

## Lesson 2: Digraph 'ou' sounds like /u/

### Objectives

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

### This week's words

touch	double	country	trouble	young
cousin	enough	encourage	flourish	couple

### Revise

#### Starter:

- Share 2.1 and revise last week's words by asking children to add the sound buttons to a selection of words.
- 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 2.2. 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 /u/.
- Where does it appear in this week's words? It occurs most often in the middle of words.

#### Etymology:

- Share 2.3, explaining the etymology of 'encourage'.

#### Morphology:

- Using 2.4, explore which new words can be made by adding prefixes and/or suffixes to the base word 'trouble', e.g., troubling, untroubled, etc.

#### Spelling Sort:

- Show 2.5 and invite the children to sort this week's words according to how many syllables can be heard. You may wish for children to work as a whole class or in smaller groups.
- Share answers and address misconceptions where necessary.

### Main Teaching Input

#### Syllables and Sounds:

- Using 2.6 ask the children how many sounds they can hear in the word, 'enough'. Establish that there are four sounds, so we will need four sound buttons.
- Show children how to add the sound buttons for the word 'e-n-ou-gh'. 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 'e|nough' 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'.
- Ask children to then work with a partner/individually to map out the syllables and sounds for 'young', 'en|cour|age', and 'flour|ish'.
- Share answers and correct where necessary.
- Show 2.7 and ask the children to complete mapping the syllables and sounds for a selection of this week's words. Answers on 2.8.
- Check answers and address misconceptions where necessary.

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### Independent

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

- **Simplify** - Share 2.9 and invite the children to circle the word that is spelled correctly in each row, then complete the sentence activity. Answers on 2.10.
- **Expect** - Share 2.11 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. Then, using 2.12, ask the children to write a description of the picture using the given words. Answers on 2.13 and 2.14.

#### Word Shed:

- Share 2.15 with the children. Explain that they are going to complete the Word Shed grid based on the word 'enough.' Possible answers on 2.16.

### Consolidation

#### Word Spotter:

- Using 2.17, ask the children to clap their hands when they see or hear one of this week's words.

### Optional Independent Extended Learning

#### Word Shed

Print additional copies of the blank Word Shed on 2.18. Students can investigate other words on this week's list.

#### Morphology Matrix

Print additional copies of the Morphology Matrix on 2.19. 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.

#### Word Sort

Using the word cards for this week's words, last week's words, and the sorting mat on 2.20-2.22, invite the children to sort the words according to whether the 'ou' digraph sounds like /ow/ or /u/.