

## Lesson 1: Hyphens to avoid ambiguity

### Objectives

- To use and apply phonological and morphological knowledge to read and write multisyllabic words
- To spell words with hyphens to avoid ambiguity

### This Week's Words

man-eating bad-tempered	little-used cold-hearted	old-fashioned stone-faced	empty-handed green-eyed	in-depth know-it-all
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Suggested Timings:

**Lesson 1**  
Slides 11-18

**Lesson 2**  
Slides 1.9-112

**Lesson 3**  
Slides 1.13-1.20

**Lesson 4**  
Slide 1.21, plus 1.22-1.27 (optional)

**Lesson 5**  
Hive Game

### Revise

#### Starter:

- Share 1.1. Ask the children to add the sound buttons to a selection of Stage 5 words.
- 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 can all be adjectives. Can the children spot the three different suffixes?

#### Etymology:

- Share 1.3 and look at the etymology for 'green-eyed'.

#### Morphology:

- Using 1.4, explore which new words can be made by adding prefixes and/or suffixes to the base word 'know', e.g., 'unknown', 'acknowledge', etc.

#### Hyphens:

- Share 1.5 and explore how hyphens can make the meaning of sentences clearer.

#### Word Meanings:

- Using 1.6-1.8, investigate the meanings behind this week's words.

### Main Teaching Input

#### Syllable Count:

- Using 1.9, ask the children to clap out the syllables in this week's words.

#### Sound Buttons and Syllables:

- Show 1.10 and demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'cold-hearted', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme. Show children how to add the sound buttons for the word (c-o-l-d-h-e-a-r-t-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 'cold|heart|ed' into syllables by clapping/tapping each 'beat' in the word. Add a long syllable break to divide the word into syllables. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- Then read out the individual sounds in the words 'in-depth', 'know-it-all' and 'man-eating' and ask the children to follow the same process to add the sound buttons and syllables.
  - 'know-it-all': kn-ow i-t a-ll, 'know|it|all'
  - 'man-eating': m-a-n ea-t-i-ng, 'man|eat|ing'
  - 'in-depth': i-n d-e-p-th, 'in|depth'
- Show 1.11 and ask the children to map the syllables and sounds for this week's words. Answers on 1.12.

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### Independent

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

- **Simplify** - Using 1.13 and 1.14, invite the children to write a sentence about the pictures below, remembering to include the word in their sentence. Then read the sentences and replace the missing word with one of the blue words. Answers on 1.15 and 1.16.
- **Expect** - Using 1.17 ask the children to put this week's words in alphabetical order, then write a definition for each word. Answers on 1.18.

**Word Shed:**

- Share 1.19 and ask the children to complete the Word Shed grid based on the word 'cold-hearted'. Possible answers on 1.20.

### Consolidation

**Word Spotter:**

- Using 1.21, 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 1.22. Students can investigate other words on this week's list.

#### Word Match

Print two copies of the word cards on 1.23. 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.

#### Word Pairs

Using the word cards and the sorting mat on 1.24-1.26, invite the children to pair the words according to the first and second part of the compound adjective. For example, 'old' would pair with 'fashioned' to make 'old-fashioned'.

#### Roll and Read

Using 1.27, 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 one to put four counters in a line wins.

### Optional Activities

Use the activities on slides 1.28-1.31 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.