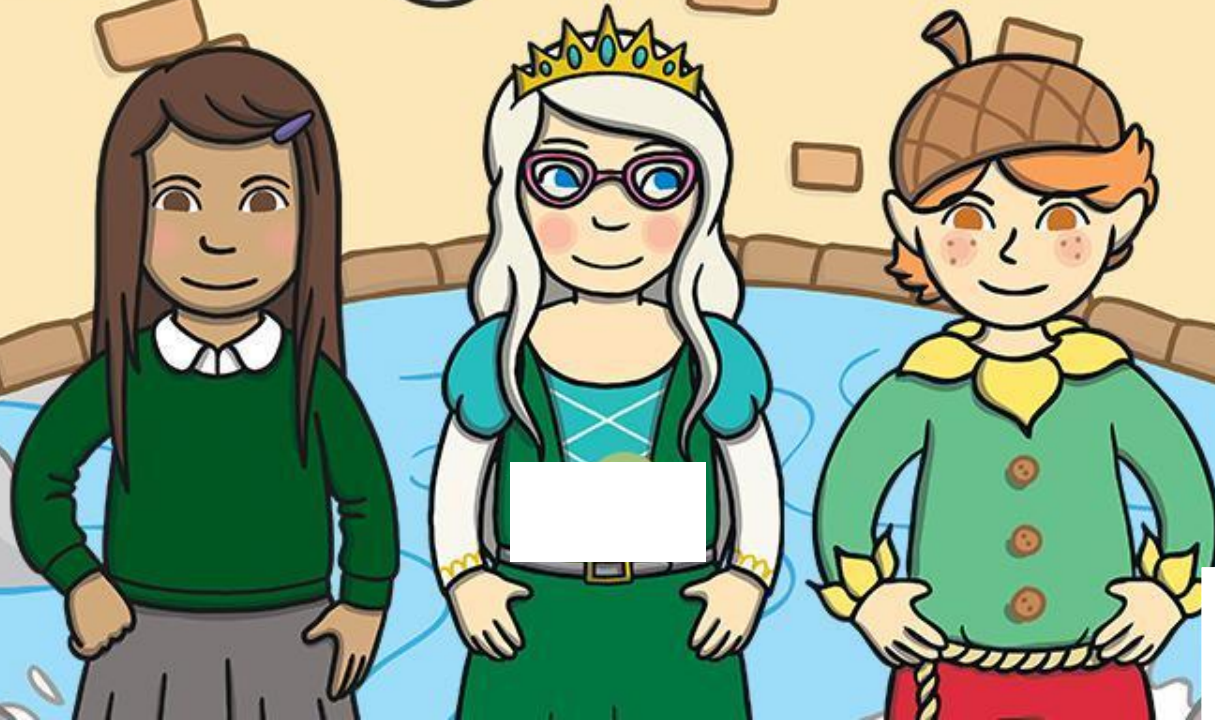




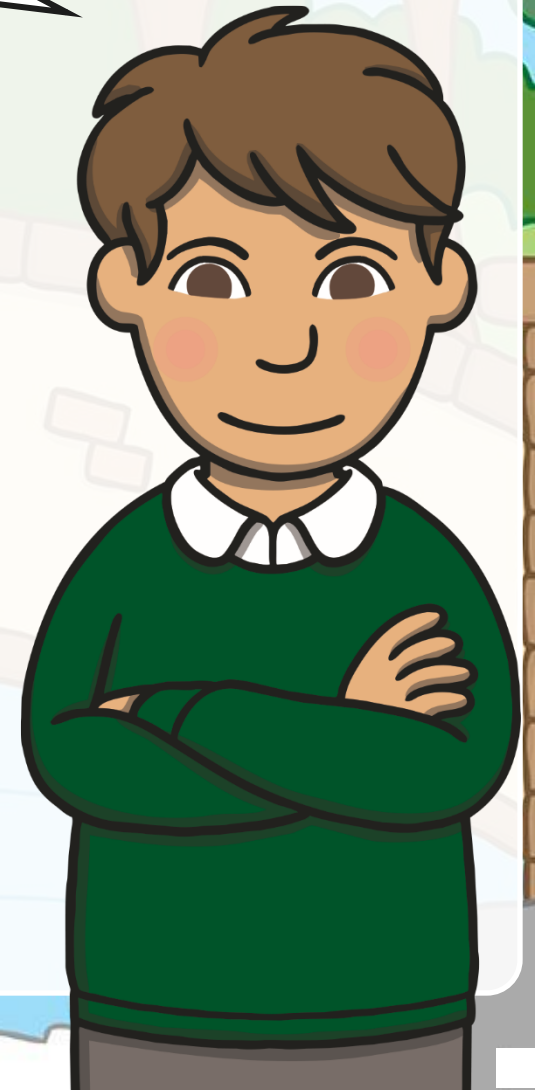
dge and ge saying /j/

# Princess Lily's Challenge



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

**bought**  
**favourite**  
**change**  
**large**  
**orange**  
**challenge**





Now, let's write the words.



bought

favourite

change



The background of the page is a colorful cartoon illustration. It features a stone bridge with a brick-like pattern crossing a light blue river. The river has some white foam or splashes at the bottom. In the background, there are several green trees with brown trunks. The entire scene is framed by a white border.

large

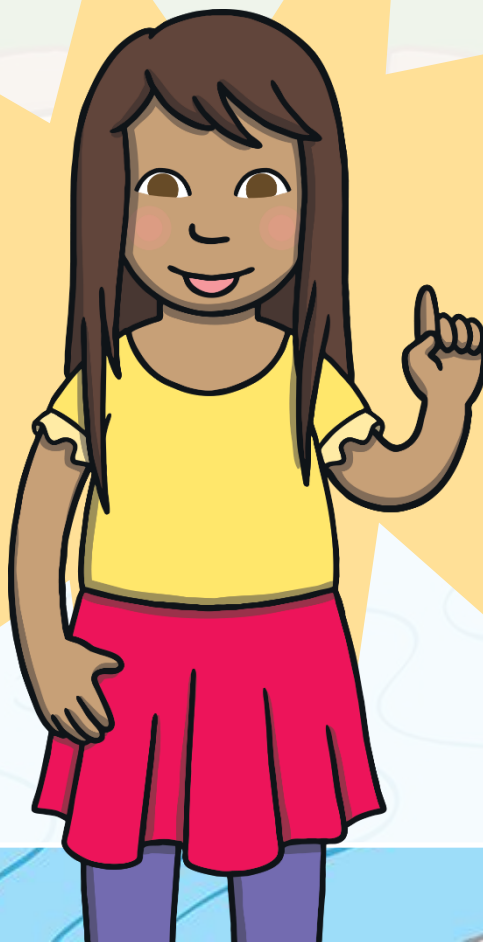
orange





challenge

Today, we are learning to spell words containing the /j/ sound.





Lily had been transformed into a princess by a strange elf. “My name is Sarge,” the elf explained, “and I need you, Princess Lily, to rescue Prince Ash from the troll.”



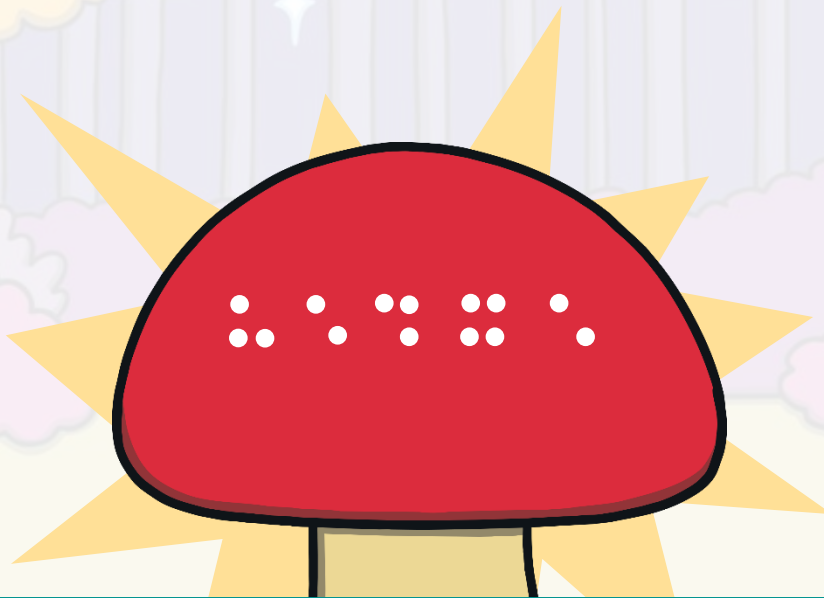


“The troll has left some clues hidden on the toadstools around the forest but they are written in braille so I can’t read them. Only you can help us!”



“Thank goodness for your superpower!” said Sam. “Lily, you can read the braille clues out to us and we can write them down.”  
“Great idea, Sam,” said Lily. “Let’s work together!”

They find the first toadstool in a glade. Lily reads the braille and says the word. Click on Lily to hear the word.



Use this activity to model how you would select the correct graphemes to spell the /j/ words. You may wish to refer to the next slide for this.



Click me for Kit's teaching tips!



# The /j/ Family

Sam and Gabi start to write down the word but they aren't sure which grapheme to use. Can you and your talk partner help them choose the correct spelling?



- at the end of a word
- after a short vowel sound

**b**adge  
**f**udge  
**b**ridge



- at the beginning or in the middle of a word

**j**ump  
**j**elly  
**i**njury



- at the end of a word
- after a long vowel sound, a vowel digraph or a consonant.

**h**uge  
**b**arge  
**f**orge  
**o**range



- when it is followed by 'e', 'i' or 'y'.

**g**em  
**g**ymnast  
**g**iant

hedge

Check



They find a second toadstool. Lily reads the braille and says the word. Click on Lily to hear the word. Help Sam and Gabi by writing the word on your whiteboard or paper.



Check



# change

They find another toadstool. Lily reads the braille and says the word. Click on Lily to hear the word. Help your teacher to write the word on the board.



Check



# strange



They find another toadstool. Lily reads the braille and says the word. Click on Lily to hear the word. Help your teacher to write the word on the board.



Check



# jelly

They find the final toadstool. Lily reads the braille and says the word. Click on Lily to hear the word. Help your teacher to write the word on the board.



Check



# gymnast

What do you notice about all of these words?

large jump orange hedge

strange change

They all have the /j/ sound.



# Log Letters

Gabi spots more words on some logs. The words are written in braille. Can you write down the words to solve the puzzle? Each time you write a word, a clue letter will appear. Unscramble the clue letters to find out where the children need to go next.





Click on Lily to hear her say the word.



To support the children to independently choose the correct graphemes, slide 15 could be shown again while they are deciding how to spell 'ridge'.

X

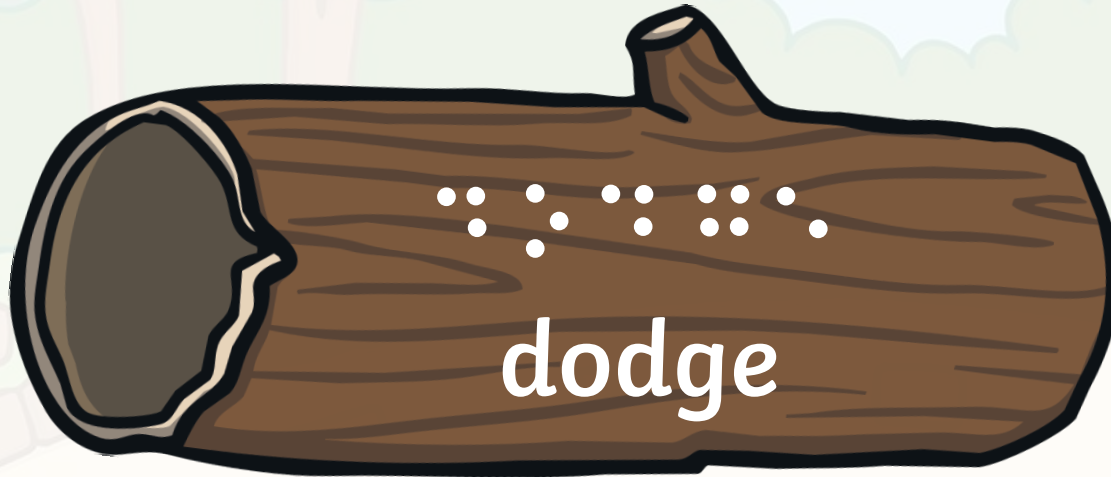


Click me for Kit's teaching tips!

Check



Click on Lily to hear her say the word.



Check



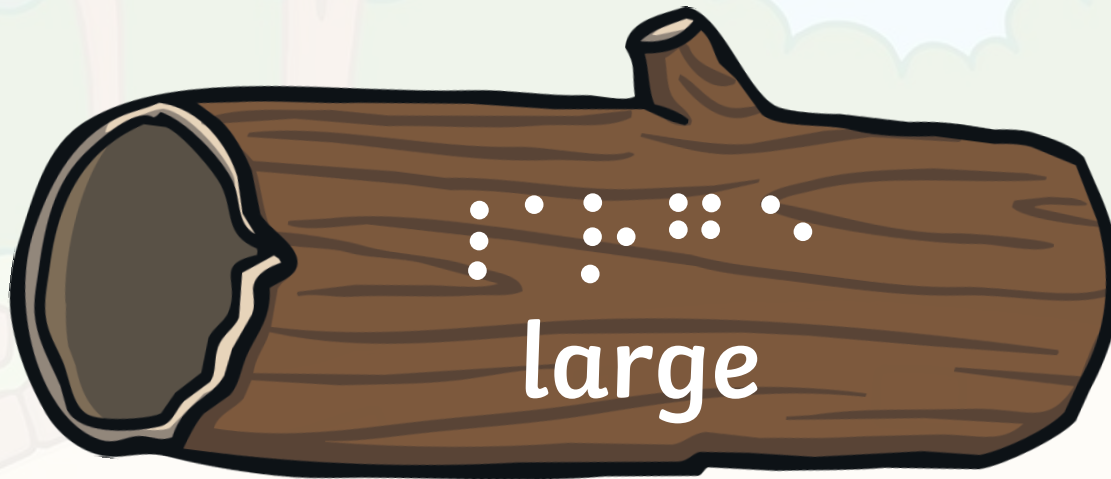
Click on Lily to hear her say the word.



Check



Click on Lily to hear her say the word.



r d e g



Check





Click on Lily to hear her say the word.



Check



Click on Lily to hear her say the word.



r d e g i b

Check



Can you unscramble the letters to make a real word and solve the puzzle?

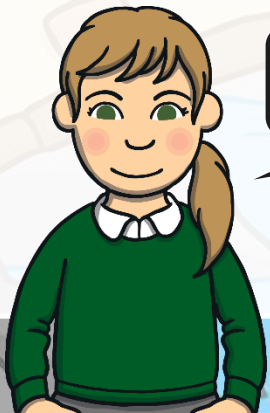
r d e g i b

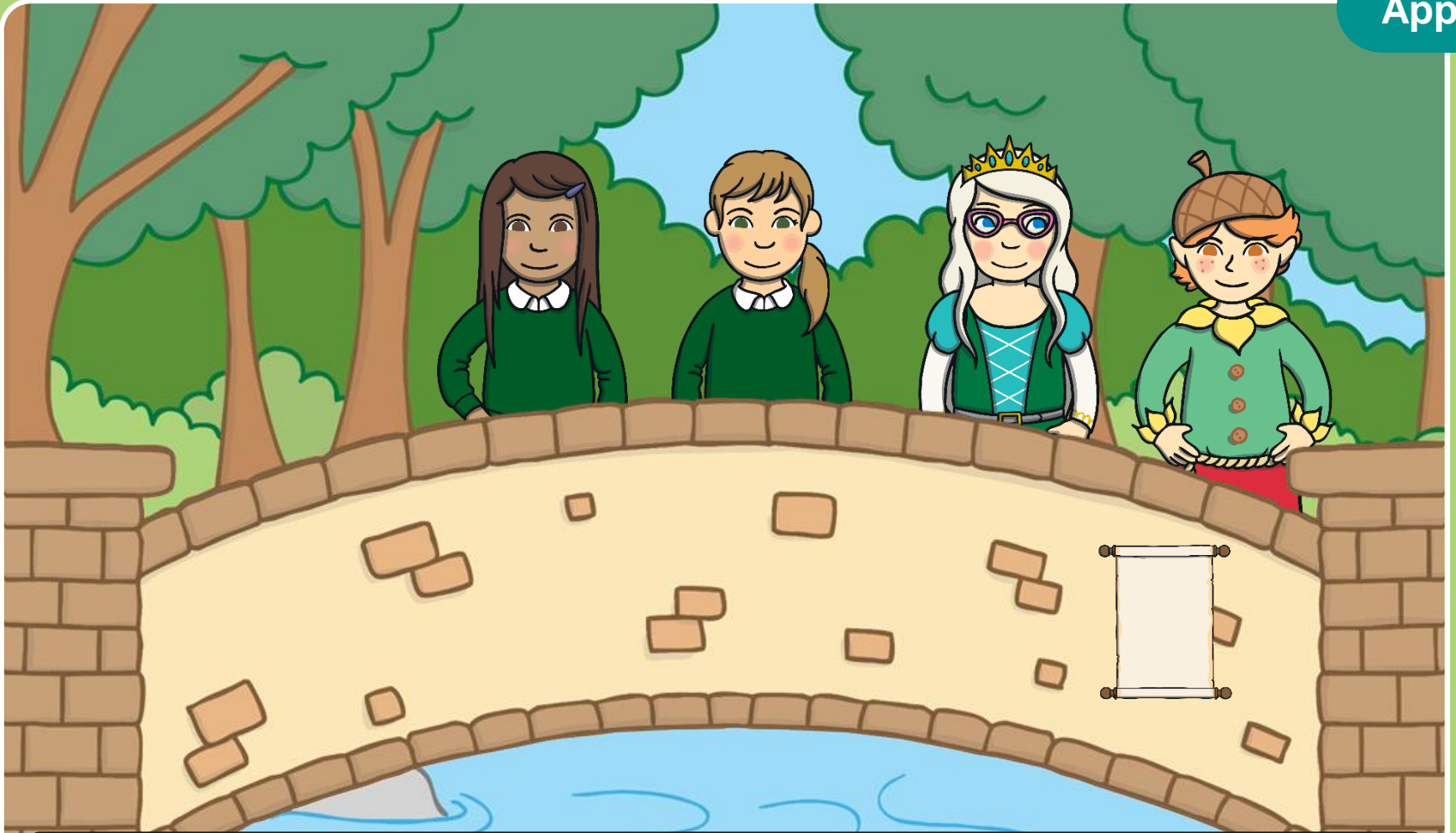
b r i d g e



Let's go to the bridge!

Check

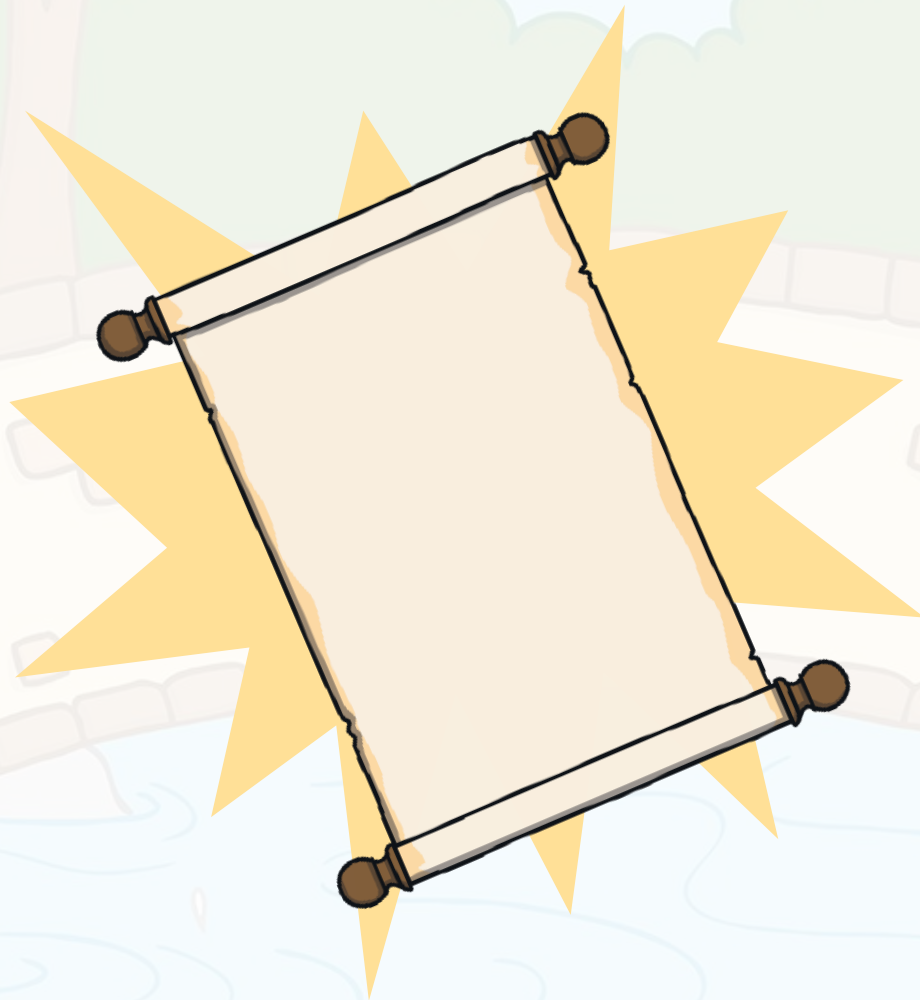




“I can see the troll’s bridge!” said Sam as she led the way through the forest. When they all arrived at the bridge, there was a note pinned to it.



Some of the note is written in English and some is written in braille. Read the first part of the note to work out where Prince Ash is.



I have got the prince and his golden badge.

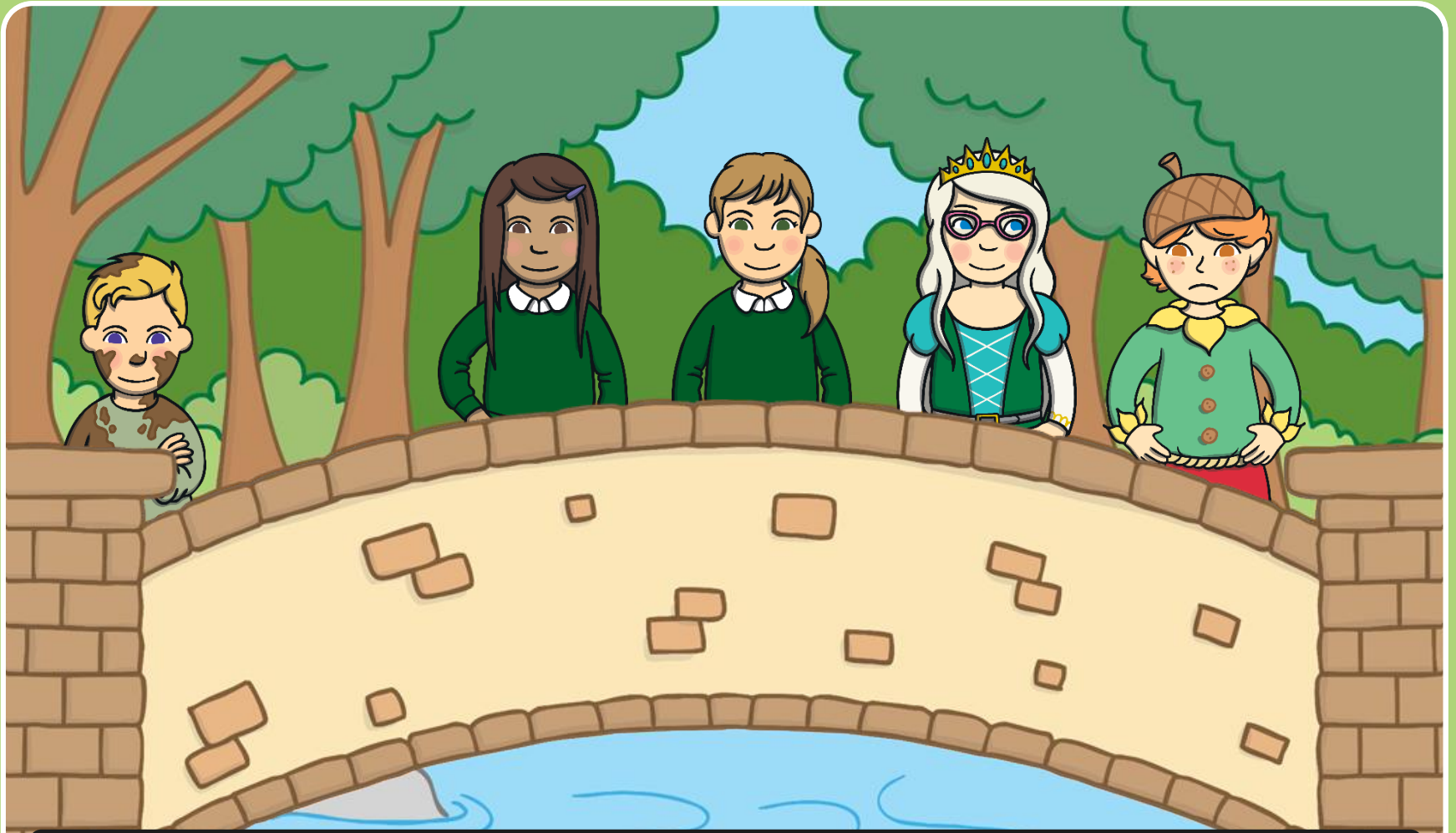
You can have them back if you accept the  
**challenge**.

I have got the prince and his golden badge.  
You can have them back if you accept the  
**challenge**.

Only a real **princess** will succeed!

The troll





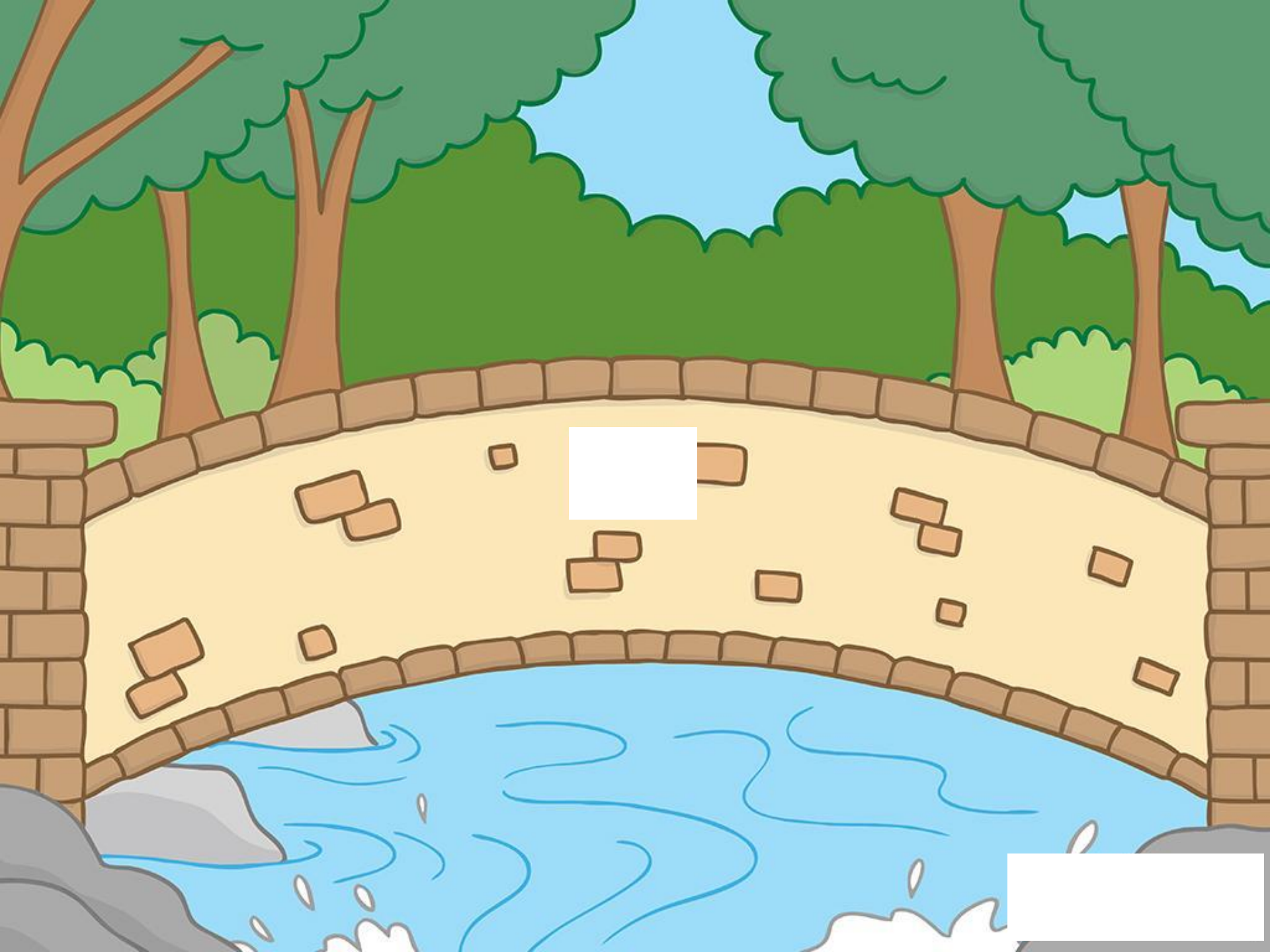
“I don’t know where to find the large, orange flower,” said Sarge.  
“Luckily, I do,” said a voice. Suddenly, Lily heard a rustle in the bushes behind them. It was Grime!



Today, we have learnt...

**/j/ spellings**







# Beat the Clock

How many words can you write in 1 minute that have the /j/ sound in them? You must have at least two words in each box.

**You will need:**

- a pencil
- a timer
- a dictionary

j	ge	dge	g
<p>When the /j/ sound comes:</p> <ul style="list-style-type: none"><li>• at the start or middle of words.</li></ul>	<p>When the /j/ sound comes:</p> <ul style="list-style-type: none"><li>• at the end of a word; after a long vowel sound, a vowel digraph or a consonant.</li></ul>	<p>When the /j/ sound comes:</p> <ul style="list-style-type: none"><li>• at the end of a word; after a short vowel sound (short vowels are spoken as a pure sound).</li></ul>	<p>When the /j/ sound comes:</p> <ul style="list-style-type: none"><li>• before 'e', 'i' or 'y'.</li></ul>

**Check your spellings using a dictionary.  
Play the game again. Can you beat your score?**



# Taken by the Troll

The troll has taken the /j/ spellings! Identify the correct /j/ spelling for each word and write them in the space.

The troll asked for an oran\_\_\_\_\_ flower.



Lily heard a stran\_\_\_\_\_ noise.

The troll had caused so much dama\_\_\_\_\_.



There is a he\_\_\_\_\_hog in the forest.

The troll had to tru\_\_\_\_\_ through the mud.



Prince Ash was wearing a lovely red \_\_\_\_\_acket.

**Challenge:** Can you write a sentence for a friend to read using words with the /j/ sound?