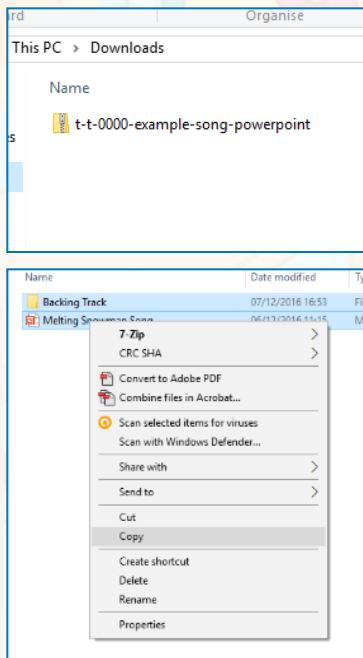
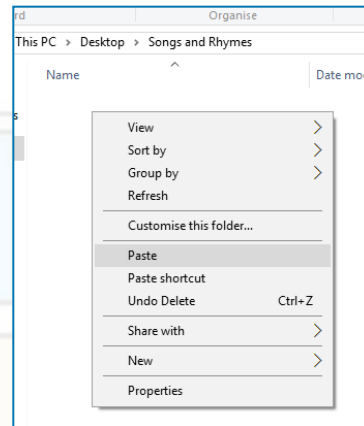


# Guidance for Video/Audio in PowerPoints

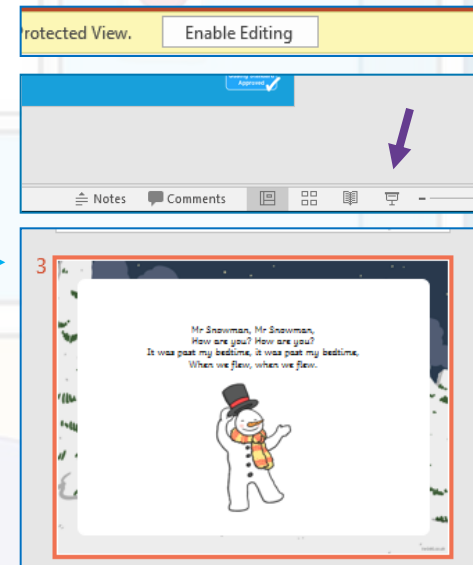
1. Open the folder and copy all the files.



2. Paste the copied files into a new folder.



3. Open the PowerPoint file, enable editing and enter presentation mode (start the slide show).



Please note the embedded audio may not be compatible with early versions of PowerPoint.

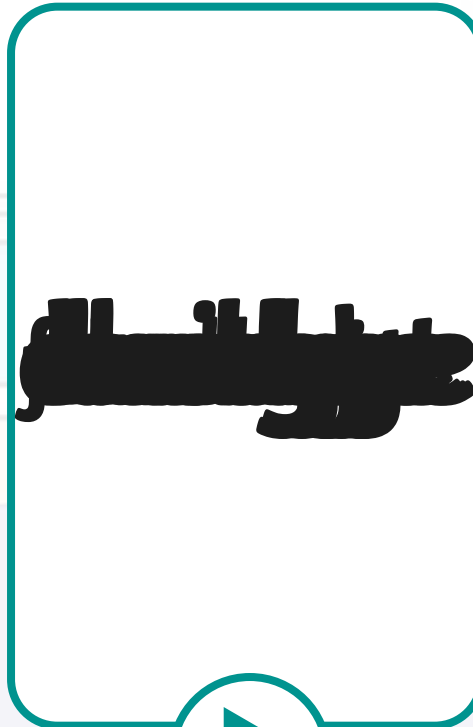
You may wish to delete this slide before beginning the presentation.



# dge and ge saying /j/ Lily's Challenge



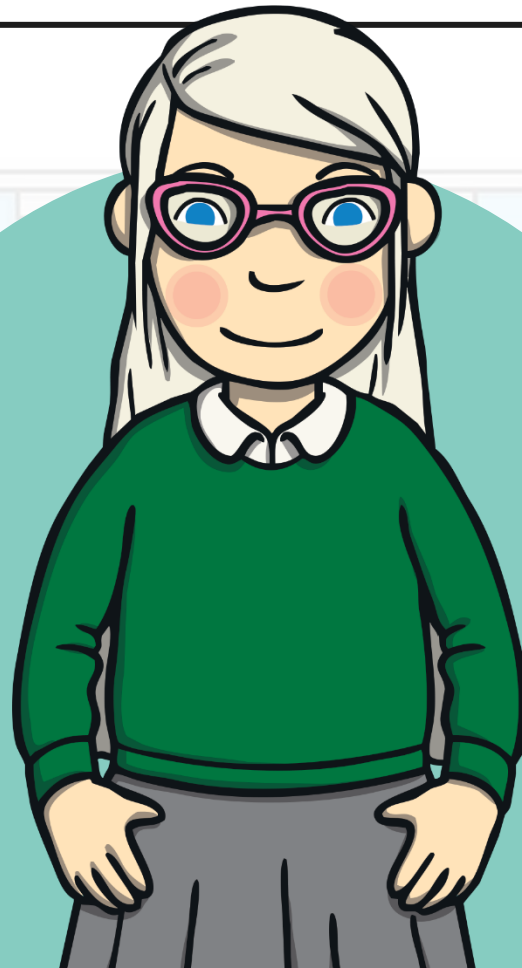
Let's practise reading some of this week's focus words.



Now, let's write them on a whiteboard or paper.  
Click on the play button to reveal the next word.



Today, we are learning to apply our writing and spelling skills to write sentences and to use capital letters for names.





Sam, Gabi and Lily were back at school the day after their amazing adventure in the Enchanted Forest. “The magic book is amazing,” said Lily. “I almost can’t believe everything that happened!”





“You were a real princess in the Enchanted Forest!” said Gabi.  
“Yes,” agreed Sam. “You really saved the day.”  
“I’m writing about all the fun we had on our adventure,” said Lily.

Click on Lily to see what she has written.



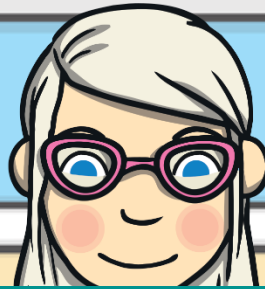




“That’s great writing,” said Sam. “But what does verge mean?”  
“It means the edge of something or a border,” explained Lily. “I am not sure if I’ve spelt it correctly though, would you please help me?”

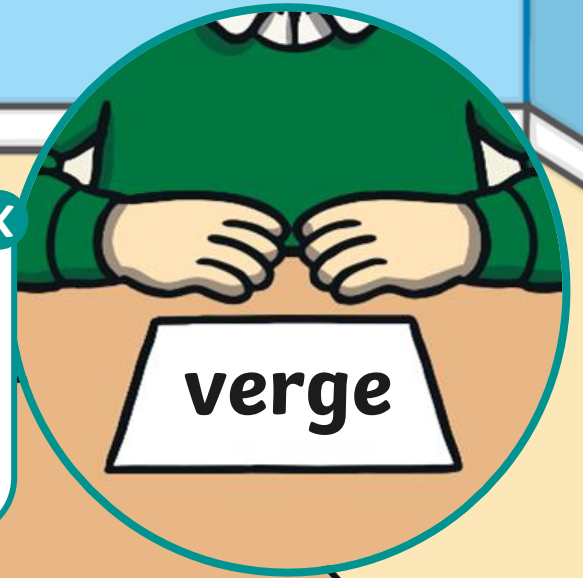


How might you spell Lily's word? Have a go at writing it down. Try to use the spelling rules we have learned. Are there any other words you know that you can use to help you?



Encourage the children to share their spellings and explain why they chose to spell it that way. Discuss which strategies the children used and identify those which were successful.

X

**verge**

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Check





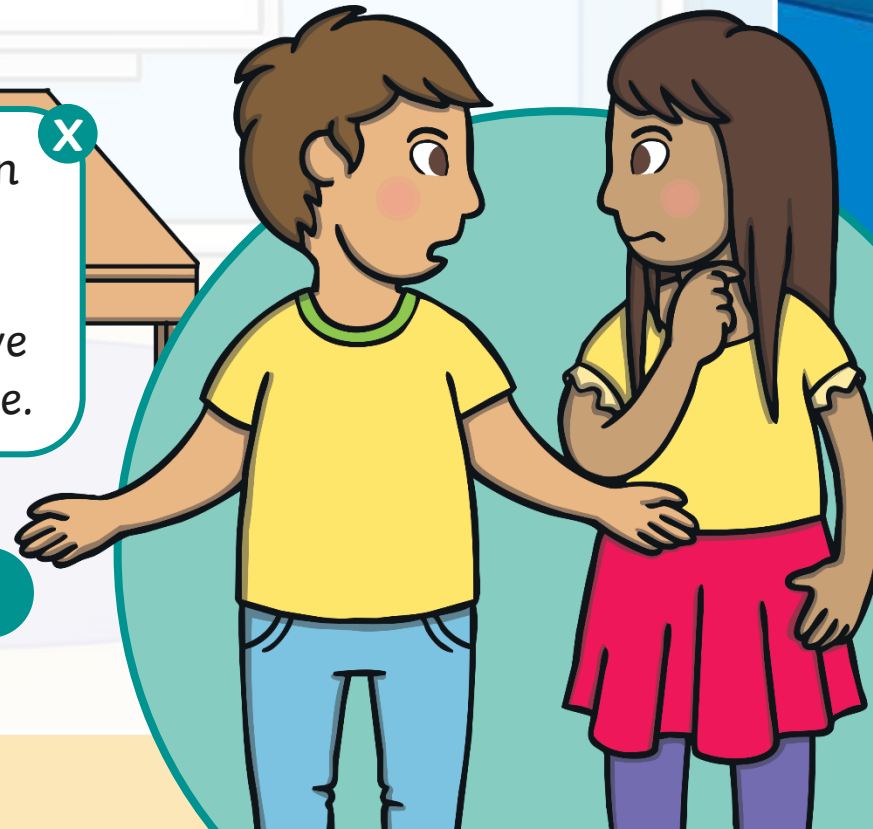
Lily is pleased that she has the correct spelling of the word. Now she wants to make her sentence more interesting. Can you help her? Work with your talk partner to develop your sentence and write it down.

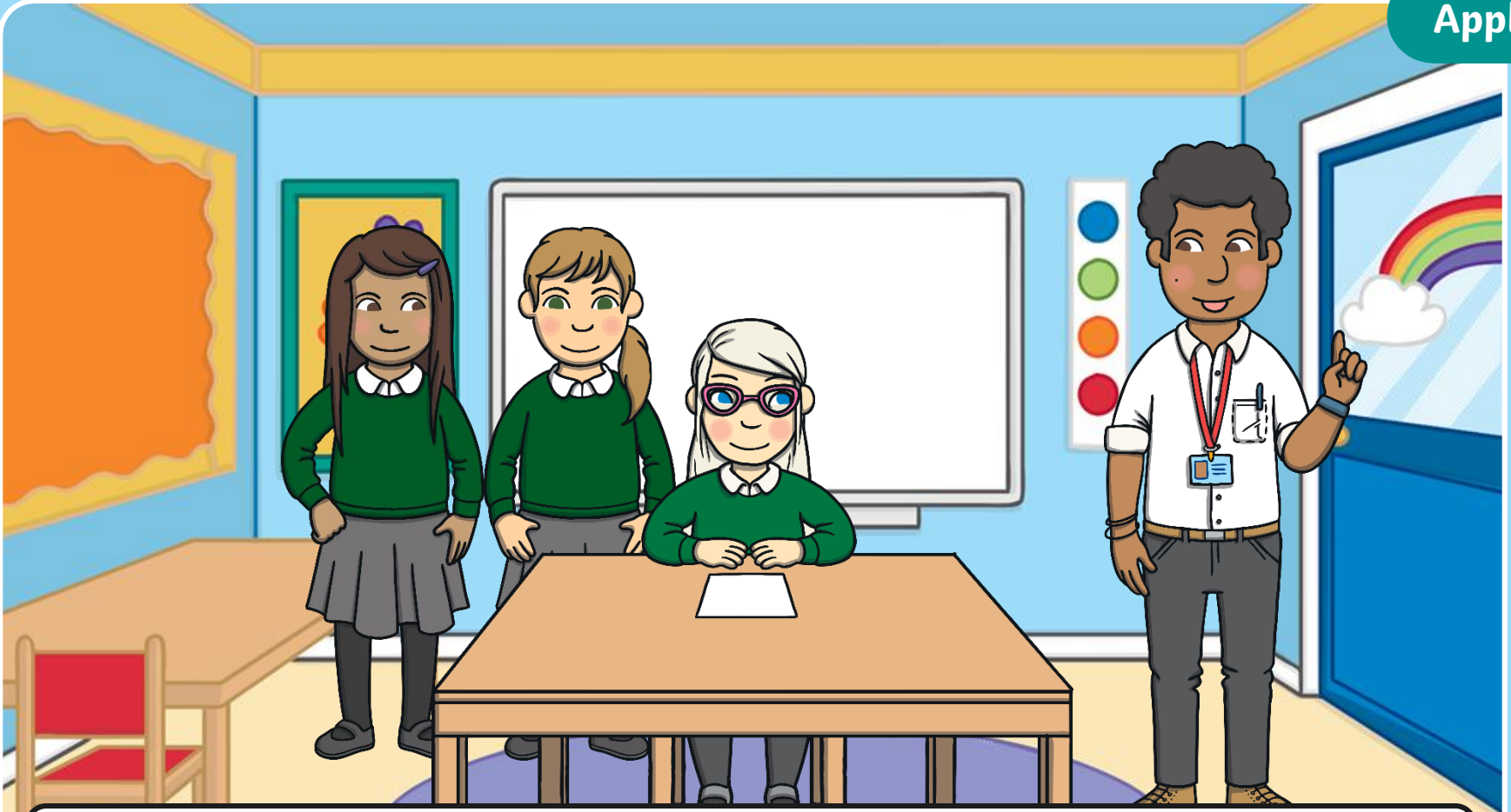


You could encourage the children to add more adjectives to the sentence to enhance the description, add a time connective at the start or extend the sentence.



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“Thanks for all of your help,” said Lily.

“You are welcome,” smiled Sam.

Just then, Mr Phillips came into the classroom and the class settled down quietly for the start of the register.



At playtime, Lily wanted to carry on writing her story. Sam and Gabi wanted to help her. “Let’s see how many interesting and exciting words we can use,” suggested Sam.



# Pass the Story

Help the girls to write their story by playing a game called 'Pass the Story'. Try to use the most interesting words you can think of. How will you spell it? What strategies can you use to help you? Remember to use a capital letter at the start of a name.

Aim: to write the most interesting story with the ambitious vocabulary

- Children to work in pairs/talk partners.
- Children to work in groups of up to four pairs, e.g 4 groups of 4 pairs/8 children for a class of 32. Groups to sit in a circle or around a table.

xly

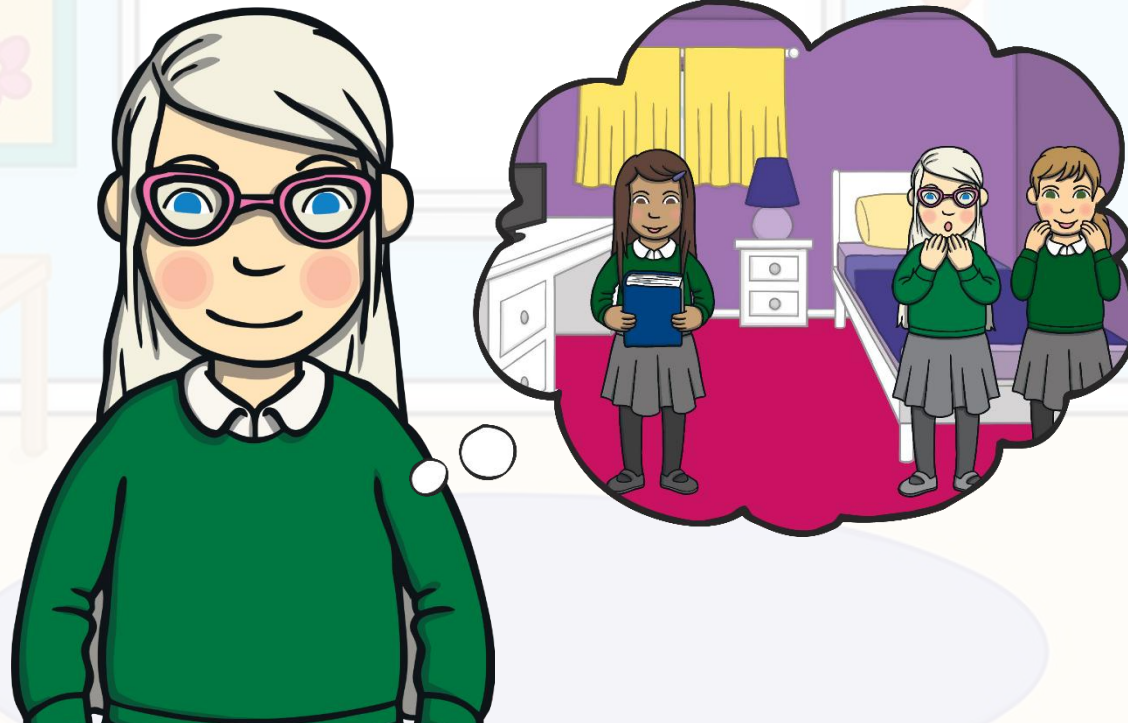


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Step 1. (All pairs) write a sentence on your own whiteboard or paper for the first part of the story. Make it as interesting as possible. Focus on applying spelling rules for new or ambitious words.



Steps:

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2. Pass your whiteboard or paper to the pair to your left. Read the other pair's sentence. Check it makes sense and correct any errors.



Steps:

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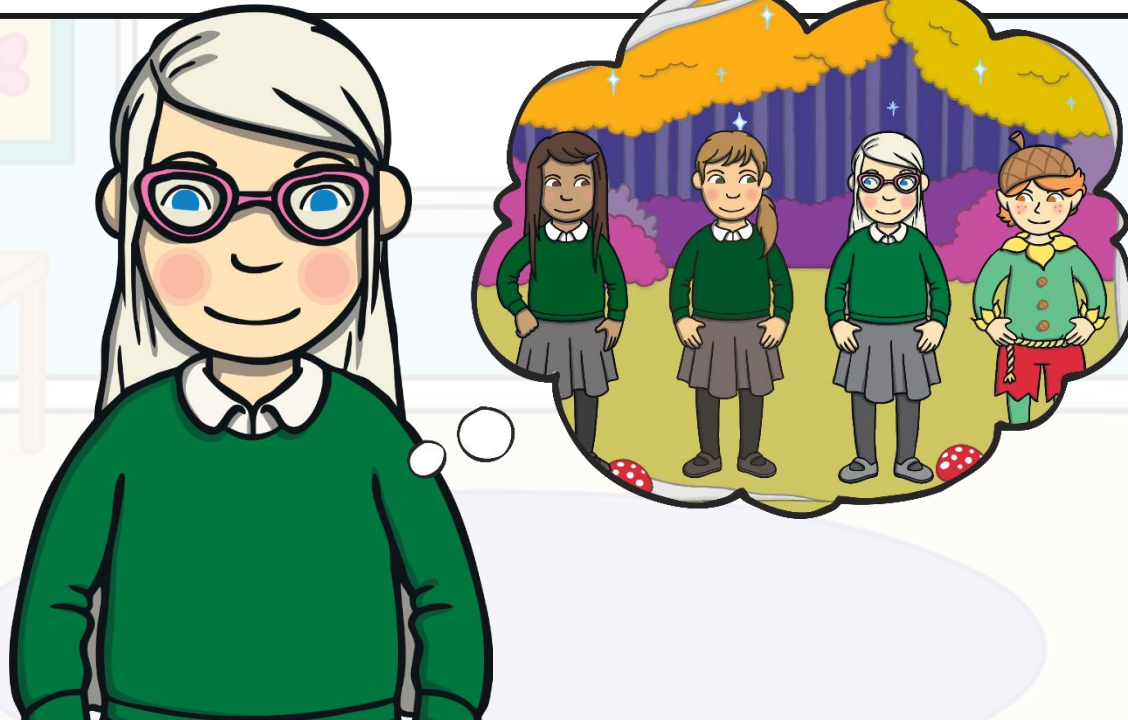
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3. Write the next sentence for the next part of the story on the whiteboard you are holding. Make sure it follows on from the other pair's sentence and that it is as interesting and spelt as phonetically plausible as possible.



Steps:

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4. Pass your whiteboard or paper to the pair to your left. Read the other pair's sentence. Check it makes sense and correct any errors.



Steps:

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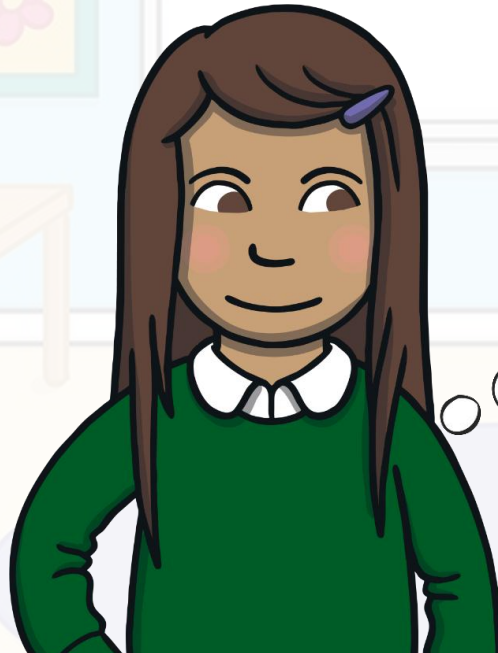
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5. Write the next sentence for the next part of the story on the whiteboard you are holding. Make sure it follows on from the other pair's sentence and that it is as interesting and spelt as phonetically plausible as possible.



Steps:

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6. Pass your whiteboard or paper to the pair to your left. Read the other pair's sentence. Check it makes sense and correct any errors.



Steps:

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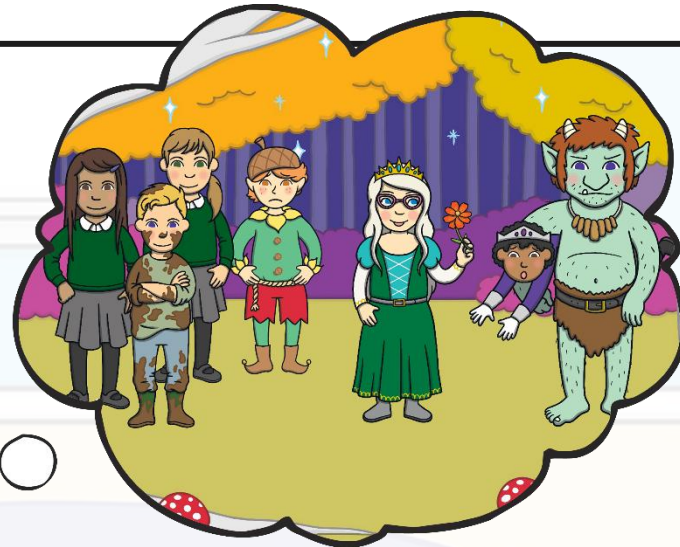
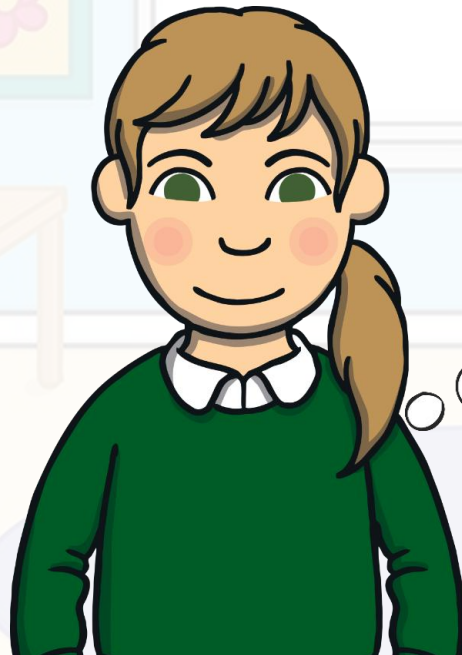
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7. Write the next sentence for the final part of the story on the whiteboard you are holding. Make sure it follows on from the other pair's sentence and that it is as interesting and spelt as phonetically plausible as possible.



Steps:

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8. Pass your whiteboard or paper to the pair to your left. Read the other pair's sentence. Check the whole story makes sense. Are there any improvements you can make?



Steps:

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9. As a group, chose the most interesting and well spelt story to share with the class.



Steps:

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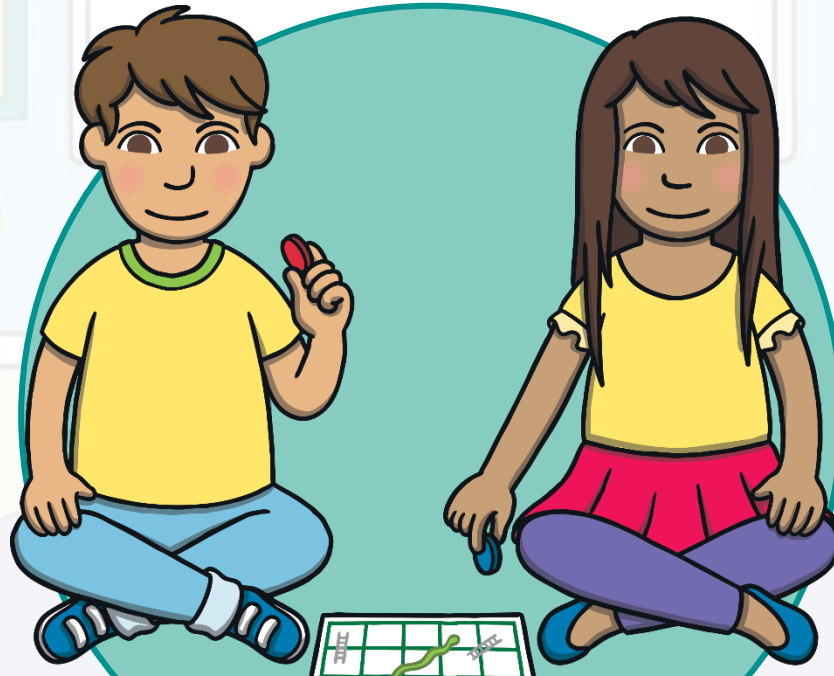
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10. Teacher to read the final stories to the whole class. Vote for the story that you think has the most interesting word choices and best sentences. The team with most votes wins a point.



Steps:

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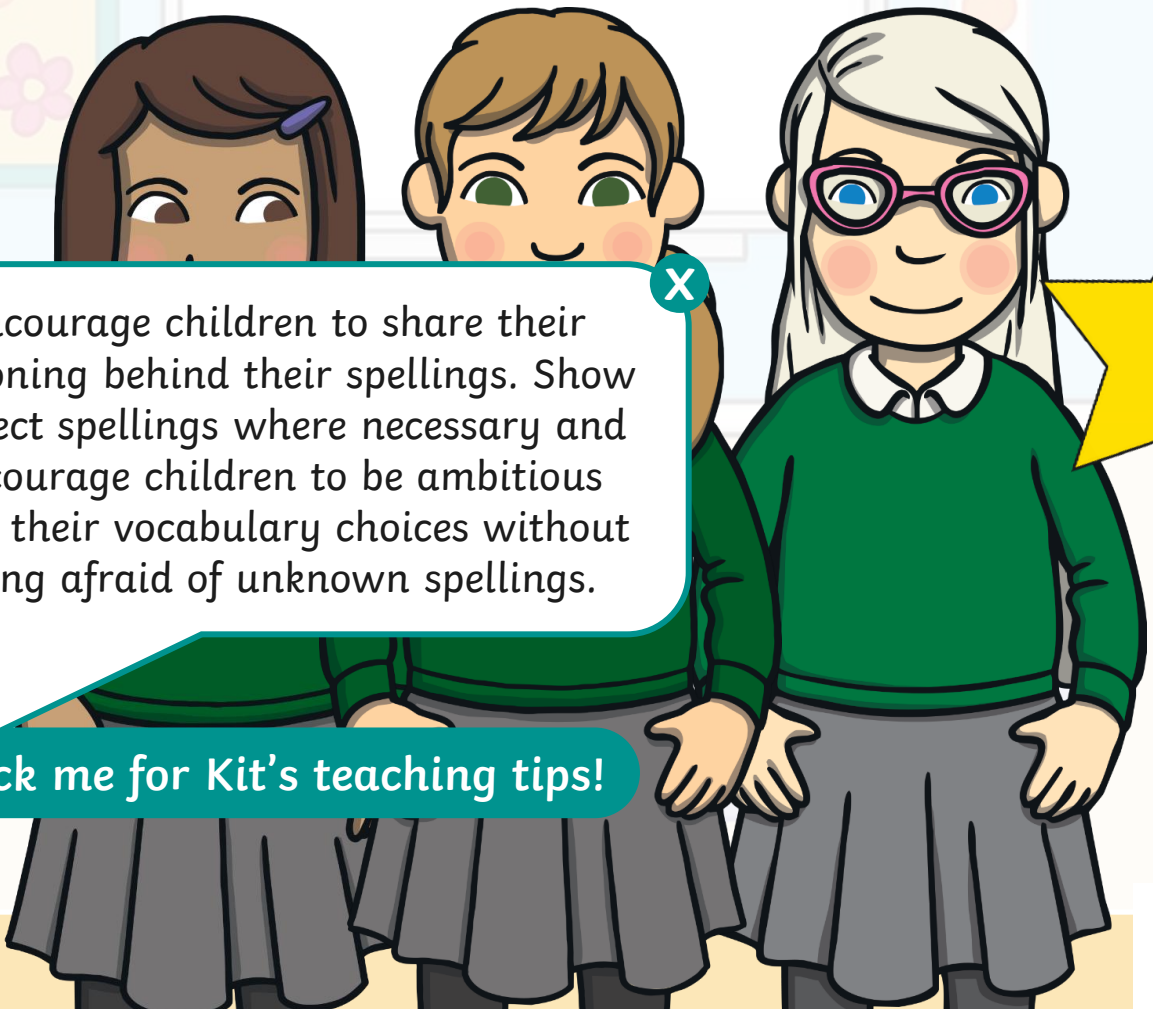
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11. As a class identify the best spelling strategy or challenging word that has been correctly spelt or nearly spelt. This team also wins a point.

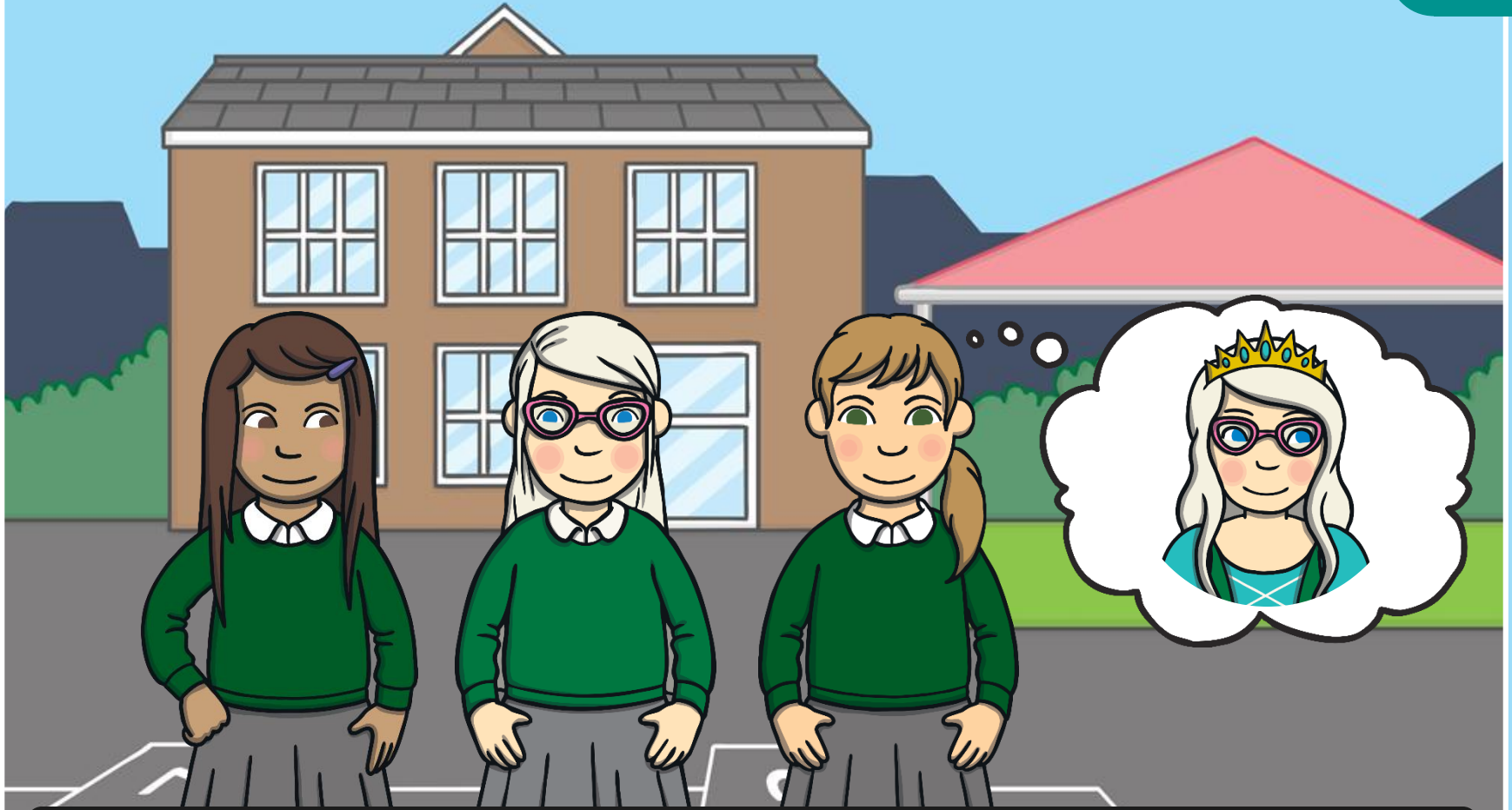


Encourage children to share their reasoning behind their spellings. Show correct spellings where necessary and encourage children to be ambitious with their vocabulary choices without being afraid of unknown spellings.



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“It really was an incredible adventure in the Enchanted Forest!”  
said Gabi.

“I can’t wait for the next one!” said Sam.



**Today, we learnt to apply our writing and spelling skills.**



