

## Lesson 2: Challenge Words

### Objectives

- To use and apply phonological and morphological knowledge to read and write multisyllabic words
- To spell words with less common grapheme-phoneme relationships

### This week's words

average	competition	determined	develop	existence
explanation	identity	prejudice	privilege	rhyme

### Revise

#### Starter:

- Share 2.1. Ask the children to sort last week's words according to the number of syllables.
- 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 more unusual spelling patterns.
- Do they all belong to the same word class? Click the word class buttons to show which words belong to which class.

#### Etymology:

- Share 2.3 and 2.4 to look at the etymology for 'develop'.

#### Irregular Spelling Pattern:

- Using 2.5, investigate the words that have unusual spelling patterns. Can the children think of any other words that share the same pattern?

### Main Teaching Input

#### Syllable Count:

- Show 2.6 and ask the children to clap out the syllables in this week's words. Then sort the words according to the number of syllables.

#### Syllables and Sounds:

- Show 2.7 and ask the children how many sounds they can hear in the word, 'determined'. Establish that there are eight sounds, so we will need eight sound buttons.
- Show children how to add the sound buttons for the word 'd-e-t-e-r-m-i-n-e-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 'de|ter|mined' 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 syllables and sounds in the words 'rhyme', 'av|er|age', and 'priv|il|lege'.
- Show 2.8 and ask the children to map the syllables and sounds for this week's words. Answers on 2.9.
- Check answers and address misconceptions where needed.

## Lesson 2: Challenge Words

### Independent

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

- **Simplify** - Using 2.10, invite the children to write this week's words in alphabetical order, then complete the sentence activities. Answers on 2.11.
- **Expect** - Using 2.12, ask the children to write the missing words to complete the sentences. Answers on 2.13.

**Word Shed:**

- Share 2.14 and ask the children to complete the Word Shed grid based on the word 'determined'. Possible answers on 2.15.

### Consolidation

**Memory Game:**

- Using 2.16-2.21. Show children four words and give them an agreed amount of time to memorise them.
- Tell them one word will be taken away, and they have to write down the missing word.
- Provide support where needed in the form of clues about the missing words.
- Increase difficulty by using six words with two words removed.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

### Optional Independent Extended Learning

#### Word Shed

Print additional copies of the blank Word Shed on 2.22. Students can investigate other words on this week's list.

#### Morphology Matrix

Print additional copies of the Morphology Matrix on 2.23. 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 Match

Print two copies of the word cards on 2.24. 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.