



er




57

Revision


 Do snappy sounds using Teaching Cards: short oo, or, ow, -i/ng, -le, oi, ur. Students say the sound quickly when you show the card.


 Do snappy words using Flashcards: surf, soil, helping, handle, cow, corn, wood. Students say the sounds and blend them to read the word.


Lesson objective


 Share and check understanding of the lesson objective: 'We are learning a new grapheme to read and spell new words. Our phoneme is /er/ and our grapheme is "er".'

Say


 Model saying the sound: 'We have already learnt this sound. Let's practise it again. I curl my tongue towards the top of my mouth to say /er/. I use my voice to say it.'


 Point to the picture on this card: 'This is a fern. The vowel sound you can hear in "fern" is /er/'


 Point to the grapheme 'er' on this card: 'This is another way that we write the sound /er/'

 Say it together: '/er/'. Point to the picture and then the grapheme: 'fern, /er/, fern, /er/...'. Ask: 'What is the sound?'


Write


 Write the grapheme 'er' on the board and say the sound /er/. Repeat.

 'When I point here [to "er"] you say /er/.' Repeat.


 Next, practise skywriting 'er'. 'Now write it on your mini whiteboard and "chin it".'


Read

 Write some words on the board using the word list on this card. Model sounding out and blending to read the word, while tracking your finger below the word.


 Students read words on the board, tracking with their fingers as they sound out and blend to read the word. Try with some captions listed on this card.


Spell

 Say a word from the word list. Model segmenting to spell the word using fingers and dashes.


 Dictate words and captions for students to write on mini whiteboards. Ask them to 'chin it' to check for understanding. Play 'Sound swap', if time allows.

Review

 'Today we learnt a new way to spell the phoneme /er/. What did we learn, everyone?'

 Ask students to read words from the list you wrote on the board earlier. 'We can also read and write these words. Let's read them together. What words can we read?'

Independent practice

 Complete the application activities.

Word list

her fern herd kerb
herb term germ
perch

Extension

verb

Captions

A fern next to
the kerb

It is the start of
term.

Herbs in my
patch

A herd of cows
in the barn

Extension

The word is a
verb.

oi ur er -er ear air _ure -ed -ed -ed