

Lesson 1: Words in the '-at' and '-ag' families

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words in the '-at' and '-ag' families

This week's words

rat
rag

bat
bag

cat
tag

sat
nag

hat
wag

Revise

- Starter:** Begin by revising the pure sounds made by the following letters: 's', 'f', 'r', 'n', 'm', 'k', 'a', 'o', 't', 'b', 'g' and 'u'.
- Point to each letter in turn and, in a 'spelling voice', demonstrate the sound made by each letter. Using an 'I say, you say' turn-taking approach, encourage the children to say the sounds aloud. (Slide 1.1)
- Remind the children that some letters have long and stretched out pure sounds, e.g., 's', 'f', 'r', 'n' and 'm' (Slide 1.2), while others have short and crisp pure sounds, e.g., 'k', 'a', 'o', 't', 'b', 'g' and 'u'. (Slide 1.3)

Introduction

- This Week's Words:** Introduce this week's words. (Slide 1.4)
- Again, using a 'spelling voice', read through the words by pointing to each letter and clearly saying the sound followed by the whole word, e.g., "r-a-t, rat."
- Encourage the children to repeat this pattern as you move through the words.
- Ensure that children understand the meanings of the new words and have correct pronunciation.
- How many syllables do this week's words have? (one) If necessary, recap that a syllable is a vowel sound within a word, usually accompanied by one or more consonants. It is sometimes referred to as a beat within a word.
- Which two word families do our words belong to? ('-at' and '-ag') (Slide 1.5)
- Word Sort:** Ask the children to sort our new words according to the word family they belong to ('-at' or '-ag'). (Slide 1.6. Answers on Slide 1.7)

Main Teaching Input

- Sound Buttons:** Introduce the use of sound buttons as a way to sound out, read, and spell words. (Slide 1.8)
- Ask children how many sounds they can hear in the word 'sat'.
- Establish that there are three sounds in the word 'sat', so we will need three sound buttons.
- Invite the children to work with a partner to sound out the words 'bat', 'bag', and 'tag' then indicate where the sound buttons belong.
- Ask the children to add the sound buttons to a selection of words. Check the answers and correct where necessary. (Slide 1.9. Answers on Slide 1.10)

sat
● ● ●

3 sounds

bat
● ● ●

bag
● ● ●

tag
● ● ●

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Independent

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

- **Simplify** - Ask children to write the word that matches the picture, then choose one of this week's words to write in a sentence. (Slides **1.11** and **1.12**. Answers on Slides **1.13** and **1.14**)
- **Expect** - Invite the children to choose two of this week's words to complete the first two sentences. Then choose three more of this week's words and write sentences for them. (Slide **1.15**. Answers on Slide **1.16**)

Consolidation → **Missing Words:** Read the following sentences aloud and ask children to write the missing word(s) to complete each sentence. Check the answers and correct where necessary. (Slides **1.17-1.23**)

1. My dog can _____ his tail. (**wag**)
2. My _____ is blue. (**bag**)
3. This cowboy is wearing a _____. (**hat**)
4. The _____ needs to be washed. (**rag**)
5. My parents _____ me every day. (**nag**)
6. I _____ and wrote the _____ for my friend's present. (**sat, tag**)
7. On the same day, I saw a _____, a _____, and a _____. (**cat, rat, bat**)

Independent Extended Learning Ideas

- Create word cards for each word to display in class or use as flashcards.
- **Word Hunt:** Hide the word cards around the class for the children to find. When a child finds one, he or she can read it to a friend before re-hiding it for someone else to find. (Slide **1.25**).
- **Word Match:** Ask the children to match the word card to its picture. (Slides **1.24** and **1.25**)
- **Word Sort:** Invite children to sort the cards according to the word family. Can children think of any additional words that belong in the same families? (Slides **1.25** and **1.26**)