

Lesson 2: Words in the '-am' and '-it' families

Objectives

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

This week's words

ham
bit

dam
hit

ram
kit

jam
fit

Sam
sit

Revise

- Starter:** Recap a selection of last week's words by asking children to write the word to match the picture. (Slide 2.1)
- Point to each word 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 and read the words. (Slide 2.2)

Introduction

- This Week's Words:** Introduce this week's words. (Slide 2.3)
- 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., "b-i-t, bit."
- 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.
- Why does 'Sam' have a capital letter? (because it is someone's name). Which two word families do our words belong to? ('-am' and '-it') (Slide 2.4)
- Word Sort:** Ask the children to sort our new words according to the word family they belong to. (Slide 2.5. Answers on Slide 2.6)

Main Teaching Input

- Sound Buttons:** Remind children that sound buttons can be used to sound out, read, and spell words. (Slide 2.7)
- Ask children how many sounds they can hear in the word 'jam'.
- Establish that there are three sounds in the word 'jam', so we will need three sound buttons.
- Invite the children to work with a partner to sound out the words 'ham', 'fit', and 'ram' 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 2.8. Answers on Slide 2.9)

jam



3 sounds

ham



fit



ram



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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 **2.10** and **2.11**. Answers on Slides **2.12** and **2.13**)
- **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 **2.14**. Answers on Slide **2.15**)

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 **2.16-2.24**)

1. The _____ has long horns. (**ram**)
2. Exercise will keep you _____. (**fit**)
3. Would you like some _____ for lunch? (**ham**)
4. I _____ into my slice of pizza. (**bit**)
5. Strawberries can be made into _____. (**jam**)
6. I like to _____ and talk to my friend _____. (**sit, Sam**)
7. I used a hammer to _____ the nail. (**hit**)
8. My sports _____ is yellow. (**kit**)
9. The _____ was blocking the river. (**dam**)

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 **2.26**)
- **Word Match:** Ask the children to match the word card to its picture. (Slides **2.25** and **2.26**)
- **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 **2.26** and **2.27**)