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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 'observation' where the /a/ sound is clear, then you can also remember that 'observant' is spelled with an 'a' too.
- 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', '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' and '-ent', '-ence', '-ency'
- Summer 2, Week 5 (page 193): Lesson 5, Spelling words ending '-ant' and '-ent'

Year 5 Practice Book links:

- (pages 10–11): Ant machine
- (pages 12–13): Ent machine

Talk

- Use the ant machine graphic from the Year 5 Practice Book (page 10) to first of all, as a class, think of as many words as possible ending in 'ation', then work backwards to find other 'ant', 'ance', 'ancy' spellings. Have dictionaries at the ready so that learners can speedily check whether a word is valid.
- Repeat with the ent machine for 'ent', 'ence' and 'ency'.

Activities

- Use the activities in the textbook and on pages 10–13 of the Year 5 Practice Book.
- Make six ongoing wall charts for collecting words that end with 'ant', 'ance', 'ancy', 'ent', 'ence' and 'ency'. Encourage the children to bring in colourful offerings – computer-generated, hand-drawn or carefully cut from newspaper and magazine headlines.

Word endings 'ant', 'ance', 'ancy', 'ent', 'ence', 'ency'

Learn

Which words are spelled ant?
Which words are spelled ent?



Can you hear a difference between the endings in these words?

confer**ence** signific**ance**

No, neither can I! Sadly for spellers, the **ent/ant**, **ence/ance** and **ency/ancy** endings often sound the same. We just have to learn whether to spell these words with an **a** or an **e**.

However, some words in the same family do pronounce the /a/ or /e/ sound more clearly and this can help you.

hesitation and hesitate → **hesitant**

expectation → **expectant**

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
expectation	observant
toleration	consequence
consequential	confidence
observation	tolerance
confidential	expectant

2. Choose 'ant' or 'ent' to complete the word. Write the word.

- a. Maddy tried to look innoc___ as she hid her phone under her homework.
- b. Cameron's frequ___ trips to the toilet made Mr Drake exasperated.
- c. The books we ordered at the rec___ book fair have arrived.

3. Choose 'ance' or 'ence' to complete the word. Write the word.

- a. The fox waited by the entr___ to the rabbit hole.
- b. The sailor's experi___ his saved his life in the storm.
- c. "Sil___ at once!" shouted the teacher.

4. Choose 'ancy' or 'ency' to complete the word. Write the word.

- a. Seatoller has the highest frequ___ of rain in England.
- b. "At least have the dec___ to say sorry!" cried Jane.
- c. "Come quick!" called Dad, with great urg___ in his voice.
- d. After Charlie left, there was a vac___ on the school council.

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

- With numerous activities in the Practice Book, it is possible to individually target the children's needs. When marking work, identify troublesome homophones and direct them to the appropriate practice pages.
- Make a wall chart entitled 'We're Going on a Homophone Hunt!' Ask pairs to be responsible for pairs of homophones, showing spelling differences via definition, words in context, pictorial explanation or mnemonic tips.

Homophones

Learn

What is a homophone?



A **homophone** is a pair of words which sound the same but are spelled differently and mean different things.

There are lots of homophones.



Look at the **herd** of cows.



I **heard** the birds singing.

Noun or verb?

For words ending **ce** or **se**, the type of word will determine its spelling.

Key words

homophone

license → (verb) to allow
They were **licensed** to fish on this part of the river.

licence → (noun) a permit which allows you to do something
My television **licence** has expired.

Activities



1. Choose the correct homophone in each sentence. Write the word.

- a. I **practised/practiced** the piano every day.
- b. The bride walked up the **isle/aisle**.
- c. I prepared the **guest/guessed** bedroom for the visitors.
- d. He walked straight **passed/past** me.
- e. **Their/They're/There** going on holiday next week.



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.

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:

- (page 33): How much farther, Father?
- (page 34): I'll go to the isle
- (page 35): Thinking allowed
- (page 36): Alter this!
- (page 37): Do you assent?
- (page 38): Have you heard?
- (page 39): Homophone search
- (page 40): Past or passed?
- (page 41): Cereal confusion
- (page 42): Desert island homophones
- (page 43): Principle or principal?
- (page 44): Be wary!
- (page 45): Crossophone

Describing settings and atmosphere

Prior learning

- Understand that writers control language to create strong settings and atmosphere.

Learn

- 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 with 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 or 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.

Write

- 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.

Describing settings and atmosphere

Learn

- Settings are where something takes place.
- Atmosphere is what it is like in that place.

What are settings and atmosphere?



Settings

The setting is the place you are describing. You have to tell the reader what is there. However, if you are not careful, this might sound like a simple list.

Emma opened the door and stepped inside. It closed behind her. She could see a large chair, a table and a cupboard.

This needs more detail. The highlighted sections bring the room to life.

Emma opened the **solid oak** door and stepped inside. It closed **like a dungeon door** behind her. **To her right** she could see a large chair, **it's once bright fabric now faded by the sun**. A **pine** table **with the remains of an evening meal spilled across it** stood next to the chair. **Behind both of them** was a large cupboard, **its mirrored doors swinging open to reveal...**

Atmosphere

This is more difficult to describe. This is about what the place feels like. The highlighted sections help the reader understand what it was like to be there.

Emma opened the solid oak door and stepped **nervously** inside. It closed with **a sickening clang**, like a dungeon door behind her. To her right she could see a large chair, **it's once bright fabric now faded by the sun**, **all the life drained from it**. A pine table with the remains of an evening meal spilled across it stood next to the chair, **looking like someone left in a hurry**. Behind both of them was a large cupboard, **its mirrored doors swinging open to reveal a sight that chilled her to the bone!**

This poem shows us what the setting and atmosphere are like by using metaphors.

The river was a swirling snake, curling through the land,
The sea was a comfort blanket, covering the sand,
The moon was a welcome lantern, held by a giant hand,
And the smugglers' boat came bobbing...

From *The Smugglers* by Graham Fletcher in the style of Alfred Noyes

The metaphors tell us what the setting was like by comparing it to something else.

Really good writing uses adjectives, adverbs, similes and metaphors to make the reader feel as if they are actually in the setting.

Make a description table

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

The market – setting			The market – atmosphere		
	Adjectives	Adverbs	Description	similes/metaphors	
Stalls	bright colourful crowded	noisily	Movement	rushed slow ponderous	like a human snake; the crowd was a seething mass of predators
People	cheerful persuasive	loudly cheekily	Sounds	shrill booming	a voice like a high-pitched whistle
Weather	sunny glorious	sweatily	Smells	tempting	the hot-dog van was a magnet, dragging me to it

Using the descriptions from the table you can make:

In **glorious** weather, I walked past the **colourful, crowded** market stalls which were run by **persuasive** people who **cheekily** offered me the best deal in town. I was carried along by the **slow** crowd **that moved like a human snake** past the hot-dog van which **was a tempting magnet**, dragging me to it.

Activities

- 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.
- With a partner, write two similes and one metaphor that describe your school.
- In pairs, rewrite this passage adding to the setting and atmosphere. Use the example on page 88 to help you.

The door to the pyramid was open. Professor Jones walked in. She looked around her. At first, she could see little in the darkness. As her eyes became accustomed to it, she saw treasure chests full of gold and silver. In the corner lay a complete mummy.

Think about how punctuation could add to the description.
- Share your writing with another pair. Discuss why you have chosen your descriptions.
- In pairs, rewrite your descriptions and read them to the rest of the class.

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 *Carrie'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