

FOLLOW-ON-PHONICS MODULE 1 TEACHING NOTES

Each lesson should take 20-30 minutes. Less is more, so keep up the pace. A timer is very useful for all activities.

List 1

Introduction: Tell the class that they are going to be looking again at words they learnt when they first started school, and will be using the 'metalinguage' of the English pronunciation and spelling system. In this lesson, they will be focussing on VC & CV words and talking about long and short vowels (Check understanding). Quick read through of word list.

Task: Ask them to make two columns on their whiteboards and label them 'long' and 'short'. Give them 2 minutes to sort as many of the words from the list as they can into the two columns. Go round and check as they do it. Ask 2 children to come up to board. Give them a marker each and ask one to underline words with short vowels and the other to circle long vowels. Ask class to monitor.

Ask them to talk to partner and see if they can identify a pattern (VC=short vowel; CV=long).

Plenary - talk to partner: have they learnt anything new? Whole class feedback. Preview of next lesson.

List 2

Introduction: Show list and ask what they think CVC means. Ask them to count the words with long vowels. When they can't find any, ask them to work with a partner to think of some. (They won't be able to). What rule have we discovered about CVC words?

Task: Individual whiteboard activity. They make 5 columns, labelled A,E,I,O,U. Sort the words into columns. Which vowel appears most frequently?

Ask them if they know what the 6th vowel is. Write up the word *try*. What makes it a vowel? (It's a sound made with the voice - 'vocalic'). Which other letter makes the same sound as Y? (long I). Why don't we group it with the vowels? (Because sometimes it's a consonant - *yacht, yes, yet*). Paired activity: make a list of single syllable words with vocalic y. Feedback and write some up on board. Are they CVC words? (No - CCV) How many are verbs? How many nouns? What happens when you change to past tense? (*cry* - *cried*; *try* - *tried*; *fly* - *flew*). Adding *ing*? (*stays* as it is - no changes: *crying*). Adding *s*? (same as past tense - changes to *ie*: *cries*)

Plenary: What have we learnt? What do you think the next list will be?

List 3

Introduction: Recap on last lesson. Show list and ask what they think VCC means. Ask pupils to divide words into CVC and VCC.

Task: Ask them how many living creatures are on the list. (4 including *tot*). Ask them to write down what they think 'asp' means, and then to look it up in dictionary and note down all the information. Take answers and talk about dictionary abbreviations (n = noun). What other dictionary definitions might we see? Look up 'got'. What is the abbreviation? What does it mean? Look up other words from the list and note what part of speech they are on whiteboards.

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A group of children could come up to whiteboard and put dictionary abbreviations next to words. Ask why some have more than one (a word can be different things according to function in sentence)

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.)

List 4

Introduction: Who remembers what *asp* means? What does CVCC stand for? Write down all the words where the vowel is A. What do you notice? (There are two different sounds - at least in southern English). *Past* and *last* have a long *a*. The letter *a* is lengthened before *s*. This is a different long sound from the *a* in words like *make*.

Task: Can you think of any more CVCC words with long 'a'? Is there a pattern?(partner work - making their lists on whiteboards/paper). Written work - go through list 4 individually or with a partner and give as much grammatical information as possible about each word. (Noun, verb etc. Singular, plural?) Share, writing them up on board.

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.) Discuss difficulties.

List 5

Introduction: As last time. Write down all the words with a long vowel. What do you notice? (*O* in this list - possibly *I*). Child(ren) at front write(s) L/S by each word. Class monitors what they do and corrects if necessary.

Whiteboard work - go through list individually or with a partner and give as much grammatical information as possible about each word. Noun, verb etc. Singular, plural? Share, using board.

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.) Discuss difficulties.

List 6

Introduction: As last time. Write down all the words with a long vowel. What do you notice? (only *O*).

Task: Are there CVCC words with a short *o*? (*bond, fond, cost, lots...*) Is there a pattern? (partner work). Whiteboard work - go through list 6 individually or with a partner and give as much information as possible about each word. Noun, verb etc. Singular, plural? Share, using board.

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.) Discuss difficulties.

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List 7

Introduction: As last time. Write down all the words with a long vowel. What do you notice? There are none. Can you think of any? Do we have a pattern?

Task: Changing words (inflections). Without changing the root meaning of word, and without changing the vowel, add suffixes to make longer words (eg *brag, bragged, bragging; mat, mats; pink, pinker*). Sharing and feedback. Are there any spelling rules you had to use to keep the sound right? (doubling) Are there any words where you couldn't add a suffix without changing the root? (*bled,*

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.) Discuss difficulties.

List 8

Introduction: As last time. Write down all the words with a long vowel. What do you notice? (There are none.)

Task: Dictionary work. Teacher underlines the words *club, spud, fled, stub, span crop, glen*, and asks pupils to look them up in dictionary and write down findings. Do any have more than one meaning? How many didn't you know before? Ask for examples of different meanings in sentences.

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.) Discuss difficulties.

List 9

Introduction: Briefly read through list. Discuss alphabetical order and ask what happens when you have several words beginning with the same letter. What happens in a dictionary? Challenge class to put words in the first column of list 9 into alphabetical order. Share results.

Task: Dictionary work. Teacher underlines the words *grub, clan, grim, glum, plod*, and asks pupils to look them up in dictionary and write down findings. How many didn't you know before? Elicit examples of different meanings in sentences.

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.) Discuss difficulties.

List 10

Introduction: Briefly read through list.

Pupils make 3 columns on whiteboards/in notebooks, labelling them noun, adjective, verb. Without using a dictionary, they should sort the words into columns. Some may need to be written more in more than one column, as they can have more than one grammatical function (eg *trip*). Afterwards, they should check with dictionary.

Plenary: What have you learned? What didn't you understand? (Tell partner and feed back.) Discuss difficulties. For more on Parts of Speech, see <http://www.reall-languages.co.uk/grammar.html>

List 11

Introduction: Briefly read through list, as last time.

Task: Pupils make 3 columns on whiteboards/in notebooks, labelling them noun, adjective, verb. Without using a dictionary, they should sort the words into columns. Some may need to be written more than once (eg *cuts*). Afterwards, they check with dictionary.

Plenary: Write 3 of the words on the board and challenge class to come up with sentences including the words plus a clause beginning with the subordinating conjunction *because*. *This makes a complex sentence* (More here: www.reall-languages.co.uk/complex-sentences.html) them that if they put the subordinate clause at the beginning, they need a comma. Share sentences.

List 12

Introduction: Read through list together. Ask class to find long vowels (*blast, clasp*). Recap rule learnt in List 4.

Write the words *brink, flank, cramp, slink* on the word. Ask pupils to discuss what they understand by the words and come up with sentences to show their meaning.

Task: Challenge pupils to identify 3 past tenses of verbs (*spilt, slept, stank*) . What would they be in the present tense? They should write them on whiteboards. Introduce inflections of present tense. How does the verb change (how is it inflected?) according to the person doing the action? (3rd person adds *s*, so *I sleep* becomes *he/she/it sleeps*). Write up other verbs in the first person and get children to write down 3rd person.

Plenary: Feedback. What other tenses do we know? Future - notice that it is made of 2 words (*I shall sleep*). It's a 'compound' verb. There are lots of these in English. (for more on verbs, see <http://www.reall-languages.co.uk/grammar-verbs.html>)

List 13

Introduction: Read through list together. Ask class to find long vowels (*finds*). Ask them what tense this is (simple present) What person? (3rd) What would the first person be? (I find)

Task: Pupils make 3 columns on whiteboards/in notebooks, labelling them noun, adjective, verb. Without using a dictionary, they should sort the words into columns. Some may need to be written more than one in more than one column (eg *tramp*). Afterwards, they check with dictionary.

Plenary: Feedback. Write dictionary abbreviations next to words on board.

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List 14

Introduction: Read through list together. Remind class they have been learning about long and short vowels. Ask what we could call the sound of the grapheme *ay*. (Long *a*)

Task: Write these words on board and ask pupils to check meanings in dictionary and write them down with as much extra information as possible (eg noun, verb): *bay, jay, fray, bray, slay*.

Plenary: Share definitions and extra information. Ask for examples in sentences.

List 15

Introduction: Read through list together. Ask class to think about the vowel sounds. Talk with a partner about what they notice. (They are all short). Tell them that this is a spelling rule of English: you can't have a long vowel before the letters *ck*.

Task: Challenge pupils to come up with single syllable words that end in *c* (unlikely to find any unless they think of *tic*). They should check with dictionary. Then *k*. Ask them how many words end in *k* without another consonant in front (foreign words, maybe : *yak*). Then make a collection of the consonants that appear with *k*. They should come up with *l, n, r, s*.

Plenary: Make a collection of the pupils' words on the board and discuss vowel length. What was new in the lesson? What new rule have they learnt?

List 16

Introduction: Ask pupils to recall previous lesson and what they found out. Read through list 16 together. Reiterate that you can't have a long vowel before the letters *ck*, that *c* & *k* never come on their own at the end of a single syllable word. Words with more than one syllable quite often end in *c* - *frantic*, for instance. Challenge them to come up with more multi-syllable words ending in *c*. Look at list again. How is the right column different from the left? (Left starts with CV; right starts CCV.)

Task: Work in pairs to arrange the list in alphabetical order. Whole class compares notes.

Plenary: Write the words *fortune, loose, dress, courage, drawing-pin* on the board and ask pupils to pair them up with words from list 16.

List 17

Introduction: Read through list together. Write up the words *define, definition*. Ask what the words mean. Make sure everyone understands. Tell them to work with partner looking in dictionary for definitions for *smock, slick, crick*. Ask what they notice about the way the dictionary defines words.

Task: Tell them they are to come up with dictionary-style definitions of their own for the first three words in the right hand column. Early finishers compare their versions to the ones in the dictionary.

Plenary: Read out dictionary definitions. Ask pupils how theirs compared with the real ones. Did they put in grammatical information using abbreviations?

List 18

Introduction: Read through list together. Ask if all the words follow the same pattern. (No - the first ones begin CV and the last 5 begin CCV). Ask them to think about how the words sound. Have them say the word *sun* first of all, and then the word *sung*. What happens to the tongue? (First word is made by front of tongue behind teeth; second is made by back of tongue rising to the roof of mouth) Ask them to have a go at writing the word *tongue* most of them will get it wrong, as it sounds like the words on this list. What does it sound like? (*tung*) Write it up on board. What does it look like? (ton -gyou)

Task: Ask them to write dictionary-style definitions of *tang*, *prong*, *bung*. Then use dictionary to compare.

Plenary: Read out dictionary definitions. Ask pupils how theirs compared with the real ones. Did they put in grammatical information using abbreviations?

List 19

Introduction: Ask pupils to read out list with partner. Remind them of the blending and segmenting work they did in Early Years classes. Ask them to go through counting phonemes. Agree that each of *ch*, *th*, *sh* is a single phoneme. Does the grapheme *th* ever represent a different phoneme? (Yes - in words like *thick*, *think*, *bath*). Write on board *the angel* and *the pencil*. What part of speech is *the*? (definite article) What other articles are there? (*a/an* - indefinite article). Why are there 2 versions of the indefinite article? (Depends if they are followed by vowel or consonant) Pupils work in pairs, repeating the phrases on board and looking for difference in pronunciation of *the*. Is there a rule? (Yes - depends whether it's followed by vowel or consonant - the rule is the same as for the indefinite article.)

Task: Pupils make two columns, headed *the*, *the(e)*. Teacher writes an assortment of nouns on board, some beginning with vowels, others with consonants (*cart*, *father*, *egg*, *mother*, *chickens*, *hours*, *apple*, *sandwich*). Pupils sort them into appropriate columns, and read them with the definite article

Plenary: What have we learned? What is an article? What is the definite article? The Indefinite article? What is the rule we need to remember? (More on articles here: <http://www.reall-languages.co.uk/articles.html>)

List 20

Introduction: Recap what was learnt in previous lesson. Children read through list 20, and agree that there are no problems of meaning. The words are all very simple. Ask them to focus on the word *such*. Can they think of any other words ending in just *ch*? There are very few (*much*, *rich*). What grapheme is more frequently used to represent this sound? (*tch*). Elicit examples of words and write up on board. What happens when we want to add an *s* to these words, either to make a plural or to change a verb to 3rd person? (we have to write *es*.)

Task: Which other words in list 20 are like that? (*sh* words) Write them down. Which *-sh* words wouldn't you do this with? (*gosh*, *posh*) Why not? Discuss with partner. Use a dictionary to help. Children may realise that only nouns and verbs are inflected. They may need to be told. What part of speech is *posh*? (adjective) Make a collection of other adjectives and write up on board.

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Plenary: What have you learnt today that was new? Pupils put up hands to answer. Introduce the term 'sibilant'. Tell them that it comes from a Latin word, *sibilare*, meaning 'to hiss'. A sibilant is a hissing letter, and those are the ones that need an *e* inserted before adding *s*. Tell them that for next time, they should try to find out what part of speech the word *gosh* is (interjection). Offer team points/stickers as reward. (List of interjections here: <http://www.reall-languages.co.uk/interjections.html>)

List 21

Introduction: Who remembers what 'sibilant' means? What rule do we have to apply when adding *s* to a sibilant letter? Who has found what part of speech *gosh* is? Write the word *interjection* on the board. Explain that these words don't form part of the structure of a sentence, but usually appear on their own, often followed by an exclamation mark. Write a few examples on the board.

Task: How many of the words on list 21 can be changed by adding suffixes (plurals, verb endings etc)? Make sure the meaning of the 'root' word you are given doesn't change. (Check understanding of 'root') Children list the ones they think of. Whole class compare findings.

Plenary: Next time we'll be working in the opposite direction - spotting the root word from a word with a suffix. To finish - how many interjections can you think of in 1 minute? Pupils write them down and share.

List 22

Introduction: What does 'root' word mean? What does 'suffix' mean? What is the word we use when we add something to the beginning rather than the end of a word (prefix). Look at List 22. Together, class identify the root words. Ask class to look up *chock* in a dictionary, and make sure they don't think it's anything to do with chocolate. Give them a few minutes to look up other words they are unsure of.

Task: See how many other suffixes each root word could have. List them. Whole class compare findings.

Plenary: Write *champing* on the board, and ask pupils to write a sentence that shows what it means. Then write *The horse was champing at the bit*, and ask them if they can tell you what the verb is. (*was champing* not just *champing*: It's a compound verb - the continuous past/imperfect . More on compound verbs here: <http://www.reall-languages.co.uk/grammar-verbs.html>)

List 23

Introduction: Write these words on the board: *seabird, soothe, herb, invoice, tablet, feather, recount, shout*. Challenge class to match each with a word from list 23. Allow dictionaries, and give them a tight time limit.

Task: Write down each word, and identify its part of speech. Some words (eg *lull*) may have more than one.

Plenary: Share outcome of task. Ask children to tell partners which new words they have learnt in this lesson - not just from this list.

List 24

Introduction: What do these words mean: *lull, quill, sill, hull, dill*? (from last list) Look at List 24. Why have these two lists been put together? (because they both end in double consonant.) How many long vowels are there? (one - *staff*, but only in southern English) There is one word in the list where the vowel makes a different sound from its usual one - can you find it? (*quaff*). Discuss meaning of this and any other words pupils are unsure of it. Ask them to think of other words where *a* sounds like short *o*. List them on board.

Task:

Put the first column of List 24 into alphabetical order without using a dictionary.

Plenary: Share and compare lists.

List 25

Introduction: Read the list together. Ask whether vowels are long or short. Ask why they are long (they should spot the 'e'). Write up the words *dote, fate, bile, bide, dame, dome, dime*. Work as a whole class to look up meanings of each in turn. Give points to first, second and third to find meaning in dictionary. Children keep own tally in books/on whiteboards. Reward in usual way - team points, stickers etc.

Task: Work with a partner to make a list of any words from this list that make a different word if you remove the *e*. (They should find 8.) What can you say about the vowels? (The new list has short vowels). Think of other words that work like this, changing sound and meaning when *e* is added. List them. (Supplementary List 37 has plenty of examples)

Plenary: Share and compare. Next, ask them to focus on the word *nice*. In this word, the *e* does two things. It 'lengthens' the *i* and 'softens' the *c*. Ask class to think of other words where final *e* does this. Ask them if they have heard the terms 'magic *e*' and 'split digraph'. Explain what a digraph is (combination of two letters making one sound -*th, ay*). Ask why the term 'split' digraph is used (because the two vowels are separated by a consonant).

List 26

Introduction: Read list aloud together. See if pupils can spot the 'softened' *c*. Challenge them to find 9 words from the list which make a new word with a short vowel when *e* is removed. Next, write on board *mane, pane, mope, pine* and ask children to work in pairs to put them in sentences which clearly show meaning. Some children will probably confuse *mane/main*, and *pane/pain*. This will need discussion.

Task: Work with partner to think of and write down a list of other homophone pairs.

Plenary: Share homophones and make list on teaching board.

List 27

Introduction: Challenge pupils to find relevant 3 things to say about this group of words. (Tell them that 'They are really easy words' and similar comments don't count.) By now, they should be talking about long and short vowels, sibilants, softening *c*, and finding words within words. Ask them to put hands up if there are words they don't understand. There shouldn't be many. Class checks meanings with a dictionary.

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Task: Find and write down 6 words from the list which have common homophones (*road, tail, tied, whole, soul, sight*).

Plenary: What is the rule for lengthening 'e'? Work with a partner to write it down. Take suggestions. Write the best on the board.

List 28

Introduction: Read through list together. Ask class to spot the interjection. Draw two columns on board, labelled 'long' and 'short'. Pupils should go through list word by word, telling you which column each word belongs in.

Task: Seven of the four-letter words on the list can be both verbs and nouns. Which are they? (*book, loot, fool, moon, pool, foot, loop*) Pupils to write pairs of sentences for each one they find.

Plenary: Share the children's sentences. Write the best on the class board. Watch out for 'moon'!

List 29

Introduction: Read the lists together. Ask pupils to sort the words into long and short vowels, and then tell you what they notice (*ee* doesn't have a short version).

Task: Sort the words into alphabetical order without using a dictionary..

Plenary: Compare alphabetical lists. Go through as many of the words as there is time for, labelling them with their dictionary abbreviations (*n, v, adj* etc)

List 30

Introduction: How many short vowels are there in this list? (None). Write these words on the board and ask children to select words from the list which are matches or near matches in meaning. *darkness, ship, steak, profound, spy, flower, fire, retain, seat*. Encourage them to use their dictionaries when in doubt.

Task: Add suffixes to the words in the list without changing the root meaning.

Plenary: Share and discuss the words the pupils have produced. Which spelling rules did they have to remember in order to add the suffixes? (these words are straightforward, as they all have long vowel sounds made from double letters, so no doubling or dropping e)

List 31

Introduction: Read through list together and ask why *ouch* is written with an exclamation mark. (Interjection) Ask them to try to label each of the other words with its part of speech. They could use dictionaries to help them.

Task: Ask pupils to produce a plausible dictionary definition for *flour, loud, shout, hour*. Share with a small group. Then write up the words *pout, flout, clout, stout, lout* and instruct them to work with a partner on the meaning, and to come up with a sentence for each which shows the meaning clearly.

Plenary: Share and discuss sentences, writing the best on the board.

List 32

Introduction: Ask class why the title has been written the way it is. (To show how the phoneme is pronounced). They may be interested to know that people who study the sounds of languages use a special alphabet called the phonetic alphabet. *Ou* and *ow* in lists 31 and 32 are written like this: /ɑʊ/. Some dictionaries show phonetic spelling so that people know how to pronounce words. Check the dictionaries in the classroom to see if any of them do this.

Task: Set a timer for 10 minutes. In pairs, they should work on a mini-story that uses at least 5 of the words on the list and makes sense.

Plenary: Share some of the stories and elicit positive comments on them. Encourage specific comments rather than generalisations.

List 33

Introduction: What do we call the sound that *ai* is making in all these words (long *a*). What does the word *taint* mean? Use your dictionary to look it up. Is it a noun, adjective, verb?

Task: 8 of these words have homophones. Work with a partner to find them and write them down.

Plenary: Write the homophone pairs or triads on the board and discuss spellings and meanings (*rain/rein/reign, tail/tale, mail/male, sail/sale, main/mane, maid/made, wait/weight, waist/waste*)

List 34

Introduction: What do we call the sound that *ea* is making in all these words (long *e*). What do the words *feat* and *wean* mean? Use your dictionary to look them up. Are they nouns, adjectives, verbs?

Task: Many of these words have homophones. Work with a partner to find them and write them down.

Plenary: Write the homophone pairs or triads on the board and discuss spellings and meanings (*leak/leek, tear/tare, weak/week, peat/Pete, seam/seem, feat/feet, tea/tee, sea/see, pea/pee, beat/beet, bean/been, team/teem, heal/heel*)

List 35

Introduction: In the first column, we have two graphemes for the same phoneme. Can you work out which to use when? (*oy* when it's at the end of word - except *oyster*). In the second set, find two pieces of language information about the group of words. (Long/short, softened *c*) Challenge pupils to find words with short vowels and different meaning by removing the *e*. Check understanding of *coy, sane, hive, sham*.

Task: Children write down the following to your dictation:

What noise annoys a noisy oyster?

A noisy noise annoys a noisy oyster.

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Plenary: Write up the correct version on the board, for pupils to correct what they have written in pairs. Talk about tongue-twisters (How do you spell 'tongue'?), and refer back to sibilants. Get them to try this one, where it is the similarity of two sibilant initial phonemes that make it so difficult to say:

She sells sea shells on the sea shore

The shells that she sells are sea shells, I'm sure.

List 36

Introduction: Who remembers what a sibilant is? Who remembers the tongue-twister that uses sibilants? What other tongue twister did we learn? What graphemes was it using? Read list 36 together. This is another list with long vowels made by adding 'e'. This time the words begin with two consonants. Look for the 6 short vowel words made by removing e.

Task: Choose 3 or more words and write a complete dictionary-style definition.

Plenary: Share definitions. Look again at supplementary list 37 as a way of summing up the main thrust of the learning for module 1. Ask pupils to write down what they have learnt about the English language during this module. Share. What questions do they have?