

## Year 1 Spelling lesson plan – ee words

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION (10 mins)	INDEPENDENT WORK (20 mins)	PLENARY (5 mins)
	<p>To use the letters ee to represent the long (e) sound</p>	<p>Show children PowerPoint slide with a range of images representing words containing the letters ee            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 short and the long sound that each vowel can make            Ask children what type of vowel is in each word: short vowel or long vowel            Explain that the ee grapheme is often used to represent the long (e) sound when it comes in the middle of words and at the end of words            Have the children repeat the phrase '(ē) can be E E'            Model for the children how to form the letters ee correctly            Have the children 'skywrite' the letters ee, while saying '(ē) can be E E'            Have the children practice tracing the letters ee on a partner's back, while saying '(ē) can be E E'            Have the children trace the letters ee on the carpet with their eyes closed, while saying '(ē) can be E E'            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. 'seed, S E E 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 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) These sheep love weeds.</li> <li>2) My sweets are green.</li> <li>3) The queen bee has her needs.</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>• full stop</li> <li>• spelling</li> </ul>