

Lesson 1: Words where the digraph 'ou' makes an /ow/ sound

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words where the digraph 'ou' makes an /ow/ sound

This week's words

mouth
around

sprout
sound

spout
trout

ouch
found

hound
proud

Revise

- Starter:** Share **1.1** and revise the various sounds made by the 'ou' digraph. Ask children what sound the digraph 'ou' makes in each word. Click the words to sort them into the correct jar.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and correct where necessary.

Introduction

- This Week's Words:** Share this week's words on **1.2**. Check for understanding and correct pronunciation. What do all these words have in common? Establish that this week's words have the digraph 'ou' which makes an /ow/ sound. Where does it appear in this week's words? It occurs most often in the middle of words and sometimes at the start.
- Etymology:** Share **1.3** and **1.4** explaining the etymology of the word 'sound'.
- Show **1.5** and invite the children to sort this week's words according to how many sounds can be heard, e.g., 'f-ou-n-d' has four sounds.
- Click the word for it to move to the correct section. Share answers and correct where necessary.

Main Teaching Input

- Syllable Maps:** Establish that a syllable is a 'beat' of sound in each word. Each syllable should contain a vowel sound, so it may help to count the vowels heard in each word.
- Note:** This week, only 'around' has two syllables, so children can practise recognising syllables with some alternative 'ou' words.
- Show **1.6** and model how to split the words 'a|round' and 'sur|round|ed' into syllables by drawing 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 breaks stand out.
- Ask children to then work with a partner/individually to map out the syllables for 'ac|count', 'coun|ty', 'loud|speak|er' and 'out|stand|ing'.
- Share answers and correct where necessary.
- Phoneme Maps:** Share **1.7** and model how to draw the phonemes for 'around'. Draw a dot underneath each individual sound. Where multiple letters make one sound, a line should be drawn.
- Ask children to then work with a partner/individually to map out the phonemes in 'hound', 'sprout' and 'ouch'.
- Share answers and correct where necessary.
- Show **1.8** and ask the children to complete mapping the phonemes with a selection of this week's words. Answers on **1.9**. Check answers and correct where needed.

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Independent

Apply – Share **1.10** and ask children to write a sentence about the pictures, remembering to include the word in the sentences. Then read the sentences and replace the underlined word with one of the blue words. Share **1.11** and invite children to write a description of the picture using the given words. Answers on **1.12** and **1.13**.

Investigate – Share **1.14** with the children. Explain that they are going to complete the Word Shed grid based on the word 'proud'. Possible answers on **1.15**.

- Ask the children to complete the four sections:

- Definition
- In a sentence
- Antonyms
- Synonyms

Consolidation → Morphology Matrix: Share **1.16** and investigate how many different words can be made by adding prefixes and/or suffixes to the root or base word 'round', e.g., around, surrounded, etc.