

Lesson 1: Consonant Digraph & Short Vowel Review (ch, ck, sh, th, ng, qu*)

Objectives

- To be able to use spelling patterns to spell one-syllable and multisyllabic words
- To spell words with short vowels and qu and consonant digraphs (ch, ck, sh, th, and ng)

This week's words

*pick	shop	*wish	*chicken	quick
thick	*things	branch	squish	strong

* indicates high-frequency words

Revise

- Starter:** Show **1.1**. Revise the use of sound buttons by looking at a selection of words.
- Model how to add sound buttons to the word **nest** by sounding out each phoneme (/n/-/e/-/s/-/t/) and drawing a dot underneath each sound.
- How many sounds can the children hear? [four] Encourage them to hold up a finger for each sound.
- Using a *phonics voice*, read through the other words by segmenting and blending each.
 - 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.).
- Ask the children how many sounds they can hear and where the sound buttons go in the remaining words. Encourage them to hold up a finger for each sound where necessary.

Introduction

- This Week's Words:** Show **1.2** and introduce this week's words.
 - Again, using a *phonics voice*, read through the words by segmenting and blending each word.
 - Spelling Patterns:** Do the children notice any patterns in this week's words? Draw the children's attention to the fact that most of this week's words all have two letters that spell special sounds. Establish that when two letters spell one sound, that is called a digraph.
 - Explain to students that **qu** is a special letter team that usually spells two closely blended sounds, /k+/w/, /kw/. The letter **q** is almost always followed by the letter **u**.
 - Note:** Most of the time, **qu** is not considered a digraph, because it usually spells two sounds, /kw/. Sometimes **que** at the end of words spells the /k/ sound, as in *antique* and *unique*. In other rare cases, **qu** can spell /k/, as in *queue*, *quiche*, and *mosquito*.
 - Syllables:** Review that syllables are the sound chunks heard in words. Each sound chunk contains a vowel sound. Hum each word, each hum will stand for a syllable. Which word has two hums (syllables)? [chick|en]

Main Teaching Input

- Spelling Sort:** On slide **1.3**, ask the children to sort this week's words according to their letter team sounds: /ch/, /ck/, /sh/, /th/, /ng/ and /kw/ (**qu**). Inform students that some words have more than one letter team in them and may need to go into two different circles. Click the words to move them into the correct circle.
- Etymology:** Show slide **1.4** and explain that etymology is the study of the history of words, where they come from, and how they have changed over time. Ask them to look at the pictures and think about how the meaning of the word *quick* may have changed over time.



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Main Teaching Input

- **Sound It, Squash It, Say It, Scribe It:** Share slide **1.5** and 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 the process to read and write *wish* and *quick* as a class.
 - Click to model adding sound buttons, and ask students to write each word and add the sound buttons as well.
 - Establish that the digraphs **sh** and **ck** spell one sound, so they need a line underneath. Also, even though **q** and **u** often work together to spell its special sound, /kw/, it is still two sounds, so it needs two sound buttons.
- **Phoneme Maps:** Show **1.6**. Ask the children work with a partner/individually to write and add sound buttons to the words *chicken*, *things*, and *squish*. Share answers and correct where necessary.
- Share **1.7** and ask children to independently map the phonemes for a selection of their words. Answers on **1.8**.

Independent

- **Simplify** - Using **1.9** and **1.10**, ask children to label the pictures to match this week's words. Then choose one word to write in a sentence. Answers on **1.11** and **1.12**.
- **Expect** - Using **1.13**, 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 **1.14**.

Consolidation / Reinforcement

- Share **1.15** which has a selection of words with digraphs. Click through to reveal one word at a time. Ask children to clap if they see a word from this week. The final click will reveal all of this week's words.
- Share **1.16-1.21** and play a memory game. Show children four words and give them an agreed amount of time to memorize them. Tell them one word will be taken away and they have to write down the missing word. Share answers and correct where necessary.

Optional Independent Extended Learning Ideas

Sensory Words

Add sand, salt, rice, or glitter to a shallow tray. Invite children to use a paintbrush to write their words in the tray. Words could be provided for reference if necessary.

Word Splat

Write this week's words on the ground, on a piece of contact paper, or on an outside wall. Children work in pairs. One child says the word, and the other child has to splat the word (either by jumping on it, high-fiving it, or using a fly swat).

Word/Picture Sort

Children use either the words on slide **1.22** and **1.23** or the pictures on slide **1.24** and sort them on slide **1.25**. Some words have more than one target sound and will need to be sorted twice. You may wish to ask students to come up with five more words for the blank boxes that could be sorted. Children can also match the pictures to the right words cards and/or write the word for each picture.

Story Time

Put the pictures on slide **1.24** in a bag or box. Children draw out 3-5 pictures, and write a story including those words.