

# Super sentences

## Objectives

To practise previously learned graphemes. To recognise, learn and spell CVC, CVCC and CCVC words. To practise spelling high frequency words and writing sentences.

## Background knowledge

At this stage of learning, the children are beginning to develop fluency in recognising and using the 42 phonemes they have learned. They are beginning to be able to spell a range of high frequency words, both decodable and tricky and they can use various strategies to have a go at spelling rhyming and other words, using visual clues such as recognising word families and letter string patterns and applying their knowledge of grapheme-phoneme correspondences.

The activities in this section provide them with opportunities to use the knowledge and strategies available to them in order to spell increasingly complex words including those with adjacent consonants such as *train*.

## Activities

- **Photocopiable page 67 'Clippety-clop'**

Practise saying the rhyme together several times. Have fun making up actions to go with it. Hand out the photocopiable sheet and draw the children's attention to the rhyming words. Can they see any patterns of letters? Help them to complete the activity.

- **Photocopiable page 68 'Make it right'**

Introduce this activity with a cuddly toy that keeps getting his words mixed up. Play some games, making the toy say things slightly wrongly – for example, *Pass me the 'ben' instead of pen*. Ask the children to help the toy by slowly 'sound talking' the words for him to copy. Use the photocopiable sheet with small groups and work together to spot the misspellings and put them right.

- **Photocopiable pages 69 and 70 'Fill the gaps'**

In these activities the children will have picture clues to help them find the missing words. Make sure that they have identified the missing word correctly and then work with small groups, 'sound talking' each word before they try to spell it. For a plenary session write out the missing words in phoneme frames with the children's help.

- **Photocopiable page 71 'Tramp, tramp, tramp'**

Say the rhyme and practise marching to it. Work with a group of children to complete the photocopiable sheet. Sit in a circle, and take turns to make up a sentence using one of the rhyming words. Help the children to choose a sentence to write out. Provide help as required and make use of phoneme frames to break words up into phonemes in order to spell them.

- **Photocopiable pages 72 and 73 'High frequency words'**

Use these flashcards to help the children learn to spell the decodable and tricky high frequency words expected of them during Phase Four of *Letters and Sounds*. Ideas include making two sets of cards to play snap with and matching the words on the cards to those on photocopiable sheet.

## Further ideas

- **Clapping game:** Play a circle game where the children have to clap the rhythm of some two-syllable words. In the centre of the circle, place some magnetic letters, a whiteboard and two-syllable word cards that are made from two words, such as *desktop*, *lunchbox*, *starlight*, *driftwood* and so on. The children pick a word from the centre for everyone to clap before individuals take turns to find the magnetic letters to add to a whiteboard to spell the word.



## What's on the CD-ROM

On the CD-ROM you will find:

- Printable versions of all seven photocopiable pages.
- Answers to 'Clippety-clop', 'Make it right', 'Fill in the gaps (1) and (2)' and 'Tramp, tramp, tramp'.
- Interactive versions of 'Make it right' and 'Fill in the gaps (1) and (2)'.