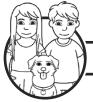# Teacher Guide - 'eer' saying /ear/ - Level 6 Week 13 Workbook

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

### Write the common exception words.

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

### Spell the words.

Spelling focus words - Encourage the children to look at the picture and say the word (it will contain the focus grapheme). Count the phonemes in the word and write a grapheme to represent each phoneme. Encourage the children to refer to their sound mat or the mnemonic at the top of the page.

### Answer the questions.

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

## Lesson 2

### Read and match.

Reading decodable sentences - 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 the sentence to the corresponding picture. There is a 'spare' image that does not have a corresponding sentence to ensure that children are reading all of the sentences and not just the first three.

## Lesson 3

### Read the story.

Reading longer texts - 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.

**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 identify the tricky part of the common exception word and either underline it or write it in a different colour. Write the word on the lines, saying each letter name as they write.

**Write a word that uses each grapheme.**

Using the correct grapheme for a given phoneme - Encourage children to think of words that use each grapheme that can represent the focus phoneme. Encourage children to write the word in the table and then use a dictionary to check their spelling. Encourage children to refer to the table and guidance for support.

**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 deer were up on the hill. |
|  | 2 | I saw meerkats at the zoo. |
|  | 3 | She volunteers at the school. |
|  | 4 | The crowd cheered when she scored a goal. |

**Write your own silly sentences.**

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 decodable focus words and common exception words - Encourage children to use the following steps to practise spelling the focus words for the week.

1. Encourage the children to look at the word and say it out loud.

2. Next, look and say the word as they write it (the word remains in view at this stage).

3. After that, the children cover the word and write it.

4. Finally, 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.