

Year 2 Spelling lesson plan – Autumn 1, Week 1 - Long (o) as –old, -ost and -oll

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION (10 mins)	INDEPENDENT WORK (20 mins)	PLENARY (5 mins)
	<p>To use the letter o to represent the long (o) sound in -old, -ost and -oll</p> <p>Aut001</p>	<p>Show children PowerPoint slide with a range of images representing words containing the letters old, ost or oll</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</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 the long and the short sounds that the letter o can represent</p> <p>Which sound is in all of the words: long or short (o)? Explain that we</p> <ul style="list-style-type: none"> • always use the letter o on its own to represent the long (o) sound in (ōld) • sometimes use the letter o on its own to represent the long (o) sound in (ōl). Ask children to think, pair, share some words that use a different spelling to represent (ōl) e.g. pole, stole, role, hole, goal, foal etc • rarely use the letter o on its own to represent the long (o) sound in (ōst) – only in most and post. Normally we use oast e.g. roast, boast, toast etc <p>Model for the children how to form the letters old, ost and oll correctly</p> <p>Revise how we use letter names, not sounds, when we learn to spell, because for many sounds there are several ways to represent them in writing</p> <p>Model for the children how to write each word, emphasising:</p> <ul style="list-style-type: none"> • that we say the word, then the letters as we write e.g. ‘gold, G O L D’ • how to form the letters correctly, including which handwriting ‘family’ each letter belongs to <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, with each sentence containing a word from today’s lesson</p>	<p>Dictate the following sentences for the children to write:</p> <p>1) Most children don’t like cold toast!</p> <p>2) Gold is expensive because it is rare.</p> <p>3) Why do old people love post so much?</p> <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"> • capital letter • finger spaces • punctuation • spelling

Year 2 Spelling lesson plan – Autumn 1, Week 2 - Long (i) as –ild and -ind

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION (10 mins)	INDEPENDENT WORK (20 mins)	PLENARY (5 mins)
	<p>To use the letter i to represent the long (i) sound in -ild and -ind</p> <p>Aut002</p>	<p>Show children PowerPoint slide with a range of images representing words containing the letters ild or ind</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</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 the long and the short sounds that the letter i can represent</p> <p>Which sound is in all of the words: long or short (i)?</p> <p>Explain that we always use the letter i on its own to represent the long (i) sound in (īld) and (īnd) – (unless we are adding a suffix to an i-e word e.g. fine + ed = fined)</p> <p>Model for the children how to form the letters ild and ind correctly</p> <p>Revise how we use letter names, not sounds, when we learn to spell, because for many sounds there are several ways to represent them in writing</p> <p>Model for the children how to write each word, emphasising:</p> <ul style="list-style-type: none"> • that we say the word, then the letters as we write e.g. ‘find, F I N D’ • how to form the letters correctly, including which handwriting ‘family’ each letter belongs to <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, 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"> 1) People should be kind to children! 2) Do you mind being in the wild? 3) If someone is blind they can’t see? <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"> • capital letter • finger spaces • punctuation • spelling

To access the remaining lessons plan, and every resource needed to teach each lesson, visit

<http://www.saveteacherssundays.com/spelling/year-2/203/>



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