Spelling Shed

Lesson 1: Trigraph 'dge' sounds like /j/

Objectives
- To use knowledge of blending and segmenting to read and write words
- To spell words where the trigraph 'dge' sounds like /j/

This week's words				
badge	edge	bridge	dodge	fudge
ridge	smudge	judge	wedge	lodge

— Revise —

Starter:
- Show **1.1**. Revise the use of sound buttons by looking at a selection of Stage 1 words. Children can write answers on whiteboards for ease of assessment.
- 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 'dolphin' if necessary and then allow children time to complete the rest.
- Remind children that a split digraph is represented by underlined letters joined by a curved line.
- Share answers and correct where necessary.

— 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.
- Establish that this week's words all have the trigraph 'dge' and that it sounds like /j/. How many syllables do our new words have? All words have one syllable.

Word Sort:
- On slide **1.3**, ask the children to sort the words according to the sound made before 'dge'. Can the children think of any more examples to fit these patterns?
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

— Main Teaching Input —

Sound Buttons:
- Using **1.4** ask the children how many sounds they can hear in the word, 'smudge'. Establish that there are four sounds, so we will need four sound buttons.
- Show children how to add the sound buttons underneath the phonemes for the word 's-m-u-dge'. Use a dot for individual sounds, red dots for consonant blends and a line for digraphs or trigraphs.
- As this week's words are all one-syllable words, they won't need syllable breaks.
- Invite the children to work with a partner to map out the sound buttons in the words 'badge', 'edge', and 'bridge'.
- Share **1.5** and ask children to write this week's words next to the correct phoneme map. Answers on **1.6**.
- Check answers and address misconceptions where needed.

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Independent

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

- Simplify - Using **1.7**, ask children to read the words and put a tick if the word is correct or a cross if it is incorrect. Correct the incorrect words, then complete the sentence activities. Answers on **1.8**.
- Expect - Using **1.9**, invite the children to write a sentence about the pictures, remembering to include the given word in their sentence. Then read the sentences and replace the underlined word with one of the words in blue. On **1.10**, ask children to write a short description of the picture using the three words provided. Answers on **1.11** and **1.12**.

Consolidation

Missing Words:

- Share **1.13-1.17**, read the sentences and ask children to write the missing words on their whiteboards.
- Check answers and address misconceptions where needed.

Optional Independent Extended Learning

Memory Game

Using two sets of word cards on **1.18**, lay the cards 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 Sort

Using the word cards and sorting mat on **1.18** and **1.20**, invite the children to sort the words according to the sound heard before the 'dge' trigraph.

Word Sort 2

Using the additional decodable word cards and sorting mat on **1.19** and **1.20**, invite the children to sort the words according to the sound heard before the 'dge' trigraph.

Roll and Read

Using **1.21**, children work with a partner to roll a dice and read a word from the corresponding column. They put a counter down if they read the word correctly, first one to put 4 counters in a line wins.