SNIP Literacy Programme Part 3

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Introduction

What is the programme?

The programme is aimed at increasing reading and spelling and uses secondary curriculum and high frequency words (HFW). This programme approaches literacy acquisition at the word level and addresses the gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make up of words as they break up the target word).

These words are grouped by selecting those that visually look different to each other. It is felt that this programme is appropriate for all secondary pupils with reading and/or spelling difficulties, who have already been exposed to effective phonic/literacy teaching but are still struggling. It is suggested that for pupils with standardised scores in reading/spelling before 85 that they first complete the SNIP Literacy Programme Part 1 and part 2 first.

What is its rationale?

Our experience as dyslexic tutors has taught us that:

- Many pupils who required support were already familiar with sound/symbol relationships. They could say the sound represented by symbol, although often struggled with more complex digraphs and were often unable to blend the individual sounds into a word or pronounce it correctly.
- Structured and cumulative phonic programmes take a long time to have an impact on reading and spelling accuracy. This rate of improvement is not likely to have a positive impact on a pupil's self esteem and willingness to persevere. We wanted to provide something that was different to the interventions they had received previously and had identifiable results that persuaded pupils it was worth giving a try!
- Our secondary pupils rejected work that looked easy – the words in this programme look challenging. In addition, learning the curriculum words gave a huge boost to our pupils when undertaking work in the classroom.
- We grouped words by syllables; one syllable (part 2) and then two syllable words (part 3 and part 4). We continued with the same layout and exercises as we used in the primary programme, but as these words became increasingly difficult, we added additional exercises to increase overlearning plus more complex spelling regularities such as suffixing rules.
- Our time with pupils was often short. For the majority we spent 1 x 40 mins a week with them. If their needs were substantial, then for a few we had 2 x 40 mins – this is very little time to improve literacy, particularly if the problems were in both reading and spelling.
- Comparisons of interventions often measure progress over the short term. This can be misleading as often the initial rate of improvement is not maintained. Records using the SNIP literacy programme indicated that over a 4 year span, the average improvement for all pupils was slightly more than 10 months a year in spelling and 12.1 months in reading. This included the pupil with the most significant need, who averaged 3.5 mths a year in spelling and 4 mths a year in reading and the most improved pupil, who averaged 14 mths a year in spelling and 19 mths a year in reading.
Delivery

The programme needs to be delivered at one pack each week – slower than this and progress will be not sufficient to ensure increased levels of progress. It could be delivered in a single session – at least 60 mins is likely to be required, but great care needs to be taken with this – most pupils would be better with 2 x 30 mins. Most will also need the over-learning necessary to make sure the spelling are automatically recalled and this means that in addition to the teaching session, they will also need 10 mins twice a week to go over the words. (WordShark is ideal for this – just put the target words in and the software programme will jumble them up into games) The accurate answer to how much time is required, is probably sufficient to ensure that a whole section is completed and that 100% accuracy in reading and 90% accuracy in spelling is achieved when success is assessed at the end of the week. This is likely to be different for each pupil. The sessions could be delivered as shorter sessions (say 15 mins each day) but this needs to be undertaken every day.

Who can deliver it?

Anyone who is experienced in teaching pupils who have learning difficulties so they can point out strategies to support learning e.g. through highlighting the chunks in a word, linking phonic knowledge and/or using mnemonics.

Where do you start?

With most pupils start at the beginning. Ask the pupil to first read and then spell the words and mark their levels of accuracy. Their results are shared with them so that they can see their own success and understand their efforts have led to this progress. This is not a done-to programme. Many pupils have become overplacid and reliant on support – they just hope that someone is going to come and “cure” them. They need to link their own efforts to progress – our job is to provide them with the tools to do so – the effort is their’s and so is the resultant improvement.

What does part 3 contain?

Sixteen two beat words sessions. When part 4 is ready for publishing on the website, it will include an additional 14 sessions plus revision sessions to conclude the two beat words. Each session targets 9 words. In the early part of the programme the sessions have 4 pages but as they become more difficult and require additional overlearning then there are additional pages added.

How should the sessions be delivered?

Refer to delivery instructions for part 2.
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# Session 1

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Fill in the missing letters – say them out loud as you do it

able  _ b l _ , _ b _ e , a _ l _ .....................................

atlas  a _ l _ s, a t _ a _ , _ t l _ s ..................................

active  a c _ i v _ , a _ t _ v _ , _ c t _ v e ..................................

angle  a n _ l _ , _ n _ l _ , a n g _ e ..................................

absorb a _ s _ r _ , a b _ o r _ , _ b _ o r b ..................................

advise  a d _ i _ e , _ d _ i s _ , _ d v _ s e ..................................

acid  a _ i _ , _ c _ d , _ i d ..........................................

affect  a f _ e _ t , _ f e _ t , a f f _ c _ ..................................

autumn  a _ t _ m n , a u _ u _ n , a u t _ m n ..................................

Fill in the missing words and then type or write the whole sentence

The wet autumn would certainly affect the park.

The paper was able to absorb the acid.

The atlas was at an angle to the desk.

He advised on how to keep active.
Crossword

Across
3  The season after summer
5  To produce a change
6  Map of the world
7  To give advice to

Down
1  Capable and competent
2  There are three in a triangle
3  To be fit you need to be this
4  A sponge might do this
5  Opposite to alkali

Wordsearch

- able
- absorb
- acid
- active
- advise
- affect
- angle
- atlas
- autumn

```
g f l p a f f e c t
  a c t i v e b v z e
  d d u c z a o a z l
  v u a u t u m n b d
  i t b d h g k g k d
  s d s x e a t l a s
  e g o s v c i e b e
  m h r k j i v w y m
  v a b l e d i h g o
  o y i w x n b m d v
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### Session 2

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<th>Alcove</th>
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<th>Attempt</th>
<th>Aloud</th>
<th>Appear</th>
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- ecloav
- aperap
- ubeas
- wreans
- udoal
- klean
- xisa
- saists
- taptmet

---

SNIP Literacy Programme Part 3  http://www.snip-newsletter.co.uk
Complete the sentences and read them out

The man fell in the race and...

________________________________________________________________________________________

The rude man shouted...

________________________________________________________________________________________

I went to...

________________________________________________________________________________________

The pub had an alcove...

________________________________________________________________________________________

I put up my hand...

________________________________________________________________________________________

The class wanted to attempt...

________________________________________________________________________________________

The girl jumped up and yelled aloud...

________________________________________________________________________________________

I did not see the car...

________________________________________________________________________________________

An axis is...

________________________________________________________________________________________

Answers

...abuse to the minister.
...when she sat on the pin.
...broke his ankle.
...to keep quiet for a day.
...a straight line between two ends or points.
...to say the answer.
...assist the lady who had dropped her shopping.
...appear behind me.
...where men could sit and drink.
Crossword

Across
2  To help
3  The response to a question
4  To see something
6  Where your foot joins your leg

Down
1  Where two points join
2  To try
3  A place for a fire
4  To speak so others can hear you
5  Can be verbal or physical

Wordsearch

- abuse
- alcove
- aloud
- ankle
- answer
- appear
- assist
- attempt
- axis

```
  w  d  a  v  a  l  o  u  d  z
  a  x  i  s  p  x  n  a  a  s
  h  r  i  r  p  a  i  o  n  e
  r  a  t  t  e  m  p  t  k  a
  s  s  x  c  a  v  s  s  l  l
  f  s  e  v  r  z  n  m  e  c
  o  i  a  a  n  s  w  e  r  o
  e  s  q  j  w  r  a  i  m  v
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# Session 3

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<th>Although</th>
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<th>Amount</th>
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vlopeap accuse ...........................................................
uscace advice ...........................................................
uglatoh applause ...........................................................
toaumn achieve ...........................................................
dicave approve ...........................................................
veaheic agile .............................................................
liage although .............................................................
spapuale abroad ..........................................................
boadra amount ..........................................................
Complete the sentences and read them out

The man gave some...

The applause from the crowd...

Although he was quite small...

To accuse someone of stealing...

He worked hard to...

The acrobat was...

The amount of homework we...

I do not approve...

My family went abroad...

Answers

...very agile.
...he was also very strong.
...for their holiday.
...useful advice.
...were given too much.
...is very serious.
...achieve his goals.
...showed they were pleased.
...of the way you behaved in class.
Crossword

Across
1 A quantity
2 To blame someone
3 A foreign country
5 But, despite
6 Agree with

Down
1 Opinion given as to the best action to take
2 A clap or cheer to show appreciation
4 Succeed or do well
6 Able to move quickly, easily and gracefully

Wordsearch
- abroad
- accuse
- achieve
- advice
- agile
- although
- amount
- applause
- approve

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SNIP Literacy Programme Part 3  [http://www.snip-newsletter.co.uk](http://www.snip-newsletter.co.uk)
Complete the sentences and read them out

The thief was arrested...

The art shop sold a lot of...

The gardener said we needed to ..

The referee showed...

The RE teacher said we were to open...

I believe that the...

The race began...

Mum was too busy...

The pupils were allowed...

Answers

...to take us to the park.
...abstract paintings.
...the bible.
...to stay up late and watch TV.
...great bias toward the home team.
...bury the seeds in the soil.
...on a wet day.
...boys were telling the truth.
...for breaking into the house.
Crossword

Across
1  God’s written word
4  A summary
6  Permitted
7  To cover in soil
8  Prejudice

Down
2  Started
3  Accept as true
5  Damaging
7  Frantic

Wordsearch
- abstract
- allowed
- began
- believe
- bias
- bible
- breaking
- bury
- busy

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Session 5

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| between | abcsgrlerkilhtboladweraepsrdbleaotltwdloveklrwean |
| buried | bakiuplhermswpisgbtlteafusdnbetaughrspbtilwesdsilfe |
| broken | arisbcrhusoeigakeyhvngetcbueraashtojblilkcuoemvgn |
| business | ebrtlpunbsbwripgknraeynrsbavssbfuscehninsepousareos |
| barrow | abtogaieidrblurcepaibtsloawnckbtiaudrgwerbrvtomaw |
| breakfast | csbarlteobahokuesfhadsbatnbclrfeawotkabfkhacsuot |
| benign | kbpberinlcghiaogikenbdevenalbnifebgcilrtnipgnoed |
| because | bshxerxcnfateruadgksxehibmsuneczbagmuboistrensigt |

| skaberaft | beneath | ........................................................ |
| henbate   | between | .................................................................. |
| warbor    | buried  | .................................................................. |
| webnete   | broken  | .................................................................. |
| asceebu   | business| .................................................................. |
| dierub    | barrow  | .................................................................. |
| krenob    | breakfast| .................................................................. |
| usensibs  | benign  | .................................................................. |
| nengib    | because | .................................................................. |

SNIP Literacy Programme Part 3 http://www.snip-newsletter.co.uk
Read these sentences one at a time until you are fluent. Then type or write them out at least three words at a time.

I saw the chest buried beneath the sand.

The sign was between a broken mug and a bible.

Because of a business meeting, Ben missed breakfast.

The weeds in the barrow were quite safe and benign.

Which words have these words hidden in them?

sin ......................... row ......................... use .........................

bet ......................... fast ......................... ben .........................

Fill in the missing letters

beneath b _ n e a _ h, b e n _ a _ h, _ e n _ a t h .........................
between b _ t w e _ n, _ e t _ e e n, _ e t w _ e n .........................
buried b _ r i _ d, b u r _ e d, b u r _ e _, _ u r i e d .........................
broken b _ o k e n, b r _ k e _, _ r o _ e n .........................
business b u _ i _ e s s, b _ s i _ n _ s s, b u s _ n e _ s s .........................
barrow b a _ r o _, b a _ r _ w, _ a r _ o w .........................
breakfast b r _ a k _ a s t, b r e a _ f a s t, _ r e a _ k f a s t .........................
enign b e _ i g _, b _ n i _ n, b e n _ g _ .........................
beacuse b _ c a u _ e, b e _ a u _ e, _ e c a _ s e .........................
Crossword

Across
3  Mind your own ___________!
5  How far is the distance __________ 
   Stoke and Derby?
6  A one wheeled garden tool
7  Not dangerous

Down
1  Coal is found __________ the ground
2  Not working or in pieces
3  The first meal of the day
4  Baby elephants can’t add up so 
   easily spells __________
5  What pirates did with their treasure

Wordsearch
- barrow
- because
- beneath
- benign
- between
- breakfast
- broken
- buried
- business

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Session 6

comma
cottage
clothing
castle
city
chorus
county
conclude
column

comma  a u c e b o m e c m g u r a e l o s p a m t e h m c a s o e c m b p a r m n c s c a
cottage  a c s g r o d l e t r k i l h t b o l a w g e r a c e p s o r n t d b h t l e a o t g l t w e e s a
clothing  g a c k i u p l h o e r t s p t h p i s g v n b l t e g a c f u s l c d n b o s e t a h u i t i n g
castle  a r c i u s a c r h u s o t e g l a k d e y h n c b e t c b u a e r a c s h t o j t b l i l k q e g
city  e b c a r t l u n s b w r i p g k r a t e y n c r b a v s s b f u s c h n i n s t e p u s a y r e o
chorus  c a g b t o h a e o i d r b l u m c u a i b s o c a c n h c k b t o t i a u d r g w u e s
county  c s o a c r u l t e o b a n h o k u t e s f y c t n c o r l r e u a w o t k a n b f t a c y u o t
conclude  k p c b p o b e r n c t d e l v e n u d l b e n i c f e o b a n c i r t n u i p g n d f o e d r
column  b s h x e r c n o f a t l s k x u e i b m s u n e c z o b a g m l u b o i m s t r c o e n s i g t

uncdeloc
glitncoh
yict
molnuc
yoncut
moacm
ros cuh
tocgate
tecsal

comma  ..........................................................
cottage  ..........................................................
clothing  ..........................................................
castle  ..........................................................
city  ..........................................................
chorus  ..........................................................
county  ..........................................................
conclude  ..........................................................
column  ..........................................................

Fill in the spaces in this text using the target words

Nelson’s [ ] is in London.

The name of our [ ] is Staffordshire.

London is the capital [ ] of England.

To stop getting cold you must wear warm [ ].

A [ ] breaks up a sentence.

To finish is the same as to [ ].

The [ ] of a song is often repeated.

A [ ] was built to protect the land close to it.

Another name for an old house might be a [ ].

Write out as many of the target words as you can in two minutes as someone reads them to you. Record your scores.

| Words Completed | Words Correct |
Fill in the missing letters – say them out loud as you do it

comma  c _ m _ a ,  c o _ m _ a ,  _ o m m _ .........................
cottage  c _ t _ a _ g _ e ,  c o _ t a _ e .................................
clothing  c l _ t h _ n g ,  c o t _ i _ g .................................
castle  c a s _ l e ,  _ a s _ l _ ,  c _ s t l _ .................................
city  c _ t _ ,  c i _ y ,  _ i _ y ,  _ i t _ .................................
chorus  c h o r _ s ,  c _ o _ u s ,  c h r _ s .................................
county  c o _ n t y ,  c _ u _ t y ,  _ o u n _ y .................................
conclude  c o n _ l _ d e ,  c _ n c l _ d e .................................
column  c _ l _ m n ,  c o l _ u _ n ,  c o l _ m n .................................

Read these sentences one at a time until you are fluent. Then type or write them out at least four words at a time.

The little old **cottage** was down by the **castle**.

There was a **comma** between words in the **column**.

The **city** gent had another house in the next **county**.

To **conclude**, the people wearing red **clothing** sang the **chorus**.
Session 7

<table>
<thead>
<tr>
<th>country</th>
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<th>critic</th>
<th>conscious</th>
<th>collapse</th>
<th>content</th>
<th>cliché</th>
<th>costume</th>
<th>certain</th>
</tr>
</thead>
</table>

<table>
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</thead>
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<td>critic</td>
<td>backiruplihoerntspthpisgvnbccltragc fistscdnosetainnc</td>
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<td>conscious</td>
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<tr>
<td>collapse</td>
<td>ebcartlpointlbpiragknpratseyrcosblaslsbfaupschhnis</td>
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<tr>
<td>content</td>
<td>caglohtngateoidrnlmutcfaibtslocwcnhccktbetontias</td>
</tr>
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<td>cliché</td>
<td>csboacrultieobcahokutesfytncolrfiawoctanacseyot</td>
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<tr>
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<td>kcbpobersnbctelvmnuaedlbenciocesobatnciurtme</td>
</tr>
<tr>
<td>certain</td>
<td>cnofeatsrkxteahbmsunecezobamrluboimstraonsigntny</td>
</tr>
</tbody>
</table>

- mécost
- soconicus
- tranice
- netlic
- notnetc
- nutrocy
- palsoce
- ictric
- héclic

SNIP Literacy Programme Part 3 http://www.snip-newsletter.co.uk
Crossword

Across
1 100 per cent likely
2 Happy or satisfied with
5 Fall down
7 A nation lives in one
8 A person who uses the services of another

Down
1 Aware of
3 Item of clothing
4 Well known phrase or saying
6 Someone who points out faults in things

Wordsearch
- certain
- cliché
- client
- collapse
- conscious
- content
- costume
- country
- critic

```
racllientertorr
idotniricei
contentcccc
trortarott
icertaiinli
clicheitnlc
ocsolonicao
ountrycspc
masliusssems
apecostumea
```
Fill in the missing letters – say them out loud as you do it

content c _ n t _ n t , c o _ t e _ t ........................................
critic c r _ t _ c , c _ i t _ c ........................................
country c o _ n t _ y , c o u _ t _ y ........................................
client c l _ e _ t , c _ i e _ t ........................................
conscious c o n _ c i o _ s , c _ n s _ i o u s ........................................
certain c e _ t a _ n , c e _ t _ i n ........................................
costume c o _ t u _ e , c o s _ u m e ........................................
cliché c l _ c h é , c _ i c h é , c l i _ hé ........................................
collapse c o _ l _ p s e , c _ l l a _ s e ........................................

Use the target words to fill in the gaps

I was c e r t _ a _ n , c e _ t _ i n .

The cottage is in the c o u _ t _ y .

I am c o n _ c i o _ s , c _ n s _ i o u s with my life.

I was c o n _ c i o _ s , c _ n s _ i o u s that the room was cold.

A c l i _ c h é is a common saying.

The man had a fancy dress c o s _ u m e .

The c o l _ p s e of the company led to many people losing their jobs.

SNIP Literacy Programme Part 3 http://www.snip-newsletter.co.uk
Giant crossword – can you find and spell all 18 words?

Across
3 To fall to the ground
4 What something contains
5 The most direct line
6 Where a river begins
10 Absolutely sure
11 An increase in size
13 To encourage
14 Someone who has a service
15 One and one make?

Down
1 A common saying
2 To speak
3 The opposite of unconscious
5 The height and weight of something
7 England is one
8 You do this if you have a cold
9 Someone who is critical
10 An outfit
12 Past tense of throw

Wordsearch
- certain
- cliché
- collapse
- conscious
- content
- costume
- cough
- country
- critic
- growth
- size
- source
- straight
- talk
- threw
- two
- urge
- client

- certain
- cliché
- collapse
- conscious
- content
- costume
- cough
- country
- critic
- growth
- size
- source
- straight
- talk
- threw
- two
- urge
- client

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- client
# Session 8

<table>
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<tr>
<th>control</th>
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<th>colour</th>
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<th>connect</th>
<th>conscience</th>
<th>climate</th>
<th>condense</th>
<th>conflict</th>
</tr>
</thead>
</table>

| control | ucebousencmtnguraeylosclpamotenuctbranotserly |
| college | acsgrodeltrkilhebgolnaewgcceoraceoilrnntehtenge |
| colour | backiruplihoeltswpthupsrvccloertoerloiousnosetainnc |
| cable | aciusoacnrbusoceikolakudeshncangbetsclbuaoeics |
| connect | bcartlounslnlriepagkcnratsecyoncosnblaevslscbfat |
| conscience | cabtohngastcioedrnlicmuertcueoaintsloaicneckce |
| climate | csoacrultieombskahksesfycntcolriamoctanbthacet |
| condense | kcbpobensndgbctdeunsvenmncaedolceniodcfesnose |
| conflict | cnofenutfeahlibscunteceobagnrlubofimstraenscigt |
Fill in the missing letters

control  c_n_t_r_l, c_o_n_r_o_l, c_o_n_t_o_l

college  c_i_l_l_g_e, c_o_l_e_e_e, c_o_l_l_g_e

colour   c_l_o_r, c_o_l_u_r, c_o_o_r

cable    c_b_l_e, c_a_b_e, c_a_l_e

connect  c_n_e_c_t, c_o_n_e_c_t, c_o_n_n_c_t

conscience  c_o_n_c_i_n_c_e, c_o_n_s_i_e_n_c_e

climate  c_l_i_m_t_e, c_i_m_t_e, c_l_i_a_t_e

condense  c_n_d_n_s_e, c_o_d_e_s_e

conflict  c_o_n_l_i_t, c_n_f_l_c_t, c_o_n_f_i_c_t

Match the words to the shapes

Which words have these words hidden in them?

den  ................................

our ................................

leg  ................................

mat  ................................

science ................................

cab  ................................
Crossword

Across
1 To turn from a gas into a liquid
2 A daffodil is yellow in ______
4 A trial of strength between two parties
7 A place of learning

Down
1 Ability to tell right from wrong and act upon it
2 Link together or join
3 The type of weather which affects a place
5 The small boy could not _______ the large dog
6 Used to carry electricity

Wordsearch
- cable
- climate
- college
- colour
- condense
- conflict
- connect
- conscience
- control

<table>
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<th>m</th>
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<th>m</th>
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<td>o</td>
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<td>t</td>
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<td>l</td>
<td>e</td>
<td>e</td>
<td>t</td>
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</tbody>
</table>
Session 9

<table>
<thead>
<tr>
<th>current</th>
<th>cycle</th>
<th>daughter</th>
<th>decide</th>
<th>design</th>
<th>diamond</th>
<th>diary</th>
<th>digest</th>
<th>disperse</th>
</tr>
</thead>
<tbody>
<tr>
<td>current</td>
<td>cycle</td>
<td>daughter</td>
<td>decide</td>
<td>design</td>
<td>diamond</td>
<td>diary</td>
<td>digest</td>
<td>disperse</td>
</tr>
</tbody>
</table>

```plaintext
Session 9

<table>
<thead>
<tr>
<th>current</th>
<th>cycle</th>
<th>daughter</th>
<th>decide</th>
<th>design</th>
<th>diamond</th>
<th>diary</th>
<th>digest</th>
<th>disperse</th>
</tr>
</thead>
<tbody>
<tr>
<td>current</td>
<td>cycle</td>
<td>daughter</td>
<td>decide</td>
<td>design</td>
<td>diamond</td>
<td>diary</td>
<td>digest</td>
<td>disperse</td>
</tr>
</tbody>
</table>
```

**Other words:**

- aucebousrmercemtnegtngutraeclpuoscrlparmotehnucterl
- abcsrodyletrkcyilhetbolcnayedwygceoralceplsohtenge
- bdkacguriplthoelnrntsdowapthupigsrvhccltoerletainn
- ardciseoacnrihbuodectikgdolakudeshncvaingbetdcbem
- decartlpounslnbnilgrienpagdkcnratsecysoncirosngblana
- cdabitohangmastciondrnbdlcmuertcauomintslocnaid
- csoacirultiaeombcrahuyokutdesfyicntenbaolfiyaamochac
- kdpbipobegnresdbctdeulinsvgemnuaedoslbcentesoase
- dteiahlisbmspcuentrecszoobduboiifimssrapiensrcistney

**Words:**

- dieded
- donmaid
- ripseeds
- cecly
- tisged
- yarid
- cruntre
- guthared
- seding
Write out these words in capital letters – say them aloud

current ................................ decide .............................. diary ................................
cycle .............................................. design ......................... digest ..............................
daughter ..................................... diamond .............................. disperse ..............................

Which word from the list is not used in this passage?

Last week I gave my daughter a diamond ring. The man who sold me the ring asked me to decide upon a design and he would make it. As the current trend among young people is to keep fit my daughter went on a cycle ride and lost her ring and her diary. We asked some friends to help look for them but as it became dark we had to disperse and go home.

Put in the missing words

We _ _ _ _ _ _ the food we eat.

Electric _ _ _ _ _ _ can be dangerous.

The noisy crowd were told to _ _ _ _ _ _ _ _ by the police.

The man had to look at his _ _ _ _ _ _ before he could say on which day he could meet.

An architect is a man who will _ _ _ _ _ _ a house for you.

A _ _ _ _ _ _ ring is very expensive.

I cannot _ _ _ _ _ _ when to go on holiday this year.

The Tour de France is a _ _ _ _ _ _ race.

Ann Smith is the _ _ _ _ _ _ of Mr and Mrs Smith.
Match the words

- current
- cycle
- daughter
- decide
- design
- diamond
- diary
- digest
- disperse

Read the sentences one by one and then write or type them out at least four words at a time

My daughter chose a design with a diamond.

His diary was a digest of current events.

It was hard to decide the design of the cycle.

His daughter went to disperse the birds on the lawn.

Track the whole word (twice in each line)

current  current  current  current  current  current  current  current  current  current  current  current  current  current

cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle  cycle

daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter  daughter

decide  decide  decide  decide  decide  decide  decide  decide  decide  decide  decide  decide  decide  decide  decide

design  design  design  design  design  design  design  design  design  design  design  design  design  design  design

diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond  diamond

diary  diary  diary  diary  diary  diary  diary  diary  diary  diary  diary  diary  diary  diary  diary

digest  digest  digest  digest  digest  digest  digest  digest  digest  digest  digest  digest  digest  digest  digest

disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse  disperse

SNIP Literacy Programme Part 3
http://www.snip-newsletter.co.uk
Crossword

Across
2 Our stomach does this to the food we eat
5 A daily record of events
6 A very expensive form of carbon often put in rings
8 A movement of water or electricity
9 A female child of a parent or parents

Down
1 To plan from the beginning
3 To make your mind up
4 A mode of transport with two wheels
7 To scatter or go off in different directions

Wordsearch

- current
- cycle
- daughter
- decide
- design
- diamond
- diary
- digest
- disperse

```
d d e c i d e c r

i s n d i a r y e

a g t i p u e c d

m d e s i g n l i

o n i p t h d e a

d i g e s t s g m

t c u r r e n t o

r d e s i r e s n

r e d e s i d e d
```
Use the target words to fill in the gaps

The [blow] in the river was very strong.

We had to [decide] which way to go.

We [digest] our food in our gut.

To scatter means to [scatter].

The girl liked the [diamond] ring.

I rode my [cycle] to school.

The building was a modern [design].

My sister's [daughter] is my niece.

A [diary] helps you organise your time.
# Session 10

<table>
<thead>
<tr>
<th>dissolve</th>
<th>distil</th>
<th>degree</th>
<th>digit</th>
<th>divide</th>
<th>defence</th>
<th>disease</th>
<th>desert</th>
<th>danger</th>
</tr>
</thead>
</table>

- **dissolve**: dsrmiersncsemotnglutvraedcyipuoscrislparocmlovtehnrl
- **distil**: acsgrodyleitrcsilhetbigolcnygcteiralceplsoftenigekl
- **degree**: bdgackuergplirhtoelnstesdoaptehupigsgvcceltoerleete
- **digit**: adciuseoaognihusdoctikgdolaiudeyshnvaingeitdsibeu
- **divide**: deciartlpounvsldnlgrienpdagdkncntisecydsoneana
- **defence**: cdaibitoehafngmaestcioendcnebdcluierftcaeoanicec
- **disease**: csdbacirusteiaeombsraenhydokuitdesfyiectnbacolsrfe
- **desert**: kdpbipelbsegnresdbctdeulinssvgenucraedsoibcentsesne
- **danger**: dfesialbsnpquentsczeodbudbaofimsnsrlagiersrcistne

---

| ereged | dissolve |..............................|
|--------|----------|..............................|
| rested | distil |................................................................|
| losvedis | degree |................................................................|
| necefed | digit |................................................................|
| garden | divide |................................................................|
| tsildi | defence |................................................................|
| tigid | disease |................................................................|
| idived | desert |................................................................|
| aiseeds | danger |................................................................|
Crossword

Across
1  Opposite of multiply
3  An angular measure
6  Salt will do this when placed in water
7  A large open area of sand such as the Sahara

Down
1  Turn to steam and then cool to form a liquid again
2  In a team game these players protect the goal
3  Germs spread this
4  Likely to cause harm
5  A number or your fingers and thumb

Wordsearch
- danger
- defence
- degree
- desert
- digit
- disease
- dissolve
- distil
- divide

edanogerredt
odrisifyited
etieeesepeso
disesasedtd
dissdfereiu

giosireffle
illinstregy
dividenec
teeenantceee
dssdegreedd
Write out these words in capital letters – say them aloud

dissolve ............................  distil ............................  degree ............................
digit ............................  divide ............................  defence ............................
disease ............................  desert ............................  danger ............................

Which word from the list is not used in this passage?

A group of men were walking across the desert. Their leader was the man whose middle digit was the longest. They had to be careful they did not get lost – one degree out in their compass readings and they would not find base. This trip was full of danger, especially as they had run out of food. Their body’s defence was low and there was a chance they may catch a disease. They had only a few pills to divide up amongst them, but they did not want to dissolve them in water.

Put in the missing words

The road sign said ______ accident ahead – slow down.

A student at university is studying for a ______.

Any of the numbers from 0 to 9 is called a ______.

A place where few people live and little grows is called a ______.

A ______ affects your health and makes you feel poorly.

The soldiers were the last line of ______ against the enemy.

If we want really pure water we can ______ it.

A maths word for share is ______.

Sugar will ______ in hot tea when stirred.
Match the words

- danger
- defence
- degree
- desert
- digit
- disease
- dissolve
- distil
- divide

Track the whole word (twice in each line)

dissolve  dissolveldissolvedissolvedissolvedissolve
distil    distildistildistildistildistildistildistildistil
degree   degreegedegegedegreegedegreegedegree
digit    digitdigitdigitdigitdigitdigitdigitdigitdigit
divide    dividedinvedidividvidedividedividedivide
defence   defencedefencedefencedefencedefence
disease   diseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseasediseated
desert    desertdesertdesertdesertdesertdesertdesertdesertdesertdesertdesertdesertdesertdesertdesert
danger    dangerdangerdangerdangerdangerdangerdangerdangerdangerdangerdangerdangerdanger

Read the sentences one by one and then write or type them out remembering at least four words at a time - italics are words used in previous weeks

The squad was put in danger in the defence of the desert.

To control the disease an attempt was made to dissolve and then distil the content of the test tube to find the source.

The hour finger used to divide the digits was broken so the answer was to a degree uncertain.
Find out what two or three letters the first two words have in common and select a third word from the list

<table>
<thead>
<tr>
<th>disperse</th>
<th>desert</th>
<th>buried</th>
<th>certain</th>
<th>appear</th>
<th>degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>collapse</td>
<td>disperse</td>
<td>conscience</td>
<td>disease</td>
<td>advice</td>
<td></td>
</tr>
<tr>
<td>critic</td>
<td>digit</td>
<td>city</td>
<td>agile</td>
<td>assist</td>
<td>active</td>
</tr>
<tr>
<td>content</td>
<td>current</td>
<td>want</td>
<td>amount</td>
<td>client</td>
<td>control</td>
</tr>
<tr>
<td>appear</td>
<td>disease</td>
<td>beneath</td>
<td>because</td>
<td>approve</td>
<td>affect</td>
</tr>
<tr>
<td>advice</td>
<td>divide</td>
<td>active</td>
<td>quite</td>
<td>advise</td>
<td>decide</td>
</tr>
</tbody>
</table>

Put the two words in a sentence. Make sure you put in the full-stops and capital letters.

1. danger, disease

2. divide, dissolve

3. defence, degree
Adding a suffix

A suffix is the ending on a base word such as **ful** in *hopeful*. If the suffix begins with a consonant the rule is just add. Try these:

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>slight</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>weight</td>
<td>-less</td>
<td></td>
</tr>
<tr>
<td>brief</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>square</td>
<td>-s</td>
<td></td>
</tr>
<tr>
<td>sure</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>answer</td>
<td>-s</td>
<td></td>
</tr>
<tr>
<td>achieve</td>
<td>-ment</td>
<td></td>
</tr>
<tr>
<td>active</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>column</td>
<td>-s</td>
<td></td>
</tr>
<tr>
<td>conscious</td>
<td>-ness</td>
<td></td>
</tr>
<tr>
<td>certain</td>
<td>-ly</td>
<td></td>
</tr>
<tr>
<td>colour</td>
<td>-less</td>
<td></td>
</tr>
<tr>
<td>quick</td>
<td>-ly</td>
<td></td>
</tr>
</tbody>
</table>

Fill in the missing words from the lists above

Steam is a [**colourless**] gas.

He put the numbers in [**columns**] so he could add them up quickly.

The [**achievement**] of the pupils was [**slightly**] above average.
### Session 11

<table>
<thead>
<tr>
<th>dispatch</th>
<th>describe</th>
<th>display</th>
<th>diet</th>
<th>delete</th>
<th>deny</th>
<th>entrance</th>
<th>exit</th>
<th>even</th>
</tr>
</thead>
</table>

- **dispatch**: adpisobpqastncehjdripsrpatobotjvcudithgei
- **describe**: cderbkshcardeibwcertdlegnslscorwipbenrist
- **display**: dsaitrstepelicbaeeyrdowieusbpitlnmarityrell
- **diet**: aoldolihuhotknclgsdyhetcueemgnkltmfldnt
- **delete**: rcdliehiltensgltehodtaiaiunmegtmntienthjus
- **deny**: adoekmgnltsyebpadnmnekurstgkmknlioteyirsti
- **entrance**: aenuandtnarstntcgieoencjtwrealtantcehimah
- **exit**: cesoxutonhriyctuebnnesikoxdfrecihuoiirenhtmn
- **even**: orbesluvoknbiehbrnykebrfnivjuhjkeatshhtynhi

---

The table above shows various words, likely demonstrating the content of the session. Each word is listed in a separate column, providing a visual representation of the session's vocabulary or terminology. The words are arranged in a grid format, making it easier to see the pattern or structure of the session. Some words are repeated or appear in different forms (e.g., "even"), which might indicate their importance or frequency of use in the session's discussions or exercises.

---

**SNIP Literacy Programme Part 3**

http://www.snip-newsletter.co.uk
Put in the missing letters – say them out loud as you do it

**dispatch**  d_s_p_t_c_h, d_i_s_a_t_h, d_i_s_p_t_c_  
**describe**  d_e_c_r_b_e, d_e_s_r_i_e, d_s_c_r_i_e

**display**  d_s_p_y, d_i_p_l_, d__p_a__
**diet**  d_e__, d_i_t, _i_e

**delete**  d_e_e_t_, d_l_t_e, d_e_e_e
**deny**  d_e_y, d_n_, _e_n

**entrance**  e_n_t_r_n_e, e_t_r_a_c_e, _n_t_r_a_n_e
**exit**  e_i__, e_x_t, _x_t
**even**  e_e__, e_v_n, _v_n

Which word fits in which shape?

---

Read these sentences one at a time until you are fluent. Then type or write them out at least four words at a time.

The display was to describe the foods that it was wise to delete from your diet.

Entrance to the cycle event was good but the exit path was hard to find.

The man’s defence was to deny that he knew of the dispatch of the diamonds.

---

SNIP Literacy Programme Part 3  
http://www.snip-newsletter.co.uk
Crossword

Across
2  The way out
4  To show
5  The way in
6  To remove
8  The foods that are eaten

Down
1  To send
3  To note details
4  To refuse
7  The opposite to odd

Wordsearch
- delete
- deny
- describe
- diet
- dispatch
- display
- entrance
- even
- exit

w v u b e d r n q f
h b a x n e d i e t
w e x i t l e e v d
a d g t r e s e e x
d i s p a t c h n a
r s h v n e r y w v
q p t u c o i m v m
z l y s e p b i d r
b a o l c d e n y n
b y h e v e r u w s
Track the whole word (twice in each line)

delete  deleetdiletedeletedileetdileetdileetedeltedeleetededeel
display displaydispalydesplaydespalydisplaydissplaydiesplay
dispatch disspatchdispachdisspatchdispatchdespatchdispatch
deny dinnydennydenidencydanydennydindydeyndenyydenny
even evenevvenenevevvenivevvenekevveneivinneven
describe decsribedecsrde describedisribedescribebedscribe
exit xeitexetexxitexiteexittexitexitviteziteexxittexit
diet diyetdeetdeitddeathdietdbietpiedietdietbietgietet
entrance entranceentranceentanceentraneentranceentrane

Read the sentences one by one and then type them out remembering at least four words at a time

The college exit was next to the business entrance.

I deny that I would delete the design course from the display.

The diet used colours to describe foods that his daughter could have for breakfast.

The dispatch of the clients clothing was allowed on even dates.
Find out what two or three letters the first two words have in common and select a third word from the list

<table>
<thead>
<tr>
<th>even</th>
<th>entrance</th>
<th>describe</th>
<th>connect</th>
<th>deny</th>
<th>began</th>
</tr>
</thead>
<tbody>
<tr>
<td>between</td>
<td>delete</td>
<td>daughter</td>
<td>content</td>
<td>diet</td>
<td>attempt</td>
</tr>
<tr>
<td>sight</td>
<td>caught</td>
<td>daughter</td>
<td>college</td>
<td>strength</td>
<td>bought</td>
</tr>
<tr>
<td>scene</td>
<td>where</td>
<td>entrance</td>
<td>delete</td>
<td>exit</td>
<td>even</td>
</tr>
<tr>
<td>conclude</td>
<td>abuse</td>
<td>costume</td>
<td>control</td>
<td>colour</td>
<td>conscious</td>
</tr>
<tr>
<td>active</td>
<td>decide</td>
<td>describe</td>
<td>dissolve</td>
<td>distil</td>
<td>diet</td>
</tr>
</tbody>
</table>

Put the two words in a sentence. Make sure you put in the full-stops and capital letters.

1. describe, exit

2. deny, diet

3. even, delete
### Session 12

<table>
<thead>
<tr>
<th>effort</th>
<th>easel</th>
<th>extract</th>
<th>escape</th>
<th>Europe</th>
<th>earthquake</th>
<th>enlarge</th>
<th>equal</th>
<th>enquire</th>
</tr>
</thead>
<tbody>
<tr>
<td>dsfmrirsfcsefmohtngorldvraedcyfilplosfrcisparorlvoet</td>
<td>abesgraodysleitrkcsilhetbigolcnawgdcTesioralcelsobhkl</td>
<td>ebdgaxckuteixrgapxlicrhtoeiRxntesdorwapthcupidgstlet</td>
<td>arecisuseocagcnriphusdocteikgdelaskiudceyshancvpa</td>
<td>dEbcuiarloEvpounvestbiEdnwriuenpEdagriknopvraEtie</td>
<td>cedagbirtoehafqngumaeskctioendecranerbthcquake</td>
<td>sedbnoalcirausrteigaeomsebrncaelnyadokruitgdelsrfe</td>
<td>kepqcqepoublsqareeslqnldbectadqelulsinavlgemldsol</td>
<td>eianhliqntreucsqieobrdubeoqafeimnsqrraguiensrcistne</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>cettrax</th>
<th>effort</th>
<th>easel</th>
<th>extract</th>
<th>escape</th>
<th>Europe</th>
<th>earthquake</th>
<th>enlarge</th>
<th>equal</th>
<th>enquire</th>
</tr>
</thead>
<tbody>
<tr>
<td>upeEro</td>
<td>dsfmrirsfcsefmohtngorldvraedcyfilplosfrcisparorlvoet</td>
<td>abesgraodysleitrkcsilhetbigolcnawgdcTesioralcelsobhkl</td>
<td>ebdgaxckuteixrgapxlicrhtoeiRxntesdorwapthcupidgstlet</td>
<td>arecisuseocagcnriphusdocteikgdelaskiudceyshancvpa</td>
<td>dEbcuiarloEvpounvestbiEdnwriuenpEdagriknopvraEtie</td>
<td>cedagbirtoehafqngumaeskctioendecranerbthcquake</td>
<td>sedbnoalcirausrteigaeomsebrncaelnyadokruitgdelsrfe</td>
<td>kepqcqepoublsqareeslqnldbectadqelulsinavlgemldsol</td>
<td>eianhliqntreucsqieobrdubeoqafeimnsqrraguiensrcistne</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hateaquerk</th>
<th>algreen</th>
<th>riqueen</th>
<th>rofetf</th>
<th>quale</th>
<th>alese</th>
<th>pacsee</th>
</tr>
</thead>
<tbody>
<tr>
<td>extract</td>
<td>escape</td>
<td>Europe</td>
<td>earthquake</td>
<td>enlarge</td>
<td>equal</td>
<td>enquire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---
Write out these words in capital letters – say them aloud

effort ........................................ escape ........................................ enquire ........................................
easel ........................................ Europe ........................................ equal ........................................
extract ........................................ enlarge ........................................ earthquake ........................................

Which word from the list is not used in this passage?

The other day I was reading an extract from a book about the war in Europe. The print was small so I had to enlarge it. It told of the effort required to escape in equal numbers and return home. An earthquake at the time helped by making it difficult for the chasing soldiers to enquire as to the whereabouts of the missing men.

Circle every fifth letter in this sentence to make a word

The newsreader is better still. ........................................ The word was ........................................

Put in the missing words

The photo is too small. We will have to _ _ _ _ _ _ it.
The man had toothache so the dentist had to _ _ _ _ _ _ it.
The police had surrounded the house so there was no _ _ _ _ _ _ .
France, Italy and Germany are countries in _ _ _ _ _ _ .
An artist sometimes uses an _ _ _ _ _ _ when painting a picture.
An _ _ _ _ _ _ _ _ _ _ occurs when the ground shakes violently.
3 times 4 is _ _ _ _ _ to 6 times 2.
If I do not know when the train leaves so I will go and _ _ _ _ _ _ .
Every _ _ _ _ _ _ _ _ _ _ was made to make the test fair.
Adding a suffix

A suffix is the ending on a base word such as ful in hopeful. If the suffix begins with a vowel and the base word ends with an e the rule is to take off the e and add. e.g. take + ing = taking

Try these:

extract + ed = ............................................................... 
enlarge+ ing = ............................................................... 
escape + ed = ............................................................... 
enquire + ing = ............................................................... 
equal + s = ............................................................... 
effort + less = ............................................................... 
Europe + ean = ............................................................... 
equal + ly = ............................................................... 
escape + ing = ............................................................... 
abuse + ing = ............................................................... 
believe + ed = ............................................................... 
condense + ation = ............................................................... 
delete + ion = ............................................................... 

Fill in the missing words from the lists above

We made our _______ from the _______.

It took a lot of _______ to _______ the hole.

The lady took her _______ to _______ to do some painting.

The man went to _______ about training for _______ opportunities.
Crossword

Across
2 The same in number or size
6 The movement of the surface of the earth
8 To become free

Down
1 To take out
2 This is to do with how hard you try
3 Spain, Italy and France are all part of this
4 To make bigger
5 To ask
7 A frame to hold a picture or painting

Wordsearch

- Europe
- earthquake
- easel
- effort
- enlarge
- enquire
- equal
- escape
- extract

- c e s s c a p r o p e e
- e a s e l l a r g e n
- t r a x f e s c a p e
- e t o r a c t s d l
- s h u n i n g e s a
- e q u a l l i n u i r
- f u d c e n l a r g e e
- f a o t s e e f o r t
- o k o e w q a l p s m
- r e n q u i r e e d s
- t s e m p l o i d e d
## Session 13

<table>
<thead>
<tr>
<th>exchange</th>
<th>enough</th>
<th>employ</th>
<th>effect</th>
<th>forty</th>
<th>fulfil</th>
<th>friction</th>
<th>function</th>
<th>forget</th>
</tr>
</thead>
</table>

```
exchange e b x g c t h y a d n m g e e r s x g c k n l h o t a y i n s g i e f i
enough c e r b n s h o a u d e i g w h e r t e g n s l c o u w g p b k h e n o h
employ r l i e h m l p e n l t e h o y t a n e m g t p n l b t i o n t g y h i j e o y
effect c e g o f d u f h e e o b c t g o l e t c f e m f n k e l m t c s f t e m
forty o r b f s u o k n r i e h t r n y k e f r f n o v j u r j k e i a t s h t y n i h
fulfil a f u n d l r n a f s t h i t c l g f o n u j t w l r a f t a n t c e h i h f y l b
friction d p f s p r b p i h s c a s p t n i j d o r n f d r a i o b c u t y i m o n
function d f e i u r n c e t i a o e n r f o u i e i t l n a r c i y o t m i r o e n m
forget m n h g f o n r i g c t b e k b n t s i d f r e u o i r f g e n h t m n t r
```
Put in the missing letters – say them out loud as you do it

exchange: e_x_h_n_g_e, e_c_h_a_g_e

enough: e_o_u_h, e_o_g_h, e_n_o_g_h

employ: e_p_o_y, e_m_l_o_y, e_m_l_y

effect: e_f_e_c_t, e_f_e_t, _f_f_c_t

forty: f_o_t_y, f_r_t_, f_r_y

fulfil: f_l_i_l, f_u_f_l, f_u_f_i_

friction: f_r_c_t_o_n, f_i_c_t_o_n

function: f_u_n_c_i_o_n, f_u_c_t_i_n

forget: f_r_g_t, f_o_ge_, f_o_r_e_t

Which word fits in which shape?

Read these sentences one at a time until you are fluent. Then type or write them out at least four words at a time.

How did the guard forget to employ forty men to advise on the function.

The source of the friction was enough to have an effect on the earthquake.

To connect the college we had to exchange the cable for the client.
Write out these words in capital letters – say them aloud

exchange        effect        friction        
enough          forty         function        
employ          fulfil         forget         

Which word from the list is not used in this passage?

When I was on holiday I did not want to forget that I had promised to fulfil a promise to attend a function at the hotel. I had not got enough money so I went to the bank to exchange forty pounds, but the bank would not give me the money. The effect of this was to cause great friction between the bank and myself.

Circle every fifth letter in this sentence to make a word

To offer me usual lamps free riles Alan. The word was ____________________

Put in the missing words

Do not _______ to lock the door when you leave.

I hope I can ______ my duties in future.

I could not turn the nut with my finger. I had to _______ a spanner.

The jumper was torn so I asked the shop to _______ it.

Bicycle and car brakes work because of _______.

Two fifths of one hundred is _______.

I could not eat any more as I had had _______.

The _______ of the switch is to turn on the light.

The book had quite an _______ on me.
Crossword

Across
3  The result or consequence
5  To give one thing and receive another
7  Carry out, satisfy or complete
8  Twice twenty

Down
1  Unable to remember
2  Produced when two surfaces rub together
4  The job of something, an official duty or an important meeting
5  Has the required amount or plenty
6  Use or give a job to someone

Wordsearch
- effect
- employ
- enough
- exchange
- forget
- forty
- friction
- fulfil
- function
### Session 14

<table>
<thead>
<tr>
<th>fabric</th>
<th>futile</th>
<th>fibre</th>
<th>future</th>
<th>fraction</th>
<th>gender</th>
<th>genre</th>
<th>grammar</th>
<th>graphic</th>
</tr>
</thead>
<tbody>
<tr>
<td>fabi</td>
<td>uite</td>
<td>ebr</td>
<td>ure</td>
<td>stion</td>
<td>end</td>
<td>ene</td>
<td>gram</td>
<td>graphe</td>
</tr>
<tr>
<td>fabric</td>
<td>futile</td>
<td>fibre</td>
<td>future</td>
<td>fraction</td>
<td>gender</td>
<td>genre</td>
<td>grammar</td>
<td>graphic</td>
</tr>
</tbody>
</table>

- Fabric: dsfrmaibersfnicsefmotngrlutfvraecyfilpbuosfcrlspairocrb
- Futile: abecfsgruaodysleitrkicsilhetbfigoulcnytawgsioralcesobh
- Fibre: ebfdgxckuteixrbgapxlicrhtolefordsorwiaptebhcupiglstete
- Future: arefducisusetocagcunriphebusdofcteiugudeotlaskiudrcays
- Fraction: dbcfuiartloavpoucnvetslbidonwlgriuaencpdtaiigdonkrati
- Gender: cedagbirtoeohanfngudmaeskrtcigoendecranerbthcquha
- Genre: cgsednocalcirausrteigaeomsebrncaelnyadokruitgdelrsfe
- Grammar: kgedrpqacbqmegamndabercrtqdgqerlsavlgemldasolbr
- Graphic: egiqnrtreaucpsazhieobcafgemrsnqragupienhsrctnecy

---

**SNIP Literacy Programme Part 3**

http://www.snip-newsletter.co.uk
Write out these words in capital letters – say them aloud

fabric  fibe  future  futile 
future  fraction  gender 
genre  grammar  graphic 

Which word from the list is not used in this passage?
The tailor was busy weaving his fibre into a fabric to make a garment for either gender. He hoped to sell his clothes at a fraction of those sold in the high street shops to secure his future, but his futile attempts at graphic design and poor grammar made his advertising pamphlets a failure.

Circle every fifth letter in this sentence to make a word
Is it good Peter knows great news? The word was ________________

Put in the missing words
The ___________ in this passage does not make sense.
We do not know what the __________ holds for us.
Police had surrounded the house escape was __________.
Being male or female is known as __________.
An artist painted a picture in the landscape __________.
The witness gave a __________ description of the accident.
Two thirds is a ____________.
The scientist found a __________ of clothing from the dead person.
Mr Brown sells material in his __________ shop.
Put in the missing letters – say them out loud as you do it

<table>
<thead>
<tr>
<th>fabric</th>
<th>_a _r _i _c</th>
<th>_b _r _c</th>
<th>_a _b _i _</th>
</tr>
</thead>
<tbody>
<tr>
<td>futile</td>
<td>_t _l _e _</td>
<td>_u _l _e</td>
<td>_u _i _e</td>
</tr>
<tr>
<td>fibre</td>
<td>_b _e _</td>
<td>_i _r _</td>
<td>_i _b _e</td>
</tr>
<tr>
<td>future</td>
<td>_u _e _</td>
<td>_t _r _</td>
<td>_f _u _t _r _</td>
</tr>
<tr>
<td>fraction</td>
<td>_r _c _t _o _n _</td>
<td>_a _t _i _n _</td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td>_e _n _e _r _</td>
<td>_g _n _d _r _</td>
<td>_e _d _e _</td>
</tr>
<tr>
<td>genre</td>
<td>_n _e _</td>
<td>_e _n _e _</td>
<td></td>
</tr>
<tr>
<td>grammar</td>
<td>_r _m _a _r _</td>
<td>_g _r _a _m _r _</td>
<td></td>
</tr>
<tr>
<td>graphic</td>
<td>_a _h _i _c _</td>
<td>_g _r _p _i _c _</td>
<td>_g _r _a _h _i _c</td>
</tr>
</tbody>
</table>

Which word fits in which shape?

Read these sentences one at a time until you are fluent. Then type or write them out at least four words at a time.

It was **futile** to try and enlarge the exit a **fraction** to allow the man to escape.

The costume on display was made of **fibre** from the college **fabric**.

The attempt at **grammar** in the diary gave away the **gender** of the daughter.

The **graphic** dispatch described the **future** plans of the squad.
Crossword

Across
1 Another name for material
2 Parts of speech
5 Pointless
6 A sort or a style often to do with paintings

Down
1 A part of the whole
2 Vivid description
3 Male or female
4 The opposite to past
5 Thread used to make clothes

Wordsearch
- fabric
- fibre
- fraction
- futile
- future
- gender
- genre
- grammar
- graphic

| e | g | r | a | m | m | a | r | t | w |
| c | e | g | g | f | p | n | g | f | v |
| x | n | r | o | m | j | o | e | a | o |
| f | r | a | c | t | i | o | n | b | f |
| m | e | p | j | l | m | v | d | r | u |
| w | h | h | g | z | v | p | e | i | t |
| t | f | i | b | r | e | l | r | c | i |
| k | v | c | z | o | p | m | w | s | l |
| j | f | u | t | u | r | e | k | f | e |
| w | d | i | r | t | j | d | t | i | d |
### Session 15

<table>
<thead>
<tr>
<th>happened</th>
<th>hazard</th>
<th>highlight</th>
<th>hygiene</th>
<th>hardware</th>
<th>humid</th>
<th>hundred</th>
<th>healthy</th>
<th>insect</th>
</tr>
</thead>
</table>

happened: `dshfrmaibperpsfenicsefmdotnhgrlatfpvrapaecnfielpd`

hazard: `abhecafgzraordysltheithrakdicyrsialhazetbafrigoud`

highlight: `ehbfdigaxhckluteixgrbgatpxhlicrghtoelrifsdogwhiaprt`

hygiene: `rhefdycisgusetiocaegeunreibeysdgctekgudeotnlae`

hardware: `bhcfiartdoawvpouacnvretsrbdanwrlfgdriuwaencre`

humid: `cedagbhirotheumansfidngudimahemskurtcuimoehnideh`

hundred: `hcsuedbnoaldcirueslrtdeigheoumsebrncadelnrhyaedo`

healthy: `khgedrapqcalbiqeteghalyndahbceratqdlglerltsavhlmyhr`

insect: `egiqrtsreacpszthioebcgeinrsnqslragupienhsrstn`
Write out these words in capital letters – say them aloud

happened _________ hygiene _________ humid _________
hazard _________ hardware _________ healthy _________
highlight _________ hundred _________ insect _________

Which word from the list is not used in this passage?

The highlight of our holiday last year was a jungle trip. We were warned beforehand about hygiene, as disease was a hazard in humid countries. Although we were all healthy a single insect bite could be fatal and as we were a hundred miles from a hospital we had to be careful. As it happened we all survived without a problem.

Circle every fifth letter in this sentence to make a word

Fred is soon to be seen near to camel trips. The word was ________________

Put in the missing words

The wasp is an ____________.

The ___________ shop sells screws and nails.

Police had closed the road due to the ___________.

The letter C is the roman numeral for one ___________.

When there is a lot of water vapour in the air we say it is ___________.

__________ is the key to preventing many diseases.

The ___________ of the holiday was going water skiing.

He said it __________ so suddenly he did not see who stole his money.

It is best if we all have a __________ diet.
Which word fits in which shape?

Read these sentences one at a time until you are fluent. Then type or write them out at least four words at a time.

The **highlight** of the **hundred** year reign had **happened**.

*Insect* control in the **humid** climate was an active attempt to keep **healthy** by keeping disease away.

The sign in the **hardware** shop said that germs were a **hazard** to **hygiene**.

What small word can you find in:

- happened
- humid
- healthy
- hardware
- highlight
- hundred

What six words can you spell using the letters in the word happened?
Crossword

Across
4 Animal with head, thorax, abdomen and 6 legs
5 A danger or risk
6 The best bit
7 A century has this many years
8 Occurred

Down
1 Warm and damp
2 Without illness
3 Computer parts such as monitor, printer etc.
5 Concerned with health and cleanliness

Wordsearch
- happened
- hardware
- hazard
- healthy
- highlight
- humid
- hundred
- hygiene
- insect

| h | o | h | e | a | l | t | y | h |
| i | h | a | p | p | e | n | e | d |
| g | e | z | r | h | u | m | i | d |
| h | a | a | z | u | n | a | d | i |
| l | i | r | i | n | s | e | c | t |
| i | t | d | e | d | e | t | y | n |
| g | h | u | d | r | e | d | z | s |
| h | y | g | i | e | n | e | e |
| t | h | a | r | d | w | a | r | e |
### Session 16

<table>
<thead>
<tr>
<th>inspire</th>
<th>involve</th>
<th>input</th>
<th>index</th>
<th>injured</th>
<th>improves</th>
<th>ideal</th>
<th>issue</th>
<th>imply</th>
</tr>
</thead>
</table>

**Table continued:**

<table>
<thead>
<tr>
<th>inspire</th>
<th>involve</th>
<th>input</th>
<th>index</th>
<th>injured</th>
<th>improves</th>
<th>ideal</th>
<th>issue</th>
<th>imply</th>
</tr>
</thead>
</table>

**Additional words:****

- dishfnrmsaibpeirpsfenicnsefmdpotnhigrlautfpvrpaeielpd
- abihencafvsgzorualordvyslheithrnakdvicyrozsialhvazetb
- ebfdigaxhnckpluteixgrbhgatpxhlnicrghptoielriufsdgorwth
- arihefdnycisgudseiocaxegxcunreipheuyusxndgofcteikgxu
- dbhcufiarntdljoawyouarcnvetdshbidoanjwrlufgdriewud
- ceidagmbhiprtuvoehmansfiqdngudimahpemskurtcuoives
- hcgsiuedbnoealdciraueslrtdeighaeoumsebrncadelnrhya
- keidrapsqcsalbuiqtumeghaimlynsahbsecratuqdglqermy
- egiqnrtsmeaucpsqlthiyafgeinrsnsmlragupienhs1rcimstney

**Arrow and Word:**

- exdin
- diejrun
- isesu
- voneliv
- reinsip
- vrompies
- tupin
- plimy
- ladie

**End of Table.**
Write out these words in capital letters – say them aloud

inspire involve input
index injured improves
ideal issue imply

Which word from the list is not used in this passage?

During a rugby match I became injured. To inspire my recovery I looked in the index of a medical book to find out how to effect the ideal recovery. It seemed to imply that rest was best and further training was not an issue to involve myself with. I did as it suggested and my condition continues to improve.

Put in the missing words

I found the word in the _ _ _ _ _ at the back of the book.
I had to _ _ _ _ _ all the results into the computer myself.
This book will make an _ _ _ _ _ Christmas present.
The letter seems to _ _ _ _ _ that I am to blame.
When the weather _ _ _ _ _ _ _ _ we will go on holiday.
The _ _ _ _ _ _ here is whether he meant to do it.
This teacher will _ _ _ _ _ _ us to do better.
He was _ _ _ _ _ _ as a result of him water skiing.
Building this house will _ _ _ _ _ _ buying many bricks.
Which word fits in which shape?

- ideal
- imply
- improves
- index
- injured
- input
- inspire
- involve
- issue

Track for the whole words twice in each line

inspire
imply
improves
index
injured
input
involve
issue

Read these sentences one at a time until you are fluent. Then type or write them out at least four words at a time.

The exchange was quick and involved healthy and injured men.

To improve the advice about the humid climate, they enlarged it in the future issues of the diary.

To imply a hundred guards was an ideal squad was an attempt to deny the danger.

Could you be inspired to input the autumn lists into the college index?
Find out what two or three letters pattern the first two words have in common and select a third word from the list

<table>
<thead>
<tr>
<th>extract</th>
<th>index</th>
<th>describe</th>
<th>exit</th>
<th>deny</th>
<th>axis</th>
</tr>
</thead>
<tbody>
<tr>
<td>ideal</td>
<td>beneath</td>
<td>daughter</td>
<td>appear</td>
<td>diet</td>
<td>attempt</td>
</tr>
<tr>
<td>sight</td>
<td>caught</td>
<td>college</td>
<td>strength</td>
<td>highlight</td>
<td>bought</td>
</tr>
<tr>
<td>inspire</td>
<td>advise</td>
<td>active</td>
<td>delete</td>
<td>exit</td>
<td>achieve</td>
</tr>
<tr>
<td>injure</td>
<td>abuse</td>
<td>costume</td>
<td>control</td>
<td>colour</td>
<td>conscious</td>
</tr>
<tr>
<td>active</td>
<td>involve</td>
<td>describe</td>
<td>dissolve</td>
<td>distil</td>
<td>diet</td>
</tr>
</tbody>
</table>

Put the two words in a sentence. Make sure you put in the full-stops and capital letters.

1. inspire, ideal

2. injured, improves

3. index, involve
Adding a suffix

A suffix is the ending on a base word: such as **ful** in **hopeful**. If the suffix begins with a vowel it is a vowel suffix. If it begins with a consonant it is a consonant suffix. Look at the first letter of these suffixes and mark them with a vowel or a consonant. Put them in the right box.


<table>
<thead>
<tr>
<th>Consonant Suffixes</th>
<th>Vowel Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you add a vowel suffix to a word ending in **e**, then you take off the **e** first and JUST ADD e.g. take + ing = taking.

So try these:

- inspire + ed = ____________________________
- involve + ing = __________________________
- escape + ed = ____________________________
- inspire + ing = __________________________
- injure + ed = ____________________________
- issue + ing = ____________________________
- injure + s = ____________________________
- involve + ed = __________________________
- delete + ed = ____________________________
- escape + ing = __________________________
- injure + ing = __________________________
- fibre + ous = ____________________________
- issue + ed = ____________________________
Crossword

Across
2 A computer keyboard is this type of device
4 The best possible
5 Makes better
6 Give out

Down
1 To suggest
2 A player who is this will not play in the game
3 To be concerned with or to include
4 To encourage or stimulate
5 Found at the back of a book it is a list of contents

Wordsearch

- ideal
- imply
- improves
- index
- injured
- input
- inspire
- involve
- issue

```
id
ip
ide
al
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im
pl
y
ied
i
pot
v
son
n
v
re
i
ns
iu
j
re
od
im
un
pu

in
vol
ved
rr

pie
ms
ev
oe
e
ins
pi
er
d
imp
lies
put
ut
ni
```