

## Lesson 1: 'ff', 'll', 'ss', 'zz' and 'ck'

### Objectives

- To be able to spell single syllable words with common letter patterns
- To spell words ending with 'ff', 'll', 'ss', 'zz' and 'ck'

### This week's words

|      |       |      |       |       |
|------|-------|------|-------|-------|
| puff | fluff | bell | doll  | grass |
| kiss | buzz  | fizz | clock | back  |

### Revise

#### Starter:

- Show 1.1. Revise the use of sound buttons by looking at a selection of decodable words.
- Using a 'spelling voice', read through the words by segmenting and blending each word. **Note:** a 'spelling 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.).
- Model how to add sound buttons to the word 'sat' by sounding out each phoneme (/s/, /a/, /t/) and drawing a dot underneath each sound.
- How many sounds can the children hear? (3) Encourage them to hold up a finger as they say each sound in turn.
- Continue with a selection of different words, asking the children how many sounds they can hear and where the sound buttons go in the remaining words.
- Introduce the red sound buttons used to show where two or more consonants appear together.
- Note:** 'star' has the digraph 'ar'/ar/, so should have a line drawn underneath. This is one sound, so 'star' has three sounds.

### Introduction

#### This Week's Words:

- Show 1.2 and introduce this week's words.
- Again, using a 'spelling voice', read through the words by segmenting and blending each word.
- How many syllables are in each word? Draw their attention to the fact that most of our new words end with a double letter digraph that makes a single sound.

#### Word Sort:

- On slide 1.3, ask the children to sort our new words according to their final sounds: /f/, /l/, /s/, /z/, and /k/. Click the slide for the words to move into the correct circle. Ensure children understand that the digraph 'ck' sounds like /k/.

### Main Teaching Input

#### Sound Buttons:

- Show 1.4 and discuss with the children that a consonant blend is two or more consonants next to each other, and unlike a digraph, you can hear both letter sounds.
- Show the words 'bell' and 'grass'. Ask the children how many sounds they can hear in the word, 'bell'. Establish that there are three sounds, so we will need three sound buttons. Show children how to add the sound buttons to the word 'b-e-ll'. Use a dot for individual sounds and a line for the digraph.
- Now ask how many sounds the children can hear in the word 'grass'. Establish that there are four sounds, so we will need four sound buttons.
- Show children how to add the sound buttons to the word 'g-r-a-ss'. Use a dot for individual sounds and a line for the digraph. Draw their attention to the red dots underneath the 'g' and 'r', showing a consonant blend.
- Ask the children to work with a partner/individually to write and add sound buttons to the word 'clock'.
- Check answers and address misconceptions where needed.
- Share 1.5 and ask children to independently map the phonemes for a selection of their words. Answers on 1.6.

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### Independent

Choose the activity that best matches the abilities of the children in your class:

- **Simplify** - Using 1.7 and 1.8, ask children to label the pictures to match this week's words. Then choose one word to write in a sentence. Answers on 1.9 and 1.10.
- **Expect** - Using 1.11, invite the children to choose the correct word to complete the sentences, then write three sentences of their own. Answers on 1.12.

### Consolidation

#### Missing Words:

- Share 1.13-1.22, read the sentences and ask children to write the missing word on their whiteboards.

### Optional Independent Extended Learning

#### Word Match

Print two copies of the word cards on 1.23. Place the cards out face down. Ask the children to turn over two cards at a time and try to find matching pairs. Once a pair has been found, the child says the word and keeps the pair. The player with the most pairs wins.

#### Word Pairs

Using the word cards and pictures on 1.23 and 1.24, invite children to match the word to the picture.

#### Word Sort

Using the word cards, additional decodable word cards, and sorting mat on 1.23, 1.24 and 1.26, invite the children to sort the words according to the final digraph in each word.