

# Teacher Guide - 'tch' saying /ch/ - Level 5 Week 25 Workbook



Level 5

The pupil workbook is designed to provide your children with opportunities to consolidate and practise the core phonics skills they have learned during their daily phonics teaching. Once children are familiar with the structure of the workbook, they should be able to work through most of the activities independently, while you spend time working with those children who would benefit from further adult support.

## Lesson 1

### **Read the common exception words.**

Reading common exception words - Encourage children to identify and colour the tricky part of the common exception word to read it. This strategy mirrors how the common exception words are taught during the lesson PowerPoints so children should be familiar with this.

### **Write the common exception words.**

Writing common exception words - Encourage children to identify and colour the tricky part of the common exception word. Children should write the word below on the lines, saying each letter name as they write. There are further opportunities to practise these spellings throughout the week.

### **Read and match.**

Reading decodable words - Depending on the children's stage of development, encourage them to read or use their blending skills to sound out and read the decodable words and then draw a line to match it to the corresponding picture. There is a fourth 'spare' word that does not have a corresponding picture to ensure that children are reading all of the words and not just the first two. There is a space underneath for the children to draw a picture to represent the 'spare' word.

## Lesson 2

### **Read the sentences.**

Reading sentences - Encourage children to use their blending skills to sound out the decodable words and read the common exception words in each sentence. Tick the sentence that matches the picture.

### **Spell the words.**

Spelling decodable words - Encourage the children to look at the picture and say the word (it will contain the focus grapheme). Children should count the phonemes in the word and write a grapheme to represent each phoneme. Encourage the children to refer to their sound mat.

### **Write the common exception words.**

Writing common exception words - This is the second opportunity to practise spelling the focus common exception words for the week. Revisiting and regular spelling practice helps children to attain rapid recall. Encourage the children to say each letter name in the word out loud, before covering it and writing it down three times. Ask the children to revisit any words they spelt incorrectly, identifying the part of the word they found difficult and repeating the 'cover and write' step again.

### Lesson 3

#### Read the story.

Reading longer texts - This phoneme-spotter story gives children the opportunity to read longer texts, as well as applying their knowledge of sound families to reading. Encourage the children to read the story, sounding out and decoding the words where appropriate. When they have read the story once, they can reread the text to look for and highlight all of the words that contain the focus phoneme (regardless of the grapheme used). The graphemes used to represent that phoneme are shown at the top of the page. Common exception words that have been previously taught for reading are also included in the story.

#### Sort the words.

Sorting words according to grapheme used - Now that the children have found all of the words containing the focus phoneme in the previous activity, encourage them to sort the words according to the grapheme used to represent that phoneme.

### Lesson 4

#### Read the silly questions.

Reading questions - Children read the silly questions containing decodable words and common exception words and then answer the question by circling 'yes' or 'no'.

#### Write the focus words.

Writing decodable focus words - This section of the workbook provides the children with an opportunity to practise spelling a selection of the focus words for the week at the same time as practising their handwriting.

### Lesson 5

#### Write the sentence your teacher says.

Dictated sentences - This is an adult-led dictation activity where the adult reads aloud each of the sentences that can be found in the table below.

When writing the words in the sentences, encourage children to say the word aloud, count the phonemes and write down the grapheme for each phoneme as they say it. Encourage them to think about which grapheme to choose by thinking about where the phoneme is in the word and what letter (if any) is following it, e.g. if the /igh/ phoneme is at the end of the word, it is likely to be 'y' (by, try, reply) or possibly 'igh' (sigh, high). Common exception words that have been previously taught for spelling are also included in the sentences. Encourage children to recall the tricky part of the word when spelling.

Children should then be encouraged to check what they have written by reading it back. Encourage children to work as independently as possible and to refer to their sound mats or your classroom sounds display for support.

	Dictated Sentences
1	The coin rolled into the ditch.
2	The girl needed crutches after she broke her leg.
3	"I have an itchy foot," said the boy.
4	"Fetch me my broomstick," said the witch.

**Note:** Focus on the child's spelling of the focus GPC rather than the punctuation for trickier sentences.

### **Write your own silly sentence.**

Writing sentences containing decodable words - This section of the workbook provides children with an opportunity for open-ended writing. Encourage the children to think of their own silly sentence or normal sentence that contains the focus GPC. Children can refer to the sound mat below for support when spelling. Encourage the children to challenge themselves and check for appropriate punctuation.

### **Practise spelling the focus words.**

Spelling focus words and common exception words - Encourage children to use the following strategy to practise the focus words for the week.

1. Encourage the children to look at the word and say it aloud. For decodable focus words, encourage the children to break the word down into its individual sounds.
2. Children look and say the word as they write it (the word remaining in view). Again, for decodable focus words, children should break the word down into its individual sounds as they write them.
3. Children cover the word and write it.
4. They can check their spelling against the printed word.

Encourage the children to revisit any words they spelt incorrectly, identifying the part of the word they found difficult and repeating the 'cover and write' step again.

### **Minibooks**

For further practice, children can complete the two reading minibooks and one writing minibook for the week.

### **How confident do you feel?**

Self-evaluation - Encourage children to reflect on how confident they feel about using the focus sounds and common exception words for reading and spelling. Ask them to tick, circle or colour the face which best matches how they feel. Make a note of any children who indicate that they are less confident as they may need further consolidation.