

Lesson 2: Words where 'ge' makes a /j/ sound

Objectives

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

This week's words				
change	range	hinge	dungeon	pigeon
charge	orange	strange	sponge	fringe

Revise

- Starter:** Show **2.1**. Revise last week's words by asking children to write the word which matches the picture. 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.).
- Share answers and correct where necessary.

Introduction

- This Week's Words:** Show **2.2** 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 digraph 'ge'. What sound does it make in this week's words? (/j/)
- Syllables:** How many syllables do our new words have? Most of this week's words have one syllable. 'Orange', 'pigeon' and 'dungeon' have two syllables. Ask children to clap out the syllables for these words and draw attention to the red syllable break that shows where the word is divided.
- Spelling Sort:** On slide **2.3**, ask the children to sort the words according to how many sounds can be heard, e.g., 'ch-a-n-ge' has four sounds.

Main Teaching Input

- Sound It, Squash It, Say It, Scribe It:** Share slide **2.4** and model using 'Sound It, Squash It, Say It, Scribe It' to write 'orange' as a class. **Note:** the 'or' at the beginning does not make the /or/ sound. Two separate sounds can be heard, so it is not a digraph.
- Ask the children to work with a partner/individually to write and add sound buttons to the words 'pigeon', 'charge' and 'dungeon'. Share answers and correct where necessary.
- Phoneme Maps:** Share **2.5** and ask children to independently look at the different phoneme maps. Write all the words which share that map, e.g., 'range' and 'hinge' have the same phoneme map. Answers on **2.6**.

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Independent

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

- **Simplify** – Using **2.7**, 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. Answers on **2.9**.
- **Expect** – Activity on **2.7**, then using **2.8**, ask children to write a short description of the picture using the three words provided. Answers on **2.9** and **2.10**.

Consolidation → Share **2.11** which has spellings from this week and a selection of words from last week. Click through to reveal one word at a time. Ask children to clap if they see a word from this week. The final click will reveal all of this week's words.

Optional Continuous Provision Ideas

Word Match

Print and laminate the words and phoneme maps on slides **2.12** and **2.13**. Ask children to match the word to its phoneme map.

Magnet Words

Ask children to make this week's words using magnetic letters.