

Lesson 2: Digraph 'ge' sounds like /j/

Objectives

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

This week's words

change	charge	range	orange	hinge
strange	dungeon	sponge	pigeon	fringe

Revise

Starter:

- Show 2.1. Revise last week's words by asking children to write the word that matches the picture. 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.).
- Share answers and correct where necessary.

Introduction

This Week's Words:

- Show 2.2 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 digraph 'ge' and that it sounds like /j/. Does the /j/ sound occur in the same place in each word?

Word Sort:

- On slide 2.3, ask the children to sort the words according to how many sounds can be heard e.g., 'ch-a-n-ge' has four sounds. Can they think of any additional words to fit the patterns?

Etymology:

- Share 2.4 and introduce the importance of etymology for helping us to understand our new words. Etymology is the study of the origin and meaning of words. It tells us which other languages words come from and how their meanings may have changed over time. Then look at the etymology for this week's word, 'pigeon'.

Main Teaching Input

Sound Buttons:

- Using 2.5 ask the children how many sounds they can hear in the word, 'orange'. Establish that there are five sounds, so we will need five sound buttons.
- Show children how to add the sound buttons underneath the phonemes for the word 'o-r-a-n-ge'. Use a dot for individual sounds, red dots for consonant blends and a line for digraphs or trigraphs.
- Now model how to split the word 'orange' into syllables.
- Draw a long line for the syllable break. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- Invite the children to work with a partner to map out the sound buttons and syllables in the words 'charge', 'pigeon', and 'strange'.
- Share 2.6 and ask children to write this week's words next to the correct phoneme map. Answers on 2.7.
- 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 2.8 invite the children to use the underlined digraphs and red consonant blends to help you unscramble this week's words. Then complete the sentence activities. Answers on 2.9.
- **Expect** - On 2.10 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. Then, using 2.11 ask children to write a short description of the picture using the words provided. Answers on 2.12 and 2.13.

Consolidation

Word Spotter:

- Using 2.14, ask the children to clap their hands when they see or hear one of this week's words.

Optional Independent Extended Learning

Word Hunt

Print and laminate the words on 2.15. Place them around the classroom and ask the children to find them. Once found, the children must show that word to a friend and read it to them.

Word Sort

Using the word cards and sorting mat on 2.15 and 2.16, invite the children to sort the words according to the number of syllables in the word.