

Lesson 1: Words ending with 'ff', 'll', 'ss', 'zz' and 'ck'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words ending with 'ff', 'll', 'ss', 'zz' and 'ck'

This week's words

puff

fluff

bell

doll

grass

kiss

buzz

fizz

clock

back

Revise

- Starter:** Show **1.1**. Revise the use of sound buttons by looking at a selection of CVC words. 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 'sat' by sounding out each phoneme (/s/, /a/, /t/) and drawing a dot underneath each sound.
- How many sounds can the children hear? (three) Encourage them to hold up a finger for each sound.
- Ask the children how many sounds they can hear and where the sound buttons go in the remaining words. Encourage them to hold up a finger for each sound where necessary.
- Note:** 'star' has the digraph 'ar/ar/', so should have a line drawn underneath. This is one sound, so 'star' has three sounds.

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.
- Syllables:** How many syllables are in each word? (one) Check where necessary by clapping out each syllable.
- Spelling Sort:** On slide **1.3**, ask the children to sort this week's words according to their final sounds: /f/, /l/, /s/, /z/, and /k/. Click the slide for the words to move into the correct circle.
- Spelling Patterns:** Do the children notice any patterns in this week's words? Draw the children's attention to the fact that most of this week's words have double letters at the end, and also that 'ck' makes a /k/ sound. Establish that this is called a digraph, where two letters make one sound.

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 'puff' as a class. Establish that 'ff' makes one sound, so needs a line underneath.
- Phoneme Maps:** Show **1.5**. Ask the children work with a partner/individually to write and add sound buttons to the words 'bell', 'grass', 'fizz' and 'clock'. Share answers and correct where necessary.
- Share **1.6** and ask children to independently map the phonemes for a selection of their words. Answers on **1.7**.

Lesson 1: Words ending with 'ff', 'll', 'ss', 'zz' and 'ck'

Independent

- **Simplify** – Using **1.8** and **1.9**, ask children to label the pictures to match this week's words. Then choose one word to write in a sentence. Answers on **1.10** and **1.11**.
- **Expect** - Using **1.12**, invite the children to choose a missing word from today's list to complete the first two sentences. Then write three of their own sentences, using three different words from this week's word list. Answers on **1.13**.

Consolidation → Share **1.14-1.24**, read the sentences and ask children to write the missing word on their whiteboards.

Optional Continuous Provision Ideas

Sensory Words

Add sand/salt/rice/glitter to a shallow tray. Invite children to use a paintbrush to write their words in the tray. Words could be provided for reference if necessary.

Word Splat

Write this week's words on the ground/on a piece of sugar paper/ on an outside wall. Children work in partners. One child says the word while the other child has to 'splat' it either by jumping on it, high-fiving it, or using a fly swat.