

Lesson 2: Words with the /k/ sound spelled 'k' and the 'nk' spelling pattern

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the /k/ sound spelled 'k' and the 'nk' spelling pattern

This week's words

bank
kit

honk
skin

tank
mask

pink
sketch

think
basket

Revise

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

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.
- What do the words have in common? They all have a 'k' sound. Some of them have 'nk' sound. Ask the children to spot the words with 'nk'.
- **Syllables:** How many syllables are in each word? Establish that 'bas|ket' has two syllables and the remaining words have one syllable. Check where necessary by clapping out each syllable.
- **Spelling Sort:** On slide **2.3**, ask the children to sort the spellings depending on whether they have an 'k' or 'nk' sound. Spend some time explaining that adjacent consonants are two or more consonants that sit next to each other in a word. They make distinct sounds so are not part of a digraph. Other common examples include 'st', 'sp' and 'tr'.
- **Spelling Patterns:** Do the children see any patterns about where the 'nk' and 'k' sounds appear in the words? Establish that the 'nk' sound appears at the end of base words and always following a vowel. The 'k' sound can appear anywhere in a word.

Main Teaching Input

- **Sound It, Squash It, Say It, Scribe It:** Share slide **2.4** and re-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 'bank' as a class. Establish that 'nk' makes two sounds and so needs two dots underneath.
- **Phoneme Maps:** Show **2.5**. Ask the children to work with a partner/individually to write and add sound buttons to the words 'honk', 'tank', and 'sketch'. Share answers and correct where necessary. Highlight that the 'tch' in 'sketch' makes a /ch/ sound and that three letters make one sound so a line should be drawn underneath the 'tch'.
- Share **2.6** and ask children to independently map the phonemes for a selection of their words. Answers on **2.7**.

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Independent

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

- **Simplify** – Using **2.8** and **2.9**, ask children to label the pictures to match this week's words. Then choose one word to write in a sentence. Answers on **2.10** and **2.11**.
- **Expect** - Using **2.12**, 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 **2.13**.

Consolidation → Share **2.14-2.24**, read the sentences and ask children to write the missing word on their whiteboards.

Optional Continuous Provision Ideas

Paint Words

Add some poster paint to a zip-lock bag. Children use a cotton bud (or similar pointy-ended instrument) to practise writing the sound/words. Words could be provided for practise if necessary.

Magnetic Words

Children use magnetic letters to spell the words from the word list.