

## Lesson 2: 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				
accompany	average	conscience	develop	explanation
immediately	necessary	privilege	rhythm	symbol

### Revise

- **Starter:** Remind the children how using syllables helps them with the spelling of their challenge words. Share **2.1** and ask them which words contain four syllables, one syllable, etc. or clap your hands a set number of times and ask the children to identify which words it could be based on the number of claps/syllables.
- Show **2.2** and ask the children to identify which words have been split into their syllables correctly and which have not. Discuss answers.

### Introduction

- **This Week's Words:** Introduce this week's words on **2.3**. Check for understanding of the words. Pay attention to the sounds in the word and how they may not match with the letters, e.g., 'conscience'.
- **Etymology:** Share **2.4-2.6** on the etymology of 'rhythm' and 'develop'.
- **Syllable Sort:** Share **2.7** and explore the number of syllables in this week's words.
- **Syllable Maps:** Share **2.8** and clap out the syllables for this week's words and model how to represent the different syllables using 'de|vel|op' as an example. Ask the children to work with a partner/individually to work out where the syllable breaks are in 'con|science' and 'ac|com|pan|y'.
- Children to complete identifying the syllables with the remainder of this week's words using **2.9**. Answers on **2.10**.
- **Phoneme Maps:** Investigate the different sounds that 'explanation', 'symbol' and 'conscience' on **2.11**.
- Model by sounding out each individual sound in 'explanation' and how the word is mapped out inside the boxes. Children to work in pairs/individually to map the phonemes for 'symbol' and 'conscience'.
- Ask the children to recall definitions of the main word classes: verbs, nouns, adjectives and adverbs.
- **Word Sort:** Assign each pair one of this week's words and with the aid of a dictionary, find which word class they belong to. Share their findings and sort their words into these different categories on **2.12**.

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### Main Teaching Input

- **Irregular Spelling Patterns:** Can the children identify the two words in this week's words which have the same end sound? ('privilege' and 'average')
- Focus on how neither of the end sounds are written as they sound. They both end in the phoneme /j/ but are written using the grapheme 'ge'. Share **2.14**.
- Share **2.15** and explore other words that share an 'age' or 'ege' ending.
- Share **2.16** to discuss various spelling patterns for words with 'ge' and 'dge' endings.
  - 'ge' tends to follow long vowel sounds, consonants and the letter 'a' in words of more than two syllables, like average. They can appear at the start and the end of words, but also in the middle, e.g., generate, re-generate, privilege.
  - And 'dge' follows short vowel sounds and are not written at the beginning of words.
- Ask the children to refer to the spelling patterns to sort pictures on **2.17**. Can they think of their own words, too?
- Discuss some of the other spelling patterns for the /j/ sound on **2.18**. Look at how some words with the 'du' spelling are pronounced with the /j/ sound.
- Share **2.19 – 2.20** and identify the missing word from each sentence. Answers on **2.21** and **2.22**.

### Independent

**Dictionary Skills:** Children to use a dictionary to look up the definitions of this week's words. Ask them to write their own sentences using these words on **2.23**. Possible answers on **2.24**.

For those words which are in more than one word class, ask them to focus on just one (either the verb, noun or adjective), and then ensure that the correct meaning is used in their sentences.

Share **2.25** with the children. Explain that they are going to complete the Word Shed grid based on the word 'immediately'. Possible answers on **2.26**. Ensure that the children understand the terminology before commencing with the task. Then complete the different sections:

- Definition
- In two sentences
- Synonyms
- Root word + sentence

**Consolidation** → **Morphology Matrix:** Investigate how to build additional words based on this week's words by adding suffixes and/or prefixes to the root or base word 'develop', e.g., redevelop, redeveloped, developmentally. **2.27**. Answers on **2.28**.