

Lesson 1: Words with the initial consonant digraphs 'sh', 'ch', 'th', and 'wh'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the initial consonant digraphs 'sh', 'ch', 'th', and 'wh'

This week's words				
shirt	shortly	cheap	thinking	whale
shine	chirp	cheating	thorn	wheat

Revise

- Starter:** Begin by revising the sounds made by a range of previously taught digraphs.
- Point to each digraph in turn. Using a 'spelling voice', demonstrate the sounds made by one. Using an 'I say, you say' turn-taking approach, encourage the children to say the sounds aloud. (Slide 1.1)
- If necessary, give examples for each digraph.

Introduction

- This Week's Words:** Introduce this week's words. (Slide 1.2)
- Again, using a 'spelling voice', read through the words by pointing to each grapheme and clearly saying the sound followed by the whole word, e.g., "sh-ir-t, shirt."
- Encourage the children to repeat this pattern as you move through the new words. Check for understanding and correct pronunciation.
- Establish that our new words have the initial digraphs 'sh', 'ch', 'th', and 'wh'. Can the children spot them? (Slide 1.3)
- Word Sort:** Ask the children to sort our new words according to the initial consonant digraph. (Slide 1.4. Answers on Slide 1.5)

Main Teaching Input

- Syllable Count:** What do we mean by syllables? Syllables are the 'beats' within a word. Children can count how many vowel sounds they can hear; this will tell them how many syllables there are.
 - Ask children to identify how many syllables this week's words have. Draw attention to the long, red syllable break, which divides the words into syllables. You may wish to use a different colour pen to make the syllable breaks stand out and avoid confusion with the letter 'l'.
- think|ing

short|ly

cheat|ing
- (Slide 1.6. Answers on 1.7)
 - 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 'shine'.
 - Establish that there are three sounds in the word 'shine', so we will need three sound buttons. It is important for the children to understand that the number of letters does not always match the number of sounds that can be heard.
 - Draw the children's attention to the 'i_e' split digraph, which is represented by underlined letters joined by a curved line.
 - Invite the children to work with a partner to sound out the words 'thorn', 'whale', and 'shortly' then indicate where the sound buttons belong.

shine

 3 sounds

thorn

 3 sounds

whale

 3 sounds

shortly

 5 sounds

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Main Teaching Input Continued

- **Consonant Blends:** When consonants are grouped or clustered together with no intervening vowel, they can be difficult to read. Making children aware of consonant blends can help improve their decoding and fluency.
- Draw the children's attention to the words 'thinking' and 'cheating', both of which have consonant blends. (Slide 1.9)
- Red sound button dots have been used to indicate where the consonant blend occurs. As a consonant blend is made of separate sounds, dots should be used rather than a line to avoid confusion with digraphs. You may wish to have the children replicate this approach.
- Ask the children to add the syllables and sound buttons to a selection of words. Check the answers and correct where necessary. (Slide 1.10. Answers on Slide 1.11)

thinking



7 sounds

Independent

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

- **Simplify** - Ask the children to write the digraph needed to complete each word, rewrite the whole word, then complete the sentence activity. (Slide 1.12. Answers on Slide 1.13)
- **Expect** - Invite the children to write sentences about the pictures, remembering to include the words in their sentences. Then write the correct word next to its definition. (Slides 1.14 and 1.15. Answers on Slides 1.16 and 1.17)

Consolidation → **Missing Words:** Read the following sentences aloud and ask children to write the missing word(s) to complete each sentence. Check answers and correct where necessary. (Slides 1.18-1.24)

1. The birds in my garden _____ all day. (**chirp**)
2. This is my favourite _____. (**shirt**)
3. I can see a mother _____ and her baby. (**whale**)
4. This rose has a spiky _____ on the stem. (**thorn**)
5. I'm sure the sun will start to _____ _____. (**shine, shortly**)
6. I don't know what he was _____. _____ is not a good idea. (**thinking, cheating**)
7. _____ and _____ both have the 'ea' digraph. (**wheat, cheap**)

Independent Extended Learning Ideas

- Create word cards for each word to display in class or use as flashcards.
- **Word Hunt:** Hide the cards around the classroom 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 Sort:** Invite children to sort the word or picture cards according to the initial digraph. Can children think of any additional words to add? (Slides 1.25-1.27)