

Phoneme-grapheme (sound-letter) relationships and less common letter patterns to spell...

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Learning intention

- use phoneme-grapheme (sound-letter) relationships and less common letter patterns to spell words

Teach and model

- using phonic knowledge to explore less common letter patterns after short vowels; for example, words that end in “dge”, “badge”, “edge” and “fridge”
- using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends; for example, “str-ip”

Check understanding

- Explain the main idea in phoneme-grapheme (sound-letter) relationships and less common letter patterns to spell... 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.