

### Lesson 2: Words with the final consonant digraphs 'sh', 'ch', and 'th'

#### Objectives

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

This week's words				
wish	smash	lunch	rich	mouth
brush	torch	branch	tenth	both

#### Revise

- Starter:** Begin by recapping last week's words. Ask the children to write the word that matches the picture, and then add the sound buttons underneath. (Slides 2.1 and 2.2. Answers on 2.3 and 2.4)
- Draw attention to the red sound buttons used to show where a consonant blend occurs.

#### Introduction

- This Week's Words:** Introduce this week's words. (Slide 2.5)
- Again, using a 'spelling voice', read through the words by pointing to grapheme and clearly saying the sound followed by the whole word, e.g., "w-i-sh, wish."
- 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 final digraphs 'sh', 'ch', and 'th'. Can the children spot them? (Slide 2.6)
- Word Sort:** Ask the children to sort our new words according to the final consonant digraph. (Slide 2.7. Answers on Slide 2.8)

#### Main Teaching Input

- Morphology Matrix:** Discuss morphology with the children. (Slide 2.9) Morphology is the study of how words are constructed. It helps us better understand the meanings of words and how they are connected or related to other words.
- Establish that words are made up of 'morphemes', the smallest units in a word that carry meaning, and that we can add prefixes and suffixes to change the meaning of words.
- Demonstrate with this week's word 'brush'. As a class, explore which prefixes and suffixes can be added. (Slide 2.10)



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#### Main Teaching Input Continued

- **Sound Buttons:** Recap the use of sound buttons as a way to sound out, read, and spell words. (Slide 2.11)
- Ask children how many sounds they can hear in the word, 'brush'. Establish that there are four sounds in the word 'brush', so we will need four 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 'br' consonant blend. 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.
- Invite the children to work with a partner to sound out the words 'torch', 'smash', and 'wish', 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 2.12. Answers on Slide 2.13)

brush  
  
 4 sounds

torch  
  
 3 sounds

smash  
  
 4 sounds

wish  
  
 3 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 2.14. Answers on Slide 2.15)
- **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 2.16 and 2.17. Answers on Slides 2.18 and 2.19)

**Consolidation** → **Which Words?:** Identify which words share the same final digraph, and then write out the words. Ask the following questions, invite children to write the correct words and add the sound buttons. Check the answers and correct where necessary. (Slides 2.20-2.25)

1. Which of this week's words have the final digraph 'th'? (**tenth, mouth, both**)
2. Which of this week's words have the final digraph 'sh'? (**wish, brush, smash**)
3. Which of this week's words have the final digraph 'ch'? (**torch, lunch, branch, rich**)

#### Independent Extended Learning Ideas

- Create word cards for each word to display in class or use as flashcards.
- **Word Pairs:** This game can be played in pairs or small groups. (Slide 2.26)
- Place the word cards face down, using two of each word. Invite children to turn over two cards at a time and try to find matching pairs. If the word cards match, the child says the word out loud and keeps the cards. If the words don't match, the child turns them both face down again, and their turn is over. Once all word cards have been paired up, the player with the most pairs is the winner.
- **Word Sort:** Invite children to sort the word cards according to the final digraph. Can children think of any additional words to add? (Slides 2.26 and 2.27)