

## Year 1 Spelling lesson plan – ore and oor words

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION (10 mins)	INDEPENDENT WORK (20 mins)	PLENARY (5 mins)
	To use the letters ore and oor to represent the (or) sound	<p>Show children PowerPoint slide with a range of images representing words containing the letters ore and oor</p> <p>Say the word that each image represents, while pointing at the relevant image</p> <p>Ask the children to think, pair, share what sound they can hear in all of the words</p> <p>Show children the next PowerPoint slide, which has the images <i>and the word each image represents under it</i></p> <p>Ask children to think, pair, share what letters / pattern they can see in all of the words (tell them there are two patterns to look for today)</p> <p>Show children the next PowerPoint slide, which has the images and the word each image represents under it <i>and the grapheme for the lesson highlighted in blue</i></p> <p>Ask the children to see if they spotted the correct letters / pattern</p> <p>Revise how when the letter r comes after a vowel it changes the sound that the vowel makes</p> <p>Ask the children where the sound comes in the words and where we see the grapheme in the words (beginning, middle or end of the words)</p> <p>Explain that the ore grapheme is usually used to represent the (or) sound when it comes at the end of words</p> <p>Revise how yesterday we also learnt that aw can be used to represent (or) at the end of words, but ore is used more often for this</p> <p>Explain that oor is a naughty Nina &amp; Neil spelling that is only used in a few words</p> <p>Have the children repeat the phrase '(or) is usually O R E at the end of words'</p> <p>Model for the children how to form the letters ore correctly</p> <p>Have the children 'skywrite' the letters ore while saying '(or) is usually O R E at the end of words'</p> <p>Have the children practice tracing the letters ore on a partner's back, while saying '(or) is usually O R E at the end of words'</p> <p>Have the children trace the letters ore on the carpet with their eyes closed, while saying '(or) is usually O R E at the end of words'</p> <p>Model for the children how to write each word, emphasising:</p> <ul style="list-style-type: none"> <li>• that we say the word, then the letters as we write e.g. 'sore, S O R E'</li> <li>• how to form the letters correctly, including which handwriting 'family' each letter belongs to</li> </ul> <p>Model for children how to complete today's 'Look, Say, Cover, Write, Check' worksheet</p>	<p>Children to complete a 'Look, Say, Cover, Write, Check' worksheet with 9 words containing today's grapheme</p> <p>Ext – children to make up and write sentences of their own containing, with each sentence containing a word from today's lesson</p>	<p>Dictate the following sentences for the children to write:</p> <ol style="list-style-type: none"> <li>1) What was the score in their match?</li> <li>2) The shore is near the sea.</li> <li>3) These doors are so stiff!</li> </ol> <p>After each sentence, show it to children on the IWB and ask them to check their work for:</p> <ul style="list-style-type: none"> <li>• capital letter</li> <li>• finger spaces</li> <li>• punctuation</li> <li>• spelling</li> </ul>