| LIFT OFF! | | |
|--|--|---|
| Captain Mixed steps 1-9 | | |
| Chief Navigator Mixed steps 1-3 | Pilot Mixed steps 4-6 | First Mate Mixed steps 7-9 |
| Step 9 a) Words ending –que and –gue (<i>i.e. league</i>) b) –sion suffix (<i>i.e. expansion, diversion, c</i> c) il- prefix (<i>i.e. illegal, illuminate, illegible</i>) d) Homophones (saw, sore, soar, stational complement, practise, practice) | onfu <u>sion</u>) | , desert, dessert, compliment, |
| Review year 4 key words: (mixed test of words revised throughout the year) | | |
| Step 8 a) Words ending -tion - part two (<i>i.e. inter</i> b) Words ending -tion - part three (<i>i.e. adi</i> c) Ch making a k sound (<i>i.e. psychologist</i>, d) Sc making a s sound (<i>i.e. scenery, scien</i> | mira <u>tion</u> , subtrac <u>tion</u> , applica <u>tion</u>) te <u>ch</u> nique, s <u>ch</u> eme) nce, fa <u>sc</u> inate) | |
| Review year 4 key words: (mixed test of wor | ds revised throughout the year) | |
| Step 7 a) Words ending –ssion (<i>i.e. mission, expr</i>) b) Words ending –ous (<i>i.e. devious, hideou</i>) c) Homophones (<i>faint, feint, freeze, frieze,</i> d) Words ending –tion (<i>i.e. friction, duration</i>) | <u>us,</u> tremend <u>ous)</u> horse, hoarse, key, quay, muscle, mus n, rota <u>tion</u>) | · |
| Review year 4 key words: (accidently, actual experience, experiment) | l, actually, reign, remember, naughty, sentence, n | atural, notice, height, history, imagine, exercise, |
| Step 6 a) -er suffix for words ending in ch (<i>i.e. set</i>) b) Words ending -ture (<i>i.e. struc<u>ture</u>, temp</i>) c) Changing the end of a root word ending | era <u>ture</u> , expendi <u>ture)</u> in e/de to add -sion (<i>i.e. revise - revi<u>sio</u></i> | |
| Review year 4 key words: (guide, heard, | evapor <u>ation)</u> rdinar <u>ily</u>) | en, surprise, therefore, though, occasion, |
| Review year 4 key words: (possession, cent strength, library) | • / | ide, position, material, continue, consider, suppose, |
| Step 4 a) Super-, anti- and auto- prefixes (<i>i.e. anti</i>) b) Homophones and near homophones (<i>au sight, site, cite, cymbal, symbol</i>) c) -ally suffix (<i>i.e. frantically, specifically, the suffix (i.e. frantically)</i> | ccessory, accessary, bald, bawled, biza radition <u>ally</u>) | |
| Review year 4 key words: (busy, earth, early ordinary, weight) | disappear, calendar, woman, interest, various, b | usiness, opposite, particular, increase, important, |
| Step 3 a) Ir- prefix (<i>i.e. <u>ir</u>responsible, <u>ir</u>regular, <u>ir</u>re</i> b) Dis- prefix (<i>i.e. <u>dis</u>appear, <u>dis</u>advantage</i> c) Re- prefix (<i>i.e. <u>re</u>fresh, <u>re</u>direct, <u>re</u>create</i> | , <u>dis</u> honest) | |
| Review year 4 key words: (medicine, minute, separate, straight) | breathe, breath, special, build, describe, different | t, difficult, mention, pressure, probably, potatoes, |
| Step 2 a) Ou making a u sound (<i>i.e. en<u>ough</u>, encouble</i>) Un- prefix (<i>i.e. <u>un</u>believable, <u>un</u>known, <u>u</u>c) Im- prefix (<i>i.e. <u>im</u>polite, <u>im</u>patient, <u>im</u>matient, <u>im</u></i></i> | unacceptable) | |
| Review year 4 key words: (peculiar, perhaps recent) | , popular, arrive, believe, bicycle, learn, question, | knowledge, island, regular, enough, eight, eighth, |
| Step 1 a) Double consonants when adding -ed, -ir b) Single consonants when adding -ed, -in c) Y as an i sound (<i>i.e. dynamic, gymnastic</i>) | g and –er (<i>i.e. spea<u>k</u>ing, visi<u>t</u>ed, garde<u>n</u></i> | |
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