

## Lesson 1: Challenge words

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with irregular spelling patterns

This week's words				
muscle	prejudice	available	determined	rhyme
identity	accommodate	suggest	competition	existence

### Revise

- Starter:** Share some examples of the challenge words from Stage 5 on **1.1** with answers on **1.2**.
- Discuss what mistake has been made in each of the words, e.g., knight — used the split digraph 'i-e' instead of 'igh' trigraph for the long /i/ vowel sound, doubt — omitted the silent letter.
- Ask the children to record the correct spelling on whiteboards and show.

### Introduction

- This Week's Words:** Introduce this week's words on **1.3**. Check for understanding of the words.
- Etymology:** Share **1.4-1.7** explain the etymology of 'muscle' and 'existence'. Can the children think of any other words starting with 'ex', which has the meaning of 'out'? e.g., exit, exhale, exterior, etc.
- Syllable Sort:** Remind the children that a syllable is a part of a word that contains vowel sounds of a word. Practise clapping out the syllables for each of the challenge words. Ask the children to sort out the different words according to the number of syllables, discussing their answers with a partner. Then complete **1.8** as a class.
- Syllable Maps:** On **1.9** show how to split the words into syllables using 'ac|com|mo|date' as an example. Ask children to work out where the syllable breaks are in 'a|vai|la|ble.'
- Children to complete identifying the syllables with the remainder of this week's words using **1.10**. Answers on **1.11**.
- Phoneme Maps:** Investigate the different sounds that 'rhyme', 'suggest' and 'muscle' make. Model how to sound out the individual sounds in 'rhyme' and show how the word is mapped out inside the boxes on **1.12**. Ask the children to work as a pair and complete 'muscle' and 'suggest'. Discuss misconceptions and correct.
- Ask the children to work with a partner to practise repeating those words which are less familiar or tricky.

### Main Teaching Input

- Irregular Spelling Patterns:** On **1.13** discuss how identifying syllables helps with the spelling of these challenge words. Which words were difficult to decode? For example, 'prejudice'. Notice how the last three letters 'ice' are not written how they might sound. Show the children some other examples of words where this occurs, e.g., 'notice', 'office', 'service', 'practice', 'justice'.
- What sound is made at the end of muscle? How is the /ul/ sound spelled? The most common way is to spell it with 'le' and less common is 'el'. (The '-el' spelling is used after m, n, r, s, v, w.) Sharing **1.14**, ask the children to work in pairs to decide on the correct spelling for each word.
- Cloze Sentences:** Share **1.15** and **1.16**, identify the missing word from each sentence using the challenge words. Answers on **1.17** and **1.18**.

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### Independent

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**Dictionary Skills:** Children to look up the dictionary definitions of this week's words and then write their own sentences using these words **1.19**. Possible answers on **1.20**.

**Challenge:** How many of this week's words can they use in a sentence?

Share **1.21** with the children. Explain that they are going to complete the Word Shed grid based on the word 'determined'. Possible answers on **1.22**.

Ask the children to complete the four sections:

- Definition
- In a sentence
- Synonyms
- Antonyms

### Consolidation



**Morphology Matrix:** On **1.24** investigate how to build additional words based on this week's words by adding suffixes and/or prefixes to the root or base word 'accommodate', e.g., accommodates, accommodation, accommodating, unaccommodated. Answers on **1.25**.