

# Phoneme-grapheme (sound-letter/s) matches, including vowel digraphs, less common long vowel...

use phoneme-grapheme (sound-letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words

## Learning intention

- use phoneme-grapheme (sound-letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and...

## Teach and model

- reading words with digraphs where one letter is not pronounced; for example, “knife” and “thumb”, when reading and using them in writing
- providing the sounds for less common letter-sound matches; for example, “ight”, and using them in writing
- reading words with vowel digraphs (“ee”, “oo”, “ai”, “ay”, “ea”)

## Check understanding

- Explain the main idea in phoneme-grapheme (sound-letter/s) matches, including vowel digraphs, less common long vowel... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

## Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

## Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.