

Lesson 1: Words where the 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
ridge

edge
smudge

bridge
judge

dodge
wedge

fudge
lodge

Suggested
Timings:

Lesson 1
Slides 1.1-1.3

Lesson 2
Slides 1.4-1.6

Lesson 3
Slides 1.7-1.12

Lesson 4
Slides 1.13-1.17, plus 1.18-1.21 (optional)

Lesson 5
Hive Game

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 the 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 demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'smudge', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme.
- Then add the sound buttons underneath (s-m-u-dge). Use a dot for individual sounds, red dots for consonant blends and a line for digraphs or trigraphs.
- This week's words only have one syllable, so will not need syllable breaks.
- Then read out the individual sounds in the words 'badge', 'edge' and 'bridge' and ask the children to follow the same process to add the sound buttons and syllables where necessary.
 - 'badge': b-a-dge
 - 'edge': e-dge
 - 'bridge': b-r-i-dge
- Check answers and address misconceptions where needed.
- Share 1.5 and ask children to write this week's words next to the correct phoneme map. Answers on 1.6.

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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 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.

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. You may wish to use the additional decodable word cards 1.19.

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; the first person to put four counters in a line wins.

Optional Activities

Use the activities on slides 1.22-1.25 to allow children to engage with their new words. There are four slides, designed to reinforce skills or review previous lessons in a low-pressure way. They could be used as 'morning work' as the children arrive in the classroom, or at another time to suit your timetable.