type: none"> <li>• unusual words</li> <li>• pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• homographs</li> <li>• past tense</li> </ul>	<ul style="list-style-type: none"> <li>• prefixes</li> <li>• suffixes</li> <li>• silent letters</li> </ul>	<ul style="list-style-type: none"> <li>• doubling consonants</li> <li>• past tense</li> </ul>	<ul style="list-style-type: none"> <li>• antonyms</li> <li>• prefixes</li> <li>• adjectives</li> </ul>

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# Word of the Week - End of Year Talks



**Wind** is a homograph. You have to read the sentence to work it out. The wind is in the trees. Don't wind me up.

**Snowball** is a compound word. We also made snowman, snowflake and twenty more words!



**Present** is a noun and a verb. It means different things. You give a present and you can present something.



**Steal** is a verb and it has an unusual past tense. He has stolen my credit card.



**Tip** is an interesting word. It's a noun and verb. You can tip something over. Then there's fingertip, tipsy and rubbish tip.

**Tomato** is one of those words where you have to think about the plural. Is it -os or -oes?



# Literacy Workshop July 2006

The original version of this page contained digital photographs of students giving individual talks on their favourite 'words of the week'. Copies were handed out as 'keepsakes' in the final lesson of the year. See page 5 if you would like an editable Word version of this page in order to add your own students' pictures and text; see page 6 for the 'student talks' task sheet. © Maggie Harnew. Sept 2006

## Main curriculum links covered (exact links will vary with each word and which related topics are discussed)

### VOCABULARY

**Rw/E3.5 use a variety of reading strategies to help decode an increasing range of unfamiliar words** (b) apply knowledge of sound and letter patterns and of structure of words, including compounds, root words, grammatical endings, prefixes, suffixes, syllable divisions to help decode words

**Rw/E3.1 recognise and understand relevant specialist key words** (c) understand that knowledge of word origins, shared roots, word structure (e.g. prefixes, suffixes) can help with reading some key specialist words

**Rw/L1.2 recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning. Rw/L1.3 recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings** (a) understand that some words are related to others in form and meaning and use this knowledge to understand new words (b) understand that prefixes can provide clues to meaning (c) understand that languages borrow words from each other.

**Rw/L2.1 read and understand technical vocabulary** (c) understand that technical vocabulary is often coined by adapting/extending the meaning of existing words and word patterns, or building new words using known roots/prefixes/suffixes and that this can provide clues to the meaning of unknown words, e.g. computer menu, astronaut, micro-surgery.

**Rw/L2.3 recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose.** (c) understand the concept of synonyms and that different words can express similar or related ideas, qualities, things, often at different levels of formality (d) understand the purpose of, and be able to use, a thesaurus. (e) understand that the meaning and use of some words changes over time and that new words can be coined (e) recognise and understand the use of similes, metaphors, idioms, clichés.

### DICTIONARY SKILLS

**Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words.**

**Rw/E3.4 Use first and second-place letters to find and sequence words in alphabetical order.**

**Rw/L1.1 Use reference material to find the meaning of unfamiliar words** (b) understand the structure of standard dictionary entries, the abbreviations used, and the sort of information provided about each word.

**Rw/L2.2 Use reference material to find the meaning of unfamiliar words**

### SPELLING

**Ww/E3.1 Spell correctly common words and relevant key words for work and special interest** (a) know and understand their own preferred strategies for extending spelling competence (b) understand the importance of cumulative learning in spelling, and of relating new to known spellings.

*The curriculum lists the following reading and spelling skills: use word endings e.g. –s (plural), -ed (past tense), -ing (present tense); change spelling of words when adding an ending; read and spell words with silent letters; recognise common prefixes such as un-, dis-, de-, re-, pre-; use knowledge of prefixes to generate new words from root words e.g. happy /unhappy, appear, disappear; recognise common suffixes e.g. –ful, -ly, -less; use knowledge of suffixes to generate new words from root words e.g. hope/hopeful/hopeless; split compound words into component parts for reading and spelling e.g. football, himself, underneath, airport, playground.*

**Ww/E3.2 Use developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for needs of the learner** (a) understand that knowing spelling patterns (e.g. common letter strings, visual patterns, analogies) reduces the chance of random errors (b) understand that there is not always a strict sound-symbol association in spelling, e.g. silent letters.

**Ww/L1.1 Spell correctly words most often used in work, studies and daily life** (a) know and apply a range of methods to help learn and remember correct spellings (b) know and apply some spelling rules to help attempt and check spelling (see below) (c) understand that the spelling of homophones is related to meaning and grammar. *The curriculum lists the following spelling skills/rules – spell two syllable words containing double consonants, e.g. muddle, kettle, common and understand the rules for doubling consonants with suffixes; identify and spell irregular word forms, e.g. would, could, should; understand spelling patterns in plurals e.g. lady/ladies, key/keys, thief/thieves, church/churches; read and spell suffixes such as –al, -ary, --ship, -ness, -ible, -able, -tion, -sion.*

**Ww/L2.1 Spell correctly words most often used in work, studies and daily life including familiar technical words** (a) know and apply a range of methods to help learn and remember correct spellings (b) understand how knowledge of word roots, suffixes and prefixes can support spelling, including the spelling of technical words (c) understand that some polysyllabic words have unstressed vowel sounds, and that it is often helpful to segment the word into its parts, e.g. diff-e-rent, inter-est-ing, poison-ous.