

## Year 2 Spelling lesson plan – el

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION (10 mins)	INDEPENDENT WORK (20 mins)	PLENARY (5 mins)
	<p>To use the letters el to represent the sound (ul) at the end of two-syllable words</p>	<p>Show children PowerPoint slide with a range of images representing words that use the letters el to represent the sound (ul)            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            Remind children of what a syllable is and the strategies for counting the syllables in a word: clapping the syllables, counting the vowel <i>sounds</i> or seeing how often your chin drops            Ask children to think, pair, share how many syllables are in each of the words for today's lesson            Explain that the letters el are rarely used to represent the sound (ul) when it comes at the end of words of more than one syllable. le, as in (ble, dle, fle etc) is much more common            Have the children repeat the phrase '(ul) can be E L'            Model for the children how to form the letters el correctly            Have the children 'skywrite' the letters el, while saying '(ul) can be E L'            Have the children practice tracing the letters el on a partner's back, while saying '(ul) can be E L'            Have the children trace the letters el on the carpet with their eyes closed, while saying '(ul) can be E L'            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:           <ul style="list-style-type: none"> <li>• how we spell one syllable first. and then add the second syllable</li> <li>• that we say the word, then the letters as we write e.g. towel, 'T O W E L'</li> <li>• how to form the letters correctly, including which handwriting 'family' each letter belongs to</li> </ul>           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"> <li>1) Witches have warts and are cruel.</li> <li>2) Does anyone still travel by camel?</li> <li>3) There are no lights in this tunnel!</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>