

## Lesson 1: Words where 'dge' makes a /j/ sound

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words where 'dge' makes a /j/ sound

### This Week's Words

badge  
ridge

edge  
smudge

bridge  
judge

dodge  
wedge

fudge  
lodge

### Revise

#### Starter:

- Show 1.1. Revise the use of sound buttons by looking at a selection of Stage 1 words. Children can write answers on whiteboards for ease of assessment.
- Using a 'phonics voice', read through the words by segmenting and blending each word. **Note:** a 'phonics voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('mmm' not 'muh', etc.).
- Model how to add sound buttons to the word 'wait' if necessary and then allow children time to complete the rest.
- Share answers and correct where necessary.

### Introduction

#### This Week's Words:

- Show 1.2 and introduce this week's words.
- Again, using a 'phonics voice', read through the words by segmenting and blending each word.
- Establish that this week's words all have the trigraph 'dge' and that it makes a /j/ sound. How many syllables do this week's words have? All words have one syllable.

#### Spelling Sort:

- On slide 1.3, ask the children to sort the words according to the sound made before 'dge'? (/a/, /e/, /i/, /o/, /u/) Can the children think of any more examples which fit these patterns?

### Main Teaching Input

#### Sound It, Squash It, Say It, Scribe It:

- Share slide 1.4 and introduce 'Sound It, Squash It, Say It, Scribe It'. This four-step process should be used to help children in the independent phoneme mapping activity.
- Model using 'sound it, squash it, say it, scribe it' to write 'smudge' as a class.
- Ask the children to work with a partner/individually to write and add sound buttons to the words 'fudge', 'edge' and 'bridge'. Share answers and correct where necessary.

#### Phoneme Maps:

- Share 1.5 and ask children to independently look at the different phoneme maps. Write all the words which share that map, e.g., 'badge' and 'dodge' have the same phoneme map. Answers on 1.6.



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#### Independent

Choose the activity which best matches the ability of the children in your class.

- **Simplify** - Using 1.7, ask children to read this week's words and put a tick if the word is correct or a cross if it is incorrect. Correct the incorrect words, then complete the sentence activities. Answers on 1.8.
- **Expect** - Using 1.9, invite the children to write a sentence about the pictures, remembering to include the given word in their sentence. Then read the sentences and replace the underlined word with one of the words in blue. On 1.10, ask children to write a short description of the picture using the three words provided. Answers on 1.11 and 1.12.

#### Consolidation

- Share 1.13-1.17, read the sentences and ask children to write the missing words on their whiteboards.

#### Optional Continuous Provision Ideas

##### Word Hunt:

Print and laminate the words on slide 1.18. Hide them around your classroom and invite children to find them and read them to a friend.

##### Roll and Read:

Using 1.19, children work with a partner to roll a dice and read a word from the corresponding column. They put a counter down if they read the word correctly, first one to put four counters in a line wins.

#### Extended Learning

##### Spelling Shed @ Home:

You may wish to use this activity sheet as a way to extend learning beyond the classroom. Alternatively, it can be used in the classroom as a focus activity.