

## Year 2 Spelling lesson plan – 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>Show children PowerPoint slide with a range of images representing words containing the letters old, ost or oll            Say the word that each image represents, while pointing at the relevant image            Ask the children to think, pair, share what sound they can hear in all of the words            Show children the next PowerPoint slide, which has the images <i>and the word each image represents under it</i>            Ask children to think, pair, share what letters / pattern they can see in all of the words            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>            Ask the children to see if they spotted the correct letters / pattern            Revise the long and the short sounds that the letter o can represent            Which sound is in all of the words: long or short (o)? Explain that we</p> <ul style="list-style-type: none"> <li>• always use the letter o on its own to represent the long (o) sound in (ōld)</li> <li>• 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</li> <li>• 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</li> </ul> <p>Model for the children how to form the letters old, ost and oll correctly            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            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. 'gold, G O L D'</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, 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"> <li>• capital letter</li> <li>• finger spaces</li> <li>• punctuation</li> <li>• spelling</li> </ul>