

Lesson 2: Words where the digraph 'ou' makes an /u/ sound

Objectives

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

This week's words				
touch	double	country	trouble	young
cousin	enough	encourage	flourish	couple

Revise

- Starter:** Share **2.1** and revise last week's words by asking children to add the sound buttons to a selection of words.
- 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 **2.2**. Check for understanding and correct pronunciation. What do all these words have in common? Establish that all of this week's words have the digraph 'ou'. What sound does it make in these words? Compare to last week's /ow/ sound made by the same digraph.
- Where does it appear in this week's words? It occurs most often in the middle of words.
- Etymology:** Share **2.3** explaining the etymology of 'encourage'.
- Spelling Sort:** Show **2.4** and invite the children to sort this week's words according to how many syllables can be heard. 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.
- Click the word for it to move to the correct section. Share answers and correct where necessary.

Main Teaching Input

- Syllable Maps:** Show **2.5** and model how to split 'e|nough' 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 'dou|ble', 'flour|ish' and 'en|cour|age'.
- Share answers and correct where necessary.
- Phoneme Maps:** Share **2.6** and model how to draw the phonemes for 'young'. 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 'touch', 'cousin' and 'couple'.
- Share answers and correct where necessary.
- Show **2.7** and ask the children to complete mapping the syllables and phonemes with a selection of this week's words. Answers on **2.8**. Check answers and correct where needed.

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Independent

Apply – Share **2.9** 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 **2.10** and invite children to write a description of the picture using the given words.

Answers on **2.11** and **2.12**.

Investigate – Share **2.13** with the children. Explain that they are going to complete the Word Shed grid based on the word 'enough.'

Possible answers on **2.14**.

Ask the children to complete the four sections:

- Definition
- In a sentence
- Antonyms
- Synonyms

Consolidation →

Share **2.15** and ask children to say which word is represented by its syllable map. Encourage children to use the blue lines which highlight the digraphs within that word. Share answers and correct where needed.