

Activity 9: Long sounds (2)

Teaching notes

Long sounds (2) is designed to provide pupils with a further opportunity to work with families of words that contain a range of long vowel sounds. The steps in this activity are:

- *Step 1: Sound out the letter clusters*

With the teacher's support the pupils look at the letter clusters in the second column of the chart. Teachers can use this stage of the activity to teach or remind the pupils of the sound associated with each cluster of letters: *'That's right! Those letters make the "ew" sound, so all the words on this line have the "ew" sound.'*

- *Step 2: Find the letter clusters in the words*

Pupils look for groups of letters, such as *o_e*, *aw* or *ui* in each word. The pupils are asked to circle or highlight each letter cluster that they find within each word. Particular care is needed for the *silent e* words. The sound is shown as *o_e*. Marking the three-letter cluster (which includes the two letters given plus one other letter, e.g. *ole*, *ome*, *oke*) will help pupils to recognise this particular spelling pattern in words.

Items 5 and 6 in Level 1 provide teachers with the opportunity to talk to pupils about how the same letters can sometimes have two (or more) sound values. It is useful for pupils to see that there are two groups of words that share the same pattern, but that have slightly different ways of being pronounced. Some pronunciation variations will be regional in the UK; for example, the word *book* can have either the short or the long *oo* sound depending on which regional accent is used.

- *Step 3: Read the words aloud*

The next stage is for the pupils to read the words aloud to make sure that they understand the words they are about to copy. Teachers can use this as an opportunity to promote word-decoding skills and word knowledge.

Before any pupil attempts to copy the words, the teacher should be confident that they can read all the words. This ensures that the exercise makes sense to every pupil.

- *Step 4: Copy each set of words*

Once the pupils have circled the letter clusters in each word, they are asked to copy each set of words out for themselves. A blank line is left in the chart for the pupils to do this. This process helps to consolidate the skills in using the same letter cluster for a series of words sharing the same pattern.

- *Step 5 (optional): Follow-up activities*

Many pupils will benefit from additional work. The teacher can vary the amount and type of follow-up work to meet individual needs. Some pupils may benefit from extra time spent talking to the teacher about the sounds in the words, while others may need extra practice at writing the words down. Teachers can use the words from this activity in follow-up spelling work, such as dictation of the word sets (without the originals to copy), spelling lists to learn, sentence writing to include the spelling words, anagrams and so on.

The teacher's charts needed for this activity are shown on the facing page.

Level 1

1	oy	boy, toy, soy, joy
2	oa	boat, coat, loaf, road, soap, toad
3	o_e	joke, nose, pole, zone, home, hole, mole
4	ow	cow, now, how, bow
5	oo	zoo, too, pool, soon, boot, root, moon, loop
6	oo	good, wood, book, wool, foot, took, hock
7	ew	few, new, flew, blew
8	ar	car, bar, tar, far, jar, star
9	aw	paw, law, saw, jaw, raw, seesaw

Level 2

1	oi	oil, soil, spoil, foil, coin, join, avoid
2	oa	throat, toast, coach, poach, roast, groan
3	o_e	stone, remote, throne, tadpole, primrose, jawbone
4	oo	choose, goose, tooth, spoon, choose, smooth
5	oo	poor, door, moor, floor
6	ow	mow, tow, row, low, crow, flow, grow, slow, show
7	ew	threw, knew, drew, chew, screw, view
8	ue	blue, clue, due, glue, true
9	aw	jigsaw, straw, macaw, pawpaw, rickshaw, jackdaw

Level 3

1	oi	ointment, disappointment, checkpoint, exploit, rejoice
2	oa	cockroach, overload, slowcoach, crossroad, afloat
3	o_e	beanpole, earphones, diagnose, glucose, bulldoze
4	au	launch, taunt, gaunt, flaunt, haunt, staunch, paunch
5	air	dairy, prairie, stairway, fairy, armchair, despair, funfair
6	ue	statue, avenue, value, rescue, tissue, continue, pursue, queue
7	aw	frogspawn, withdrawn, tomahawk, awesome, awful, awkward
8	ui	fruit, swimsuit, bruise, cruise, recruit, pursuit, sluice
9	or	scorch, explore, anchor, mirror, normal, uniform, decorate

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