

Lesson 7: long /ai/ phoneme

Objectives

- To be able to hear and blend the long /ai/ phoneme and know its most common spellings
- To segment phonemes for spelling

Letters and sounds

long /ai/: ay, a-e, ai

Key words

long vowel sound, short vowel sound, split vowel digraph

Resources

- Pairs of picture cards (can/cane, tap/ tape, pan/ pain, can/cane)
- 'Dear Teacher' note
- word cards for card sort
- long /ai/ spelling chart

Revisit

Practise words from previous lesson

Teach

- Use picture cards to demonstrate the difference between the short /a/ and long /ai/ phonemes.
- Show the 3 main ways that the long /ai/ phoneme can be spelled – as in pain, say, mate.
- Explain that in mate there is a letter in between the vowels – the a-e pattern. (a split vowel digraph). Without the e it says mat (short /a/) but with the e it says mate.

Practice

- Give out cut up sets of word cards (one per group of 3). Explain that all the words have the long /ai/ sound but different spellings. Ask students to work together and sort the cards into 3 columns and place them on the spelling grid. Encourage students to say the words aloud as they sort them.
- Ask students which group has the most cards (a-e). This is the most common spelling. Ask students which spelling comes at the end of a word (ay). Ask students where the ai spelling comes in the word (in the middle).

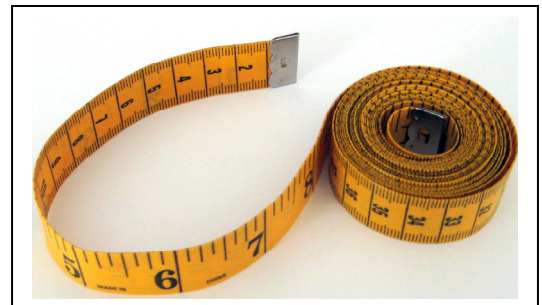
Apply

- Give out copies of the 'Dear Teacher' note and show it on the IWB. Read the note to the group. Model highlighting words which contain the long /ai/ phoneme with the first sentence only.
- Ask students to work in pairs and underline as many words as they can find.
- Ask students to come up to the IWB in turn and highlight the words they have found.

Assess

- Give each student a different section of the letter. Ask them to read it aloud.

Picture pairs



Word sort cards

male

mail

plays

plate

fail

say

make

wait

stay

case

train

away

safe

rain

tray

made

age

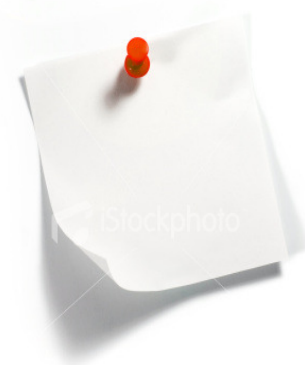
date



Long /ai/ spelling chart

ai	a-e	ay

Note to teacher



Dear Teacher,

I am sorry I am so late for school today.

Yesterday I stayed with my friend Jay and we got up late. I had to race to catch the train. Then the train came late. The train was so late, I had to wait for 30 minutes. That's why I am late for school.

I hate being late. It's a pain.

Sorry again,

Kate

Lesson 8: long /ee/ phoneme

Objectives

- To be able to hear and blend the long /ee/ phoneme and know its most common spellings.
- To be able to segment phonemes for writing.

Letters and sounds

long /ee/: ee, ea, ie

Key words

long vowel sound, short vowel sound, diagraph

Resources

- Gap fill text on IWB
- A4 mini whiteboards and pens
- 'Rats' text
- spelling labels – ee, ea, ie
- long /ee/ spelling chart
- picture cards
- A4 mini whiteboards or phoneme grids

Revisit

Practise words from previous lesson. Gap fill task – note from teacher. Show gap fill on IWB and read aloud, including the missing words. Demonstrate saying the first missing word, saying what other sounds you know and deciding which spelling of the /ai/ sound you think is correct. Write the first word in the gap to demonstrate. Ask students to write the words on mini whiteboards. Ask students to show you their writing and reveal the correct spelling on the IWB. Ask students to correct their writing if necessary.

Teach

- Explain the objective. Give out the 'Rats' text and show it on the IWB. Ask students to listen for the long /ee/ phoneme and highlight any words that have this sound. Demonstrate with the first sentence. Read the text aloud.
- Identify the common spellings of the /ee/ phoneme.

Practice

- Ask students to write the words in the correct column on the long /ee/ spelling chart.
- Ask students to turn their sheets over so they can't see them. Put the spelling labels in different corners of the room. Read a sentence/ part sentence from the text aloud and ask students to go quickly and stand next to the correct spelling label. Ask students to 'write' the words in the air with big fluent motions and sound out the phonemes as they do so.

Apply

- Give out the pictures. Ask students what they see. Say the name of the object. Ask students to repeat the words and identify the sounds they know. Ask students to write the word on mini whiteboards or phoneme grids.
- Check spellings together.

Assess

- Ask students to hold thumbs up if they got them all right, in the middle for most right or thumbs down for only a few right.



Missing words

Dear _____,

You are very _____ for school today.

You _____ the train was _____ and you

had to _____. But you _____ with a

friend and got up _____. So you are to

_____.

Do not be _____ _____. It's a

_____. It _____ me red with

_____!

from your

Teacher sheet



Dear Kate,

You are very late for school today.

You say the train was late and you had to wait. But you stayed with a friend and got up late. So you are to blame.

Do not be late again. It's a pain. It makes me red with rage!

from your
teacher

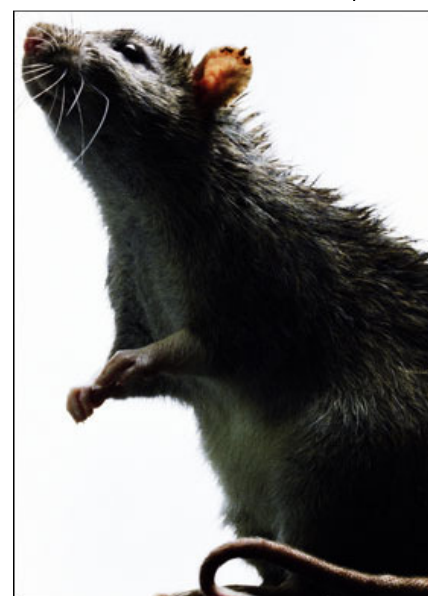
Keeping a Pet Rat

Rats make ideal pets for kids. They are very clean, friendly and easy to look after. They are also very clever. You can teach them tricks.

Rats have long teeth. Their teeth never stop growing. They eat meat and vegetables. They need clean water at all times.

Rats sleep in the day and wake at night. But you can teach them to sleep at night.

To keep a pet rat you need a cage. They also need a bed to sleep on.





Long /ee/ spelling chart

ee	ea	ie

ee

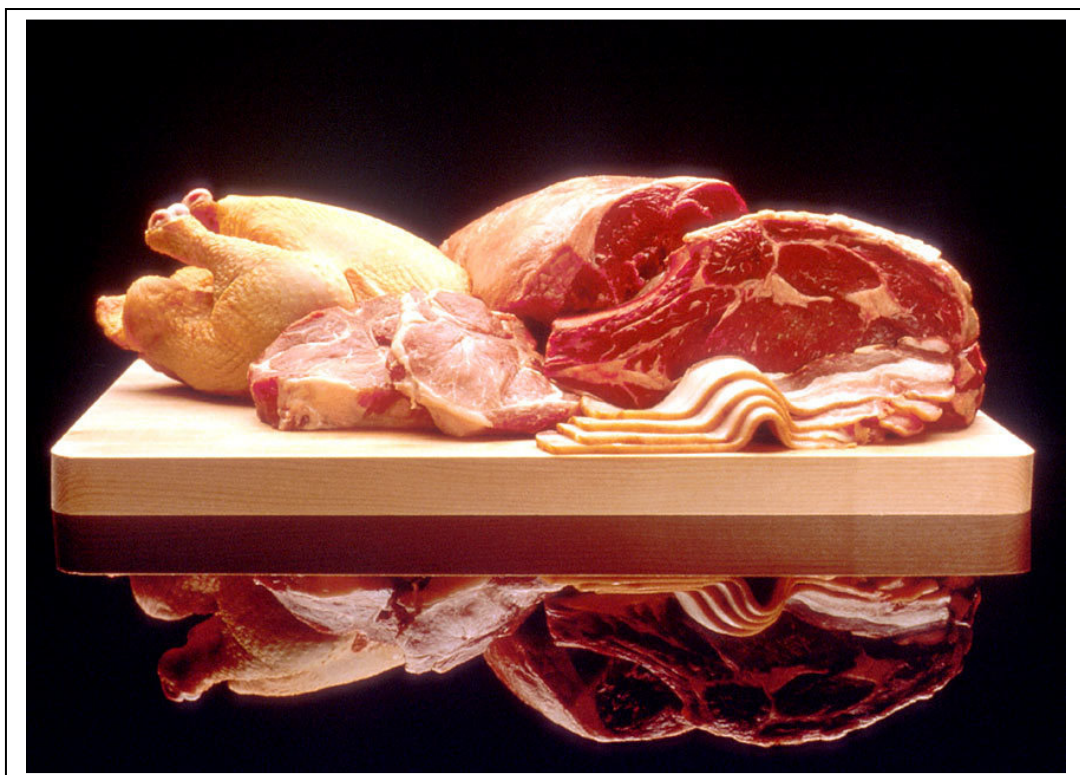
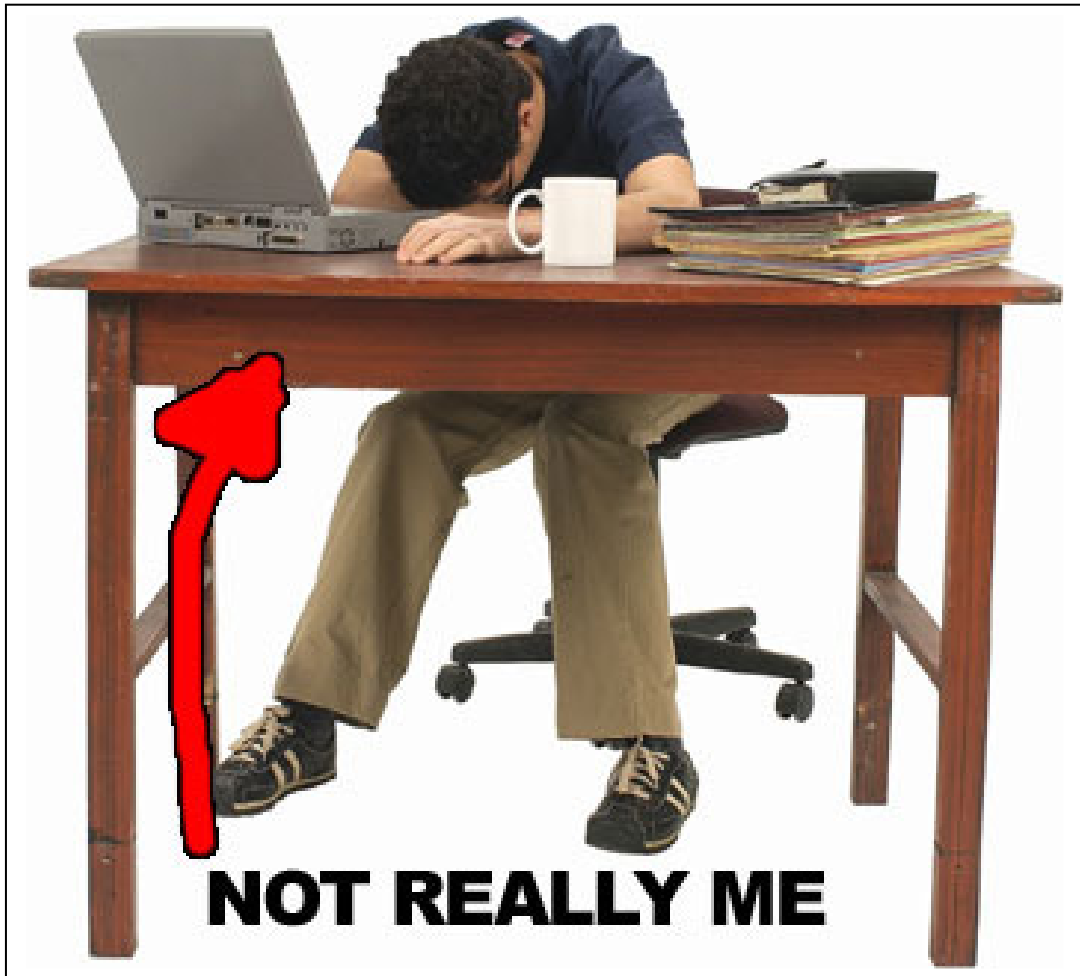
ea

ie

Picture cards









Words for picture cards

beach

sea

tree

beef

peach

teeth

leaf

asleep

meat

teacher

Lesson 9: long /igh/ phoneme

Objectives

- To be able to hear and blend the long /igh/ phoneme and know its most common spellings.
- To be able to segment phonemes for writing.

Letters and sounds

long /igh/:

Key words

long vowel sound, digraph

Resources

- Picture cards and labels: words with long /ee/ at the end
- scary story text
- word cards
- long /igh/ spelling chart
- igh, i, i-e, y, ie cards in one colour
- consonant cards in another colour

Revisit

Explain that at the end of a word the long /ee/ phoneme is usually written as a y. Show students the pictures and ask them to name the words if they can. Otherwise tell them the words. Ask students to repeat the word. Give out the labels and ask students to work together to match the labels and pictures.

Teach

- Explain the objective. Give out copies of the scary story text to students and display a copy of the IWB. Explain that the text has many words with the long /igh/ phoneme. Read out the text all the way through with exaggerated expression and mime. Ask students to raise their hand every time they hear the long /igh/ phoneme.
- Read the text again a sentence at a time. Ask students to repeat as a chorus after you with lots of expression and mime the actions.
- Ask individual students to come up to the IWB and highlight the words with the long /igh/ phoneme. Point out the common spellings. (igh, y, i, ie, i-e)

Practice

- Ask students to work as a group and sort the cards into common spellings and place on the spelling chart.
- Ask students to say which is the most common spelling. (i-e)

Apply

- Demonstrate how to build words by combining the long /igh/ cards and consonant cards. Ask students *Is this a word?* (eg by = yes, tie =yes, like =yes, ty = no).
- Divide students into 2 teams. Each team tries to build as many real words as they can.

Assess

- Ask each team to share their words. Write the word on the IWB. Ask the other team: *Is this a word?* Each team gets a point for building a real word or correctly identifying a real word/ non word. The team with the most points is the winner.

technology

baby

smiley

funny

silly

angry

words with long /ee/ at the end

The Sony Timeline by Jesús Díaz - Gizmodo





Scary story

It was a cold, dark night. The moon was high in the sky. The street was empty. There were no lights.

I looked at my watch. The time was mid-night.

Then ... a cry. Who, or what was it?

My mouth went dry. My chest felt tight.

Another cry. In my mind I saw monsters, killers, vampires.

I tried to see into the dark.

Nothing.



Word sort cards

like

line

kind

bite

wide

side

five

mine

nine

ice

rice

knife

bike

by

tie

might

fight

tonight



Long /igh/ spelling chart

igh	i-e	i	y	ie

Long /igh/ cards

igh

igh

igh

igh

i-e

i-e

i-e

i-e

i-e

i-e

i-e

i-e

ie

ie

ie

i

i

i

y

y

y

consonant cards

b

c

d

f

g

h

j

k

l

m

n

p

qu

r

s

t

v

w

y

ch

sh

Lesson 10: long /oa/ phoneme

Objectives

- To be able to hear and blend the long /oe/ phomene and know its most common spellings.
- To be able to segment phonemes for writing.

Letters and sounds

long /oe/:

Key words

long vowel sound, diagraph

Resources

- A4 Mini whiteboards
- Weather news text
- Weather word cards
- Word sheets
- Blockbuster outline

Revisit

Remind students of the long /igh/ sound and its most common spellings. Say a word from the previous lesson. Say it in a sentence and then repeat the word again. Ask students to write the word on the mini whiteboard. Ask the students to check with a partner and make any changes if they wish. Then write the word on the IWB for students to check. Repeat with another six words.

Teach

- Read the weather news text to the students. Ask them what the speaker is talking about. Where would they hear this?
- Explain the lesson objective.
- Give out one or two word cards to each student. Read the weather news again. Ask the students to listen for their word and when they hear it to stand up and show the card.
- Display the text on the IWB. Read it aloud. Ask the students to highlight their word on the text.

Practice

- Hand out the word sheets. Demonstrate highlighting the letters that make the long /oa/ sound in one of the words. Ask students to highlight the letters on all of the words on the sheet.
- Ask students to say what letters can make the long /oa/ phoneme.

Apply

- Divide the students into two teams – red and blue. Give each team a mini whiteboard. Display the blockbuster outline on the IWB. Each team in turn selects a letter from it. Say a long /oa/ word beginning with that letter. The team spells the word on a mini whiteboard and holds it up. If it is correct colour the hexagon in their team colour. The team with the most hexagons wins.

Assess

- Give out one mini whiteboard per student. Say a word. Repeat in a sentence then say it again. Students write the word and hold it up. Write the word on



Racing to Literacy

the IWB. Students correct theirs if necessary.

weather news word cards

crow

radio

cold

zero

snow

go

slowly

roads

phone

open

tomorrow

only

Weather News



Hello. This is Jon Crow on Radio 4 with the weather news.

Tomorrow will be very cold. It will drop to below 20 degrees. Later it will snow.

Please go slowly on the roads. Only travel if you have to.

Our phone help line will be open from 6am to 11pm.



long /oa/ word sheets

grow

radio

goal

hello

so

modem

know

tomorrow

show

photo

gold

old

cold

road

slow

home

hole

don't

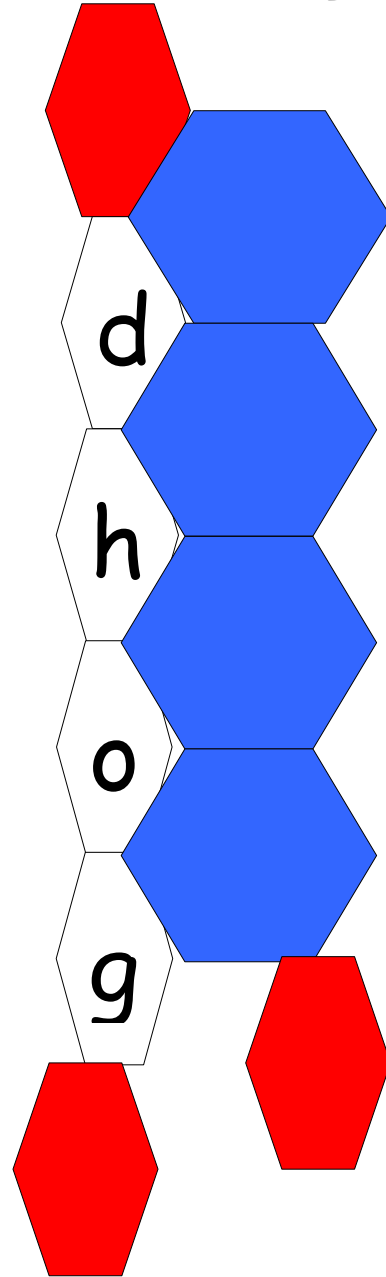
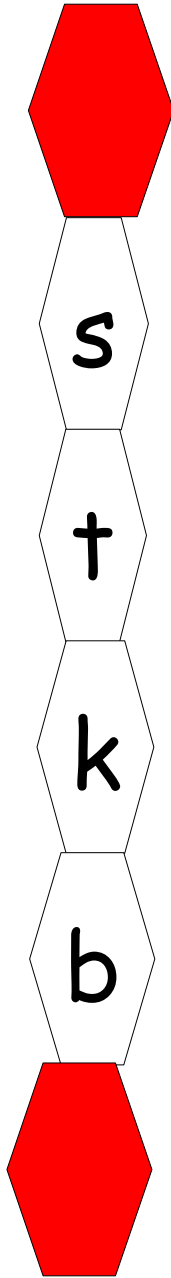
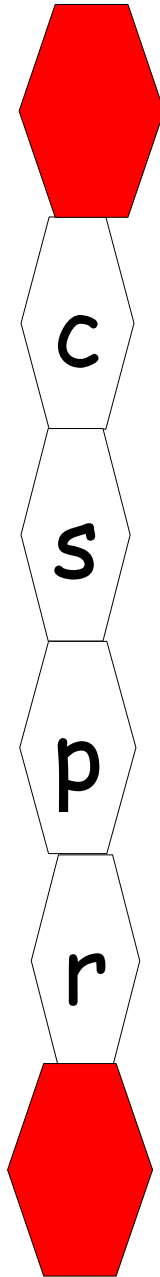
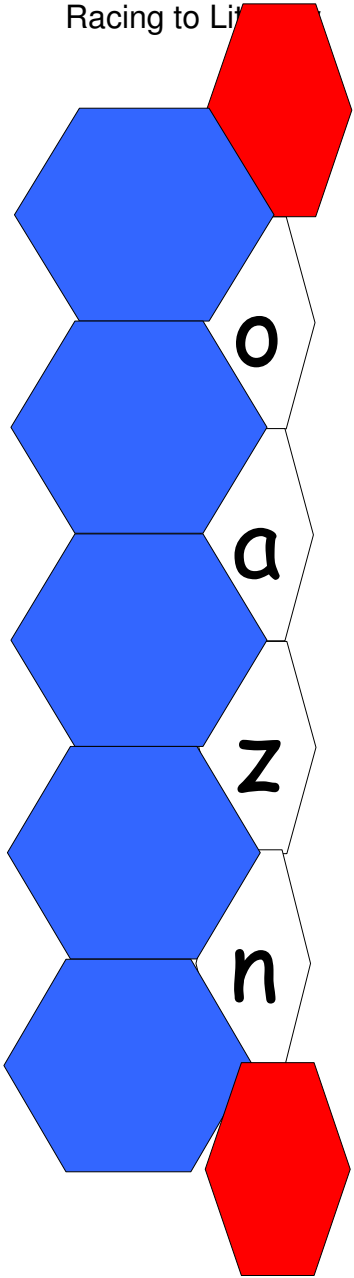
alone

phone

Racing to Lit



BLOCKBUSTERS



Lesson 11: long /oo/ phoneme

Objectives

- To be able to hear and blend the long /oe/ phomene and know its most common spellings.
- To be able to segment phonemes for writing.

Letters and sounds

long /oo/:

Key words

long vowel sound, diagraph

Resources

- Two sets of weather word cards from previous lesson per pair (in different colours)
- School rules text
- Long /oo/ word cards
- Spelling frame
- Poem teacher version
- Poem: Gap fill student version

Revisit

- Give out the sets of word cards. Explain the game. Each pair plays snap, matching the spellings of the long /oe/ words from the previous lesson.

Teach

- Introduce the learning objective. Model reading the school rules text (in a stern voice) and hear, identify, underline the long /oo/ phoneme.
- Ask students to continue with the rest of the text in pairs.
- Ask students to identify the common ways of spelling the long /oo/ phoneme.

Practice

- Ask students to work in groups and sort the words into groups according to whether the long /oo/ phoneme is at the beginning, middle or end of the word.

Apply

- Read through the spelling frame. Ask students to write the words on the cards in the correct box.

Assess

- Give out the student poem gap fill sheet. Read the poem aloud expression. Mime to aid understanding. Ask students to work in pairs and fill in the gaps on their sheet. Pause at each gap to give students time to confer.

School Rules

1. You must wear shoes not trainers.
2. You must wear school uniform.
3. Your coat must be black or blue.
4. No food in classrooms.
5. You must not be rude to the teacher.
6. Do not chew gum.
7. You are here to get a good education.
8. You must obey the school rules.



Word sort cards

true

uniform

rude

soon

new

use

school

food

shoe

you

blue

chew

cool

tune

rule

loo

too

Long /oo/ Spelling frame

At the beginning

In the middle

At the end

Poem

School is not cool.
Yes it's true.
It makes me feel blue.

School is not cool.
Too many rules.
They think we are fools.

School is not cool.
You need the loo.
They won't let you
go.

School is not cool.
Don't be rude.
Eat your food.

School is not cool.
Yes it's true.
Do you think so too?

Poem

_____ is not _____.
Yes it's _____.
It makes me feel _____.

_____ is not _____.
Too many _____.
They think we are _____.

_____ is not _____.
You need the _____.
They won't let _____
go.

_____ is not _____.
Don't be _____.
Eat your _____.

_____ is not _____.
Yes it's _____.
Do you think so _____?

Lesson 12: Revise long vowel phonemes

Objectives

- To be able to hear and blend the long vowel phonemes /ai/, /ee/, /igh/, /oa/, /oo/
- To recall common spellings of these long vowel phonemes

Letters and sounds

- /ai/, /ee/, /igh/, /oa/, /oo/.

Key words

long vowel sound, digraph

Resources

- Teacher wordlist
- /ai/, /ee/, /igh/, /oa/, /oo/ labels
- Picture cards for text
- How to make toasted cheese text
- Cut up How to make toasted cheese text
- Long vowel phoneme charts
- Missing word sentences sheet teacher version
- Missing word sentences student version
- A4 mini whiteboards.

Revisit

- Stick the long vowel labels around the room on the wall at eye level. Ask students to stand up. Say the long vowel sounds and ask students to repeat the sound. Read out the first word from the list and ask students to stand next to the correct long vowel label. Read the next word and repeat. Make it a fast, fun activity and encourage students to move as quickly as possible.

Teach

- Introduce the learning objectives. Give out a set of picture cards to the students. Ask students to work as a group and sequence the cards.
- Distribute the cut up text cards among the students. Model reading one strip of text aloud. Ask students to put them in order.
- Give out copies of the text so students can check the correct sequence.

Practice

- Give out copies of the long vowel phoneme charts. Ask students to work in pairs and write the underlined words in the correct column.

Apply

- Give out the missing word sheets and mini whiteboards. Read the first sentence aloud, repeat the missing word and read the sentence again. Ask students to write the word on their mini whiteboard. Ask students to compare what they have written and make changes if they wish. Show them the correct spelling by writing on a mini whiteboard. Repeat for the other words.

Assess

- Give each pair one copy of the correct sentences sheet. Ask students to test each other. Ask students to say how many correct words their partner wrote.

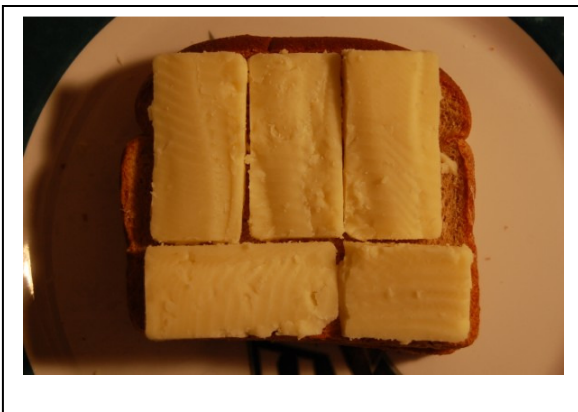
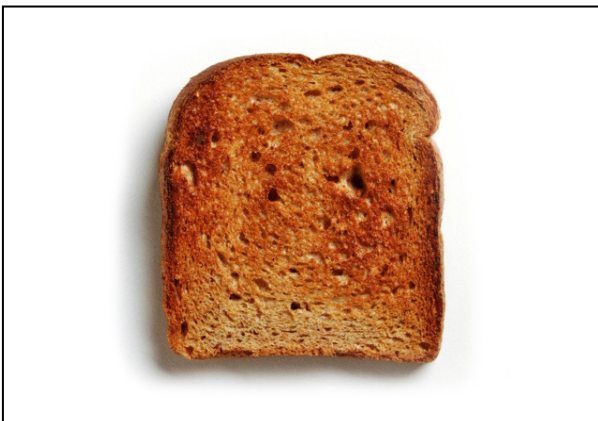
/ai/

/oo/

/oa/

/ee/

/igh/



How to Make Cheese on Toast

You will need: bread a plate
 cheese a knife
 a toaster

Take two slices of bread.

Toast the bread in the toaster.

Take the toast out.

With a knife cut some cheese.

Put the cheese on top of the bread.

Put the toast under the grill.
When the cheese bubbles it is ready.

Put the cheese on toast on a plate.

Wait for it to cool. Then eat!

How to Make Cheese on Toast

You will need: bread
cheese
a plate
a knife
a toaster



1. Take two slices of bread.
2. Toast the bread in the toaster.
3. Take the toast out.
4. With a knife cut some cheese.
5. Put the cheese on top of the bread.
6. Put the toast under the grill.
When the cheese bubbles it is ready.
7. Put the cheese on toast on a plate.
8. Wait for it to cool. Then eat!



Long vowel phonemes

<i>/ai/</i>	<i>/ee/</i>	<i>/igh/</i>	<i>/oa/</i>	<i>/oo/</i>
game mail tail mate day	ear near read meet happy teacher very	high my lie fly like	go know toe coat phone home	boot chew ruler true

Missing word sentences: teacher

Teens love video games.

Xbox is cool.

I have an xbox at home.

Call of Duty 2 is the best game.

I play video games every day.

I also like football.

My team is Arsenal.

Arsenal rule!

Missing word sentences: student

_____ love video games.

Xbox is _____.

I have an xbox at _____.

Call of Duty 2 is the best _____.

I _____ video games every day.

I also _____ football.

_____ team is Arsenal.

Arsenal _____!

Lesson 13: Long /ar/, /or/, /ur/ phonemes

Objectives

- To be able to hear and blend the long vowel phonemes /ar/, /or/, /ur/
- To recall common spellings of these long vowel phonemes

Letters and sounds

- /ar/, /or/, /ur/,

Key words

long vowel sound, diagraph

Resources

- long or short word sheet
- Teacher long or short wordlist
- Fun World Adventure Park text
- Highlighter pens
- Word cards
- /ar/, /or/, /ur/ phoneme chart
- A4 mini whiteboards

Revisit

- Give out the Long or short word sheet. Ask students to highlight words with short phonemes in red and long phonemes in blue

Teach

- Introduce the learning objectives. Put students into pairs and give each pair a different phoneme: /ar/, /or/, /ur/. Say the phonemes. Ask students to repeat their sound.
- Give out copies of the Fun World Adventure Park text. Display the text on the IWB. Read the text aloud with exaggerated expression. Ask each pair to listen for their phoneme with the /ar/ phoneme to come to the IWB and highlight their words as you read the text again. Repeat for the other two phonemes.

Practice

- Give out a set of the word cards to each pair. Ask students to find rhyming words. Demonstrate with the words far, car, our to show that the spelling does not have to be the same, just the sound.
- Give out the phoneme frames and ask students to write any five words in each column.

Apply

- Play phoneme snap. Give out one set of word cards to each pair. Ask students to place the cards face down and take an equal number of cards. In turn students turn a card face up and say the word. If the words have the same phoneme the first student to say snap keeps the cards. The player with the most cards wins the game.

Assess

Give out one mini whiteboard per student. Select a word from the word cards. Say the word aloud. Repeat in a sentence then say it again. Students write the word and hold it up. Hold the word card up. Students correct theirs if necessary.

Long or short phoneme?

red

but

play

go

say

feet

four

cool

wait

got

up

must

clock

map

tick

coat

spoon

ears

plate

me

they

get

we

eat

ring

light

chip

pain

face

dark



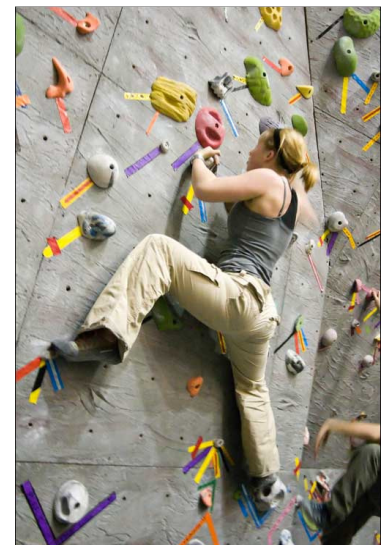
Come to Fun World Adventure Park

Fun for all the family!



- Try our crazy rides
- Climb our 20 metre wall
- Play roller ball
- Come to the farm and learn about the animals
- Walk in our woods
- Picnic on the grass

- For Kids up to thirteen free entry
- Half price for students
- Only £20 for a family of four
- Free car park



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/ar/ /or/ /ur/ phoneme cards

mark

turn

learn

park

your

word

our

four

bird

car

sir

talk

far

for

walk

last

or

ball

past

girl

wall

arm

farm

call



ar	or	ur

Lesson 14: Long /er/ phoneme

Objectives

- To be able to hear and blend the long vowel phonemes /er/
- To recall spellings of words ending in er

Letters and sounds

- /er/

Key words

long vowel sound, digraph

Resources

- tricky words list
- A4 mini whiteboards
- /er/ word cards
- Cristiano Ronaldo text
- Gap fill teacher sheet
- Gap fill student sheet

Revisit

- Give out the A4 mini whiteboards. Read the first word from the tricky words list. Ask students to write it quickly on their whiteboard. Write it on your mini whiteboard at the same time. Ask students to hold up their board on a count of three. Show the correct spelling. Repeat for the other words.
- Give out the tricky words sheet. Ask students to tick the words they can spell confidently and circle the ones they have difficulty in remembering. They will need to learn these.
- Ask pairs of students to test each other on the words they find hard.

Teach

- Introduce the learning objective. Show the word cards on the IWB and say the first two lines of words aloud. Ask students what sound they can hear at the end of these words.
- Give out the word cards. Explain that all of the words have the /er/ phoneme at the end of the word, but that there are 3 'odd ones out'. Ask students to work together in pairs and find the 3 odd cards.
- Explain that the most common spelling for the /er/ phoneme at the end of a word is er. But it can also be spelled or, re or our.

Practice

- Display the Ronaldo text on the IWB and give out copies to students. Read the first sentence aloud and highlight the word ending in a /er/ phoneme. Continue to read the text and ask students to highlight any other words on their copy.
- Read the text again and ask students to raise their hand every time they hear a word ending with the /er/ phoneme. Highlight these on the text.

Apply

- Give out the gap fill student sheet. Read a sentence from the teacher sheet. Reread, pausing at the gaps to give students time to write the words. Repeat for the other sentences.

Assess

- Ask students to swap sheets. Display the correct spellings on the IWB and ask students to mark each others sheet.

Tricky words revision

the

to

no

go

she

he

was

his

were

one

I

we

said

you

that

with

father

sister

better

mother

brother

answer

computer

teacher

writer

footballer

player

younger

older

taller

shorter

colour

October

November

December

September

manager

learner

doctor

metre

Cristiano Ronaldo



Cristiano Ronaldo, the footballer, was born in Madeira in 1985. His family was poor. He has an older brother and two older sisters. His father is called Jose and his mother is Maria.

By the age of 12 he was the best football player in Madeira. The Liverpool football manager spotted him when he was 16. He was the first Portuguese player for Manchester United. In 2007 he won Young Player of the Year.

Cristiano lives with his brother. He drives a silver Porsche. He is a good learner and likes to learn new things every day.

/er/ Gap fill teacher sheet

My father is an actor.

My mother is a doctor.

I am 2 metres tall.

My brother is taller than me.

My birthday is in September.

My sister is older than me.

/er/ Gap fill student sheet

My _____ is an _____.

My _____ is a _____.

I am 2 _____ tall.

My _____ is _____ than me.

My birthday is in _____.

My _____ is _____ than me.

Lesson 15: Long /oi/ and /ow/phonemes

Objectives

- To be able to hear and blend the long vowel phonemes /oi/ and /ow/
- To blend for reading and segment for writing

Letters and sounds

- /oi/ /ow//

Key words

long vowel sound, diagraph

Resources

- A4 mini whiteboards
- The Man in Black text
- Missing words sheet
- Sets of letters

Revisit

- Play word bingo. Give out mini whiteboards. Ask students to write 5 words from the previous lesson on mini whiteboards. Say the words from the word card sheet in a random order. Ask the students to listen and circle any words they hear. When a student has circled all their words they shout bingo! Check their words to make sure they heard correctly.

Teach

- Introduce the learning objective. Display the Man in Black text on the IWB. Ask students to listen out for the /ow/ phoneme as you read the text. Ask students to raise their hand when they hear the /ow/ phoneme and then come to the front and highlight the text.
- Ask students to listen for the /oi/ phoneme and read the text again. Highlight this phoneme in a contrasting colour.

Practice

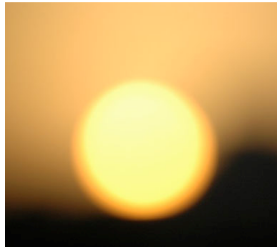
- Give out copies of the text. Ask students to work in pairs and highlight the /ow/ phoneme in one colour and /oi/ phoneme in a different colour.

Apply

- Give out missing words sheet and display it on the IWB. Read the words in the box. Demonstrate how to read the sentence aloud and select a word from the box to complete the sentence. Ask students to work in pairs and write in the missing words for the other sentences.
- Show the correct version on the IWB.

Assess

- Give each student a set of letters. Say a word from the text and ask students to select and arrange the letters to make the word. Check they have done it correctly. Say a different word and ask students to add/ remove letters to make the new word. Continue with another 6 words.



The Man in Black



The sun was a round yellow ball. There were no clouds in the sky.

The ground was dry. All around were brown rocks. There was no sound. The nearest town was far away.

A wooden house stood alone. In the garden a small boy played with a toy.

Then there was the sound of a horse galloping. It got louder. And louder. The horse stopped at the house.

A tall man in black got down from the horse.

'Hey, kid!' he shouted.

'Is your pa at home?'

His mouth smiled. But his eyes were cold.



Missing words

cloudy	house	mouse	brown
shout	down	how	loud

1. _____ old are you?
2. The cat played with a _____ .
3. She has long _____ hair.
4. I live in a large _____ .
5. He went _____ stairs to the kitchen.
6. Shhh! Please don't _____ .
7. Today will be _____ and it may rain.
8. Please turn the music down. It's too _____ .

Lesson 16: Long /air/ and /ear/ phonemes

Objectives

- To be able to hear and blend the long vowel phonemes /air/ and /ear/
- To blend for reading and segment for writing

Letters and sounds

- /air/ /ear/

Key words

long vowel sound, diagraph

Resources

- 2 fly swats
- words for swat
- Bears in the woods text
- Word cards
- Phoneme chart
- Odd one out sheet

Revisit

- Play swat. Display the words for swat on the IWB. Organise students into 2 teams. Ask one team member to come to the front and give them a fly swat. They are the team captains. Explain that you will say a word from the ones displayed and the first one to correctly swat the word with the fly swatter wins a point. Team members are allowed to help their captains. This game can get noisy but it is fun!

Teach

- Introduce the learning objective. Display the Bears in the Wood text on the IWB. Give out copies to students. Read the text aloud with expression and mime.
- Divide the group into two. One half will be Ali and the other Joe. Ask them to read in chorus with you. Encourage them to read with expression.
- Ask students to read their parts again without you. Ask them to listen for the /air/ and /ear/ phonemes and raise their hand when they hear one. Ask students to identify which phoneme they hear and highlight words in the text in two contrasting colours.

Practice

- Give out the word cards and ask students to work in groups to sort them into two piles according to the phoneme. Ask students to identify the different ways each phoneme can be spelled. Point the spellings for pair/ pear, here/ hear, dear/ deer and explain the differences in meaning.

Apply

- Give out the phoneme chart and ask students to write 6 words in each column to show the different spellings.

Assess

- Give each student an odd-one-out sheet. Ask them to circle the words with the same phoneme and underline the odd one out.

Words for swat

her are later so

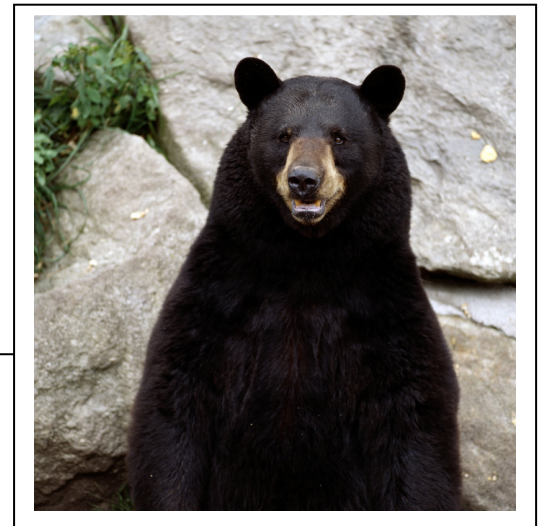
shout were have

all have said do

out to how

toyboy computer

like the was some



Two boys are camping in the woods.

Joe: There are bears in these woods.

Ali: Where?

Joe: Everywhere.

Ali: No way. You are just trying to scare me.

Joe: No, really. There are.

Ali: Bears don't live here in the UK.

Joe: They escaped from somewhere – a zoo, I think.
And now they live here.

Ali: I don't care what you say. I know they don't.

Joe: I swear it's true! Look – over there, near that tree.

Ali: By the square of grass?

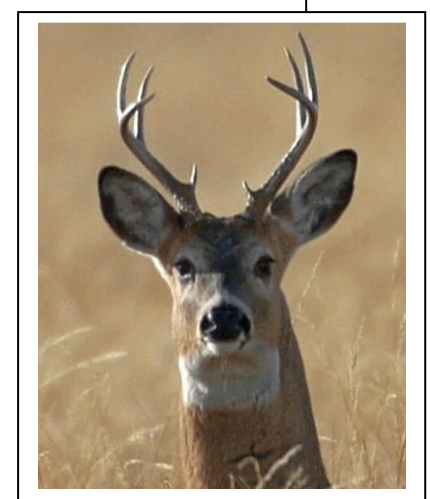
Ali: Arghhh! Yes, let's get out of here.

Joe: Ha ha ha! It's not a bear. It's a deer.

Ali: That's not fair.

Joe: But you were shaking with fear.

Ali: I don't think that's funny.



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