

## Lesson 1: Words where the 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  
around

sprout  
sound

spout  
trout

ouch  
found

hound  
proud

Suggested  
Timings:

Lesson 1  
Slides 1.1-1.6

Lesson 2  
Slides 1.7-1.11

Lesson 3  
Slides 1.12-1.17

Lesson 4  
Slides 1.18-1.22, plus 1.23-1.25 (optional)

Lesson 5  
Hive Game

### Revise

#### Starter:

- Share 1.1 and revise the different sounds represented by the 'ou' digraph in a variety of words.
- Ask the children what sound the digraph 'ou' represents 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 introduce how important etymology is for helping us to understand where our new words originate and how their meanings may have changed over time. Then look at the etymology for this week's word, 'sound'.

#### Morphology:

- Using 1.5, discuss what morphology is and how it can help us to better understand words. Establish that words are made up of 'morphemes'; the smallest unit in a word which carries meaning.
- Using 1.6, explore which new words can be made by adding prefixes and/or suffixes to the base word 'found', e.g., 'founding', 'co-founder', etc.

### Main Teaching Input

#### Word Sort:

- Show 1.7 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 1.8.

#### Sound Buttons and Syllables:

- Using 1.9, demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'around', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme. Then add the sound buttons underneath (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 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 'ouch', 'sprout' and 'mouth' and ask the children to follow the same process to add the sound buttons. **Note:** the rest of this week's words only have one syllable, so won't need syllable breaks.
  - ouch: ou-ch
  - sprout: s-p-r-ou-t
  - mouth: m-ou-th
- Show 1.10 and ask the children to map the phonemes for a selection of this week's words. Answers on 1.11.
- 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 1.12 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 1.14.
- **Expect** - Invite the children to complete the above activity, then share 1.13 and ask the children to write a description of the picture using the given words. Answers on 1.14 and 1.15.

**Word Shed:**

- Share 1.16 and ask the children to complete the Word Shed grid based on the word 'proud'. Possible answers on 1.17.

### Consolidation

**Which Word?:**

- Using 1.18-1.22, invite the 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 1.23, 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 1.24. Students can investigate other words on this week's list.

#### Morphology Matrix

Print additional copies of the Morphology Matrix on 1.25. Invite the children to choose a word on this week's list and see what new words they can create by adding prefixes and suffixes. Provide support to those that need it by suggesting prefixes and suffixes that could be used with particular words.

### Optional Activities

Use the activities on slides 1.26-1.29 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.