

## Lesson 1: Digraph 'ou' sounds like /ow/

### Objectives

- To apply knowledge of syllables and phoneme-grapheme relationships
- To spell words where the digraph 'ou' sounds like /ow/

### This week's words

mouth	sprout	ouch	hound	around
sound	trout	found	proud	spout

### Revise

#### Starter:

- Share 1.1 and revise the various sounds made by the 'ou' digraph. Ask children what sound the digraph 'ou' makes in each word. Click the words to sort them into the correct jar.
- Children could use whiteboards to record their answers for ease of assessment.
- Share answers and address misconceptions where necessary.

### Introduction

#### This Week's Words:

- Introduce this week's words on 1.2. Using a 'spelling voice', read through the words by pointing to each word and reading it clearly. **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.).
- Check for understanding and ensure correct pronunciation. What do all these words have in common? Establish that this week's words have the digraph 'ou' which sounds like /ow/.

#### Etymology:

- Share 1.3 and 1.4 and discuss the etymology of the word 'sound'.

#### Morphology:

- Using 1.5, explore which new words can be made by adding prefixes and/or suffixes to the base word 'found', e.g., founding, co-founder, etc.

#### Word Sort:

- Show 1.6 and ask the children to sort this week's words according to the number of sounds in each word. For example, 'f-ou-n-d' has four sounds. You may wish for children to work as a whole class or in smaller groups. Answers on 1.7.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

### Main Teaching Input

#### Syllables and Sound Buttons:

- Using 1.8 ask the children how many sounds they can hear in the word, 'around'. Establish that there are five sounds, so we will need five sound buttons.
- Show children how to add the sound buttons for the word 'a-r-ou-n-d'. 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 'a|round' into syllables. Establish that a syllable is a 'beat' of sound in each word. Each syllable should contain a vowel sound, so it may help to count the vowel sounds heard in each word.
- 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 in the words 'ouch', 'sprout', and 'mouth'. **Note:** the remainder of this week's words only have one syllable, so won't need any syllable breaks.
- Show 1.9 and ask the children to map the sounds for a selection of this week's words. Answers on 1.10.
- 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** - Share 1.11 and invite the children to write a sentence about the pictures, remembering to include the word in their sentence. Then read the sentences and replace the underlined word with one of the blue words. Answers on 1.13.
- **Expect** - Invite the children to complete the above activity, then share 1.12 and ask the children to write a description of the picture using the given words. Answers on 1.13 and 1.14.

#### Word Shed:

- Share 1.15 and ask the children to complete the Word Shed grid based on the word 'proud'. Possible answers on 1.16.

#### Consolidation

#### Which Word?:

- Using 1.17-1.21 invite children to write the word or words that match the clue given by Bumble the bee.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

### Optional Independent Extended Learning

#### Memory Game

Using two sets of word cards on 1.22, lay 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 Shed

Print additional copies of the blank Word Shed on 1.23. Students can investigate other words on this week's list.

#### Morphology Matrix

Print additional copies of the Morphology Matrix on 1.24. Invite the children to choose a word on this week's list and see how many new words they can create by adding prefixes and/or suffixes. Provide support to those that need it by suggesting prefixes and suffixes that could be used with particular words.