

Lesson 2: Words where the 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

Suggested Timings:

Lesson 1
Slides 2.1-2.5

Lesson 2
Slides 2.6-2.8

Lesson 3
Slides 2.9-2.16

Lesson 4
Slide 2.17, plus 2.18-2.22 (optional)

Lesson 5
Hive Game

Revise

Starter:

- Share 2.1 and revise last week's words by asking the 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 the word '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.

Syllable 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 the children to work as a whole class or in smaller groups.
- Share answers and address misconceptions where necessary.

Main Teaching Input

Sound Buttons and Syllables:

- Using 2.6, demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'enough', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme. Then add the sound buttons underneath (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 'enough' 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 'young', 'encourage' and 'flourish' and ask the children to follow the same process to add the sound buttons.
 - young: y-ou-ng
 - encourage: e-n-c-ou-r-a-ge, en|cour|age
 - flourish: f-l-ou-r-i-sh, flour|ish
- Show 2.7 and ask the children to complete mapping the syllables and phonemes for a selection of their 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 2.12 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 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 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.

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/.

Optional Activities

Use the activities on slides 2.23-2.26 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.