

# GRAMMAR, PUNCTUATION & SPELLING

## 1. Spelling 'ough' is tough!

### Objective

To spell words containing the letter string 'ough'.

### What you need

Copies of *Stormbreaker*, photocopiable page 22 'Spelling 'ough' is tough'.

### What to do

- Write the letter string 'ough' in the centre of the board. Ask pairs to generate words containing this letter string. Begin with some examples such as 'thought' and 'rough'. After a few minutes, bring the class together and build a mind map on the board of the words they suggest. Add any others they haven't thought of. Discuss and categorise the words on the mind map according to the sounds made by the 'ough' letter string ('oo'; 'uff'; 'or'; long 'o' (as in flow); short 'u' (as in cup); 'off').
- Enhance the children's awareness of the letter string in a number of ways: practising writing it to activate motor memory; differentiating the different sounds it can make to associate them with the letter string; encouraging visual memory by looking out for 'ough' words while reading; and seeing the words in context, particularly the homophones ('bough'/'bow', 'through'/'threw', 'sought'/'sort', 'fought'/'fort') or easily confused words ('cough'/'cuff'). Keep an 'ough' wallchart with page references from the book, including definitions and similar-sounding words.
- Hand out photocopiable page 22 'Spelling 'ough' is tough' for children to complete independently.

### Differentiation

**Support:** Children can practise writing each word to entrench motor memory.

**Extension:** Children can find other words containing the 'ough' sounds, underlining the different letter strings making the same sound.

## 2. Would it or could it?

### Objective

To use modal verbs to indicate degrees of possibility.

### What you need

Copies of *Stormbreaker*.

### What to do

- Revise auxiliary/helping verbs. *Which verbs act as auxiliary verbs to form verb tenses?* ('to be' and 'to have') Invite the children to give examples of verbs in the past, future or continuous tenses. Write some of these on the board and discuss the verb components: auxiliary (in different tenses) + participle (past or present).
- Explain that modal verbs are also auxiliary verbs. They change or affect other verbs in a sentence, but cannot act alone – they appear with the infinitive verb (not a participle). Write the main modals on the board: 'might', 'may', 'must', 'should', 'would', 'could', 'can', 'will' and 'shall'. Invite volunteers to use them in sentences and discuss their effect. Primarily, they indicate levels of possibility or ability, show obligation or grant permission. Discuss the difference between 'must', 'may', 'might' and 'will', and then 'should' and 'could', again inviting example sentences.
- Ask the children to read the chapter 'Dozmary Mine' in groups, and to note examples of modal verbs. Among other things, Alex wonders what will, could or would happen, weighing up the possibilities. Now, ask them to create five sentences as Alex, using different modal verbs to say what could/would/should/must/may or might happen next. Share ideas in a plenary session.

### Differentiation

**Support:** Give children sentences with a space to add a sensible modal.

**Extension:** Challenge children to use modals in questions or in the negative form.