

Lesson 2: Words ending in '-cious'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words ending in '-cious'

This week's words				
conscious	ferocious	gracious	luscious	malicious
delicious	atrocious	precious	spacious	suspicious

Revise

- Starter:** Share 2.1-2.3 and revise some of last week's words.
- Ask children to work out which word is being described.

Introduction

- This Week's Words:** Introduce the children to this week's words using 2.4. Check for understanding and correct pronunciation.
- Ask the children what the words have in common. Establish they all have the suffix '-cious' and they are adjectives. Remind them that '-cious' is pronounced /shus/.
- Etymology:** Share 2.5 and 2.6 explaining the etymology of 'precious'. Can children guess the word 'delicious' from the clues?
- Show 2.7 and ask children to work with a partner to clap out the syllables in each word. Remind children that '-cious' is one syllable. How many words have two syllables? How many have three syllables? Click the number to reveal the words that have that number of syllables.

Main Teaching Input

- Syllable Maps:** Model breaking 'gra | cious' into its two syllables. Draw a long line for the syllable break, so it doesn't look like a letter 'l'. You may choose to use a different colour pen to make the syllable break stand out.
- Then ask the children to work individually or in pairs to work out where the syllable breaks are in 'a | tro | cious' and ma | li | cious'. 2.8
- Phoneme Maps:** Share 2.9. Model how to map the phonemes in 'conscious'. Draw a dot underneath each individual sound. Where there are digraphs and trigraphs, where two or three letters make one sound, a line should be drawn.
- Draw attention to the trigraph 'sci' and note that it makes a /sh/ sound.
- Ask children to work with a partner/individually to map out the phonemes in 'luscious' and 'ferocious'. Share answers and correct where necessary.
- Children to complete identifying the syllables and phonemes with a selection of this week's words using 2.10. Answers on 2.11. Check syllables and phonemes are correct as a class.
- Share 2.12 and 2.13. Ask children to complete the sentences with the missing words. Answers on 2.14 and 2.15.

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Independent

Dictionary Skills: Children to find the dictionary definitions of this week's words and then write their own sentences using these words on **2.16**. Possible answers on **2.17**.

Share **2.18** with the children. Explain that they are going to complete the Word Shed grid based on the word 'ferocious'.

Possible answers on **2.19**.

Ask the children to complete the four sections:

- Definition
- In a sentence
- Antonyms
- Synonyms

- Consolidation** → Share **2.20** and ask children to identify this week's words that have either been scrambled or represented by their syllable maps.
- Where words have been scrambled, encourage children to look for the digraphs and trigraphs, which have been underlined. This should help to identify the word and also serves as a reminder that these letters function as one sound.
- For the syllable maps, the final one could be three of this week's words. Each dash represents a missing letter.
- Answers on **2.21**.