

Teacher Guide - 'aw' and 'au' saying /or/ - Level 5 Week 15 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. 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 - Encourage children to 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. There is a 'spare' image that does not have a corresponding sentence to ensure that children are reading all of the sentences.

Spell the words.

Spelling decodable 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.

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.

Read and match.

Reading decodable sentences - Encourage children to 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.

Lesson 3

Read and match.

Reading decodable words - Encourage children to 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.

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). Count the phonemes in the word and write a grapheme to represent each phoneme. Encourage the children to refer to their sound mat.

Lesson 4

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. Once 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 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 phonics display for support.

	Dictated Sentences
1	Can a spook haunt people in a sauna?
2	The astronaut did a big yawn after the launch was over.
3	My dog can crawl and play sports with his paws.
4	We will applaud to show support for the athlete.

Note: Focus on the child's spelling of the GPC rather than the punctuation for trickier sentences like sentence 1.

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 GPCs. 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 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.

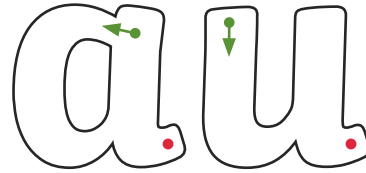
Focus: **au** saying /or/

or

au



au



au _____

1. Read the common exception words.

Colour the parts of the words you find tricky.

friend

also

2. Write the common exception words.

Which is the tricky part of the word? Why is it tricky? Colour the tricky part in a different colour. Write the word two more times.

who

why

3. Read and match.

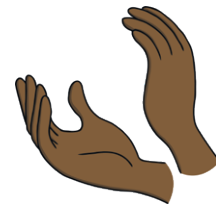
Read these words and draw a line to match them to the correct picture. Add in sound buttons to help you.

astronaut

applaud

author

launch



One of the words does not match a picture. Can you draw a picture to match the word?

How confident do you feel?



Focus: **au** saying /or/

or	au
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1. Read the sentences.

Tick the sentence that matches the picture.

The crowd applaud at the launch.

The astronaut is sat in a sauna.

The crowd are haunting the launch.



2. Spell the words.

Look at the picture, say the word and write each word down.



Focus: **au** saying /or/

3. Write the focus words.

August

launch

laundry

astronaut

3. Read and match.

Read the clues and draw a line to match the clue to the correct picture.

Clue 1

People see me run and applaud when I cross the finish line.

Who am I?

Clue 2

I am haunting my sister because it is halloween. It is not traumatic for her because she understands I am a fraud and not a real spook.

Who am I?



How confident do you feel?





aw

aw _____

1. Read and match.

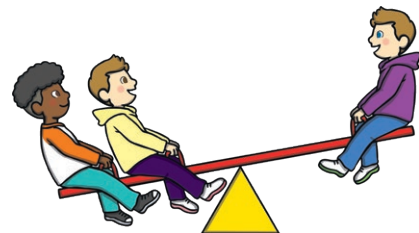
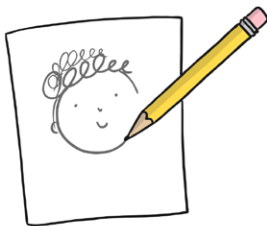
Read these words and draw a line to match them to the correct picture. Add in sound buttons to help you.

see-saw

frog spawn

prawns

draw



2. Read the sentences.

Tick the sentence that matches the picture.

The hawk might claw at the strawberry.

The hawk could claw at the lawn.

The jackdaw might squawk at the hawk.



3. Spell the words.

Look at the picture, say the word and write each word down.



How confident do you feel?



Focus: **aw** saying /or/

or

au

aw

1. Read the story.

Highlight all of the words that contain the /or/ phoneme.

One August morning, Maud was sprawling on a shawl on the lawn with Mum and Dad. They had an organic picnic of prawns, sweetcorn and coleslaw. Maud saw some sort of bird with a short beak sat on the porch. It was squawking.

“Is that a stork?” asked Maud.

“It is a macaw,” replied Dad, “and it is gawping at our organic picnic!”

Maud did not want to taunt the macaw so she launched an acorn for it to eat. The macaw looked at it with scorn. Next, Maud tried to crawl along and pass the macaw some different flora and fauna to grasp in its jaw. As a last resort, she held out some organic sweetcorn on her fork. The macaw took it between its claws and flew north.

“At least we hid the strawberry cake,” laughed Maud.

2. Sort the words.

or	au	aw

How confident do you feel?



Focus: **au** and **aw** saying /or/

or

au

aw

1. Write the sentence your teacher says.

Think carefully about which graphemes to use to spell the words.

How confident do you feel?



Focus: **au** and **aw** saying /or/























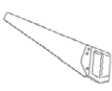

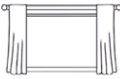













or

au

aw

1. Write your own silly sentence.

Use words containing the **au** and **aw** graphemes.

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

2. Practise spelling the focus words.

Look and Say	Look, Say and Write	Cover and Write	Check
saw			
paw			
draw			
yawn			
August			
launch			
laundry			
astronaut			
who			
why			