

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	edge	bridge	dodge	fudge
ridge	smudge	judge	wedge	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.