



## Using ESSENTIALspelling

### Welcome to ESSENTIALspelling, a teaching resource from Herts for Learning.

This resource can be used as a scheme for spelling on its own, or in conjunction with the school's existing scheme, to give supplementary teaching guidance. The complete resource features a suite of teaching sequences for each year group; these are designed to be taught in order, as they track back to each other and follow on in logical progression. There are 93 sequences in Year 2.

The length of time needed to deliver a sequence will depend on the needs of your class and the amount of time given to the teaching of spelling each week. **As a guide, each sequence is designed to be one or two days' work if you have a daily 20-minute session of spelling.** You should therefore aim to work on two to three sequences per week across the year in order to complete the programme of study. The sequences have been ordered so that each one builds on spelling knowledge from the ones before. Words containing grapheme–phoneme correspondence (GPCs) beyond the current sequence are generally not introduced.

### What is different about ESSENTIALspelling?

This spelling resource focuses on the teaching of spelling so that children understand how to apply patterns, strategies and knowledge to other words and not just to a list of words given for that week. It also provides links to prior knowledge and tracks back to related objectives so that teachers can give targeted support to children who are not yet able to spell words from their year group programme of study. The sequences follow the daily phonics model of **Review, Teach, Practise** and **Apply**.

Unlike other resources, **ESSENTIALspelling** places an emphasis on the **Review** stage of the teaching sequence. This is not "What did we learn this week?" but instead "What do we already know that might help us to spell words in this sequence?" The **Review** session is essential because it gives teachers an opportunity for assessment for learning and gives pupils the chance to build connections between existing knowledge and new knowledge.

Similarly, the **Teach** part of the sequence has a huge focus in this resource. **ESSENTIALspelling** provides essential knowledge, which will support teachers in explaining and unpicking the learning behind the lesson.

Wherever possible, all children should take part in all stages of the sequence, regardless of prior spelling attainment. The **Review** section always tracks back to prior learning, and the **Teach** section introduces new learning as well as strategies for tackling spelling. Unless children are supported towards age-related spellings, their learning gap will grow wider.

Occasionally, a **BUFFER ZONE** will indicate a point after which learning will be more complex. The buffer zone should not be crossed unless children are confident with the learning before it. Material after the buffer zone could be used as a challenge for some children or reviewed at a later date.

**ESSENTIALspelling** then offers the chance to tailor learning more specifically to the current needs and spelling attainment of the children, whilst allowing them all to work on the same objectives. The **Practise** and **Apply** sections give children the opportunity to rehearse spelling patterns and use them in context. Each sequence has suggestions labelled **Minor gaps** and **Major gaps**. During the **Review** section, you may feel that some children have small gaps in their knowledge and would benefit from

revisiting and reinforcing the prior learning. Furthermore, you may have noticed that this is an area of weakness in their independent writing. If this is the case, you may prefer children to work on the activities described in the **Minor gaps** section.

There may also be one or two children with very little spelling confidence. They may have large gaps in certain areas, such as choosing the appropriate vowel or knowing how to add suffixes to words. They may be in the early stages of language acquisition or have cognitive difficulties. In these cases, you might like to focus on the **Major gaps** section during the **Practise** and **Apply** parts of the lesson.

In either case, **it is important that groupings are fluid** and meet the needs of the children in a particular area. Children may have gaps in some areas but not in others. Use the ideas and scaffolds suggested to support children to accessing the same learning objective, but do review on a lesson-by-lesson basis.

The **Practise** sections are generally straightforward, and many contain resources that could be used to support the learning. However, apps and interactive whiteboard activities could be used as well as or instead of the activity provided.

Likewise, the **Apply** sections follow a regular pattern of children discussing their learning and spelling words in the context of short sentences. Spelling tests are not mentioned, but dictations will show whether learning has been assimilated. If single-word tests are given, spaced recall is more helpful than testing children on lists of words from that week. Essentially, throwing in words from previous weeks will help children bring words from short-term into long-term memory.

A low-stakes, manageable way of creating spaced repetition opportunities is "spelling tennis". This is where children work in pairs to select 10 words from their partner's personal list of spellings and words from previous weeks. They then take it in turns to test each other on these words and can mark these between themselves. This makes spelling tests more relevant to individuals.

After any kind of dictation or test, it is imperative that children talk through successes and mistakes with a partner, for example, "I remembered to double the consonant here, but I forgot to include an 'e' there."

It is important that children are able to articulate their learning throughout the sequence and that teachers address any difficulties or misconceptions along the way. This resource is designed so that children can build on prior learning, make connections with existing knowledge and learn strategies that will help them develop their spelling competence. It is through explaining what they have learnt about the patterns and processes of spelling that they will improve their ability to spell accurately.

A final point to make is about the words chosen for study. Whilst the objectives in the Year 2 Programme of Study are statutory, there are no prescribed lists of words in the national curriculum 2014. The words exemplified in **ESSENTIALspelling** have been chosen to fit the objectives and match the kind of vocabulary that Y2 children might find useful. Words for each sequence incorporate previously learnt GPCs, but try to avoid those that may not yet have been studied. Words chosen for the **Minor/Major gaps** sections reflect more straightforward GPCs, recap on previous objectives, or offer easier variants of the spelling pattern being studied.

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## International Phonetic Alphabet (non-statutory)

The table below shows each symbol of the International Phonetic Alphabet (IPA) and provides examples of the associated grapheme(s). The table is not a comprehensive alphabetic code chart; it is intended simply as guidance for teachers in understanding the IPA symbols used in this document. The pronunciations in the table are, by convention, based on Received Pronunciation and could be significantly different in other accents.

Consonants	
/b/	<b>bad</b>
/d/	<b>dog</b>
/ð/	<b>this</b>
/dʒ/	<b>gem, jug</b>
/f/	<b>if, puff, photo</b>
/g/	<b>gum</b>
/h/	<b>how</b>
/j/	<b>yes</b>
/k/	<b>cat, check, key, school</b>
/l/	<b>leg, hill</b>
/m/	<b>man</b>
/n/	<b>man</b>
/ŋ/	<b>sing</b>
/θ/	<b>both</b>
/p/	<b>pet</b>
/r/	<b>red</b>
/s/	<b>sit, miss, cell</b>
/ʃ/	<b>she, chef</b>
/t/	<b>tea</b>
/tʃ/	<b>check</b>
/v/	<b>vet</b>
/w/	<b>wet, when</b>
/z/	<b>zip, hens, buzz</b>
/ʒ/	<b>pleasure</b>

Vowels	
/ɑː/	<b>father, arm</b>
/ɒ/	<b>hot</b>
/æ/	<b>cat</b>
/aɪ/	<b>mind, fine, pie, high</b>
/aʊ/	<b>out, cow</b>
/ɛ/	<b>hen, head</b>
/eɪ/	<b>say, came, bait</b>
/ɛə/	<b>air</b>
/əʊ/	<b>cold, boat, cone, blow</b>
/ɪ/	<b>hit</b>
/ɪə/	<b>beer</b>
/iː/	<b>she, bead, see, scheme, chief</b>
/ɔː/	<b>launch, raw, born</b>
/ɔɪ/	<b>coin, boy</b>
/ʊ/	<b>book</b>
/ʊə/	<b>tour</b>
/uː/	<b>room, you, blue, brute</b>
/ʌ/	<b>cup</b>
/ɜː/	<b>fern, turn, girl</b>
/ə/	<b>farmer</b>

This chart is adapted slightly from the version provided on the DfE's website to support the Year 1 phonics screening check.

## Review

Check the children can read the following words using the consonant digraph *ch*: *cheap, rich, chips, chick, much, chin, chock, chat*.

Explain to the children that a syllable is a beat in the word. The word *chick* has just one beat but the word *chicken* has two. Now say each word and clap the syllables as you say them. Invite the children to clap the words above as they say them and count how many syllables each word has. Confirm that these words all have just one syllable each.

Cover the words up and call them out, one at a time. Invite the children to record these words on their whiteboards. Check each word as they go and address any misconceptions.

## Teach

Can the children tell you which of the letters in the alphabet are vowel letters? Confirm that the letters are *a, e, i, o, u*. Explain that the phoneme /tʃ/ is usually spelt as *tch* if it comes straight after a single vowel letter. These three letters *tch* together make one sound, so they are a **consonant trigraph**. The trigraph *tch* is only found at the end of a syllable, never beginning a word. The /tʃ/ sound is always spelt *ch* at the beginning of a word. Model segmenting these words to spell using a phoneme frame, e.g.

m	a	tch
---	---	-----

f	e	tch
---	---	-----

w	i	tch
---	---	-----

n	o	tch
---	---	-----

h	u	tch
---	---	-----

Now model words with adjacent consonants or another syllable such as *stitch, switch* or *kitchen*.

s	t	i	tch
---	---	---	-----

Explain that words with a vowel digraph before the /tʃ/ end with *ch*. Again, model the formation of a few examples:

t	ea	ch
---	----	----

t	ou	ch
---	----	----

Exceptions: *rich, which, much, such, attach, ostrich*

## Practise

Display a set of word beginnings and ask children to complete the spelling, choosing *tch* or *ch*, e.g.

*pea\_\_ , swi\_\_ , ha\_\_ , rea\_\_ , ri\_\_ , wi\_\_ , hu\_\_ , i\_\_ , mu\_\_ stre\_\_ , ca\_\_ , ki\_\_ en*

## Minor gaps

Stick to CVC words using the *tch* ending (such as *match, fetch, witch, notch, hatch, patch*) and encourage children to build the words on a phoneme frame.

Invite the children to record the words they make, writing the *tch* in a different colour.

## Major gaps

Support the child to build CVC words on a phoneme frame such as *chip, chop, chick, much, chin, chock, chat, chill, rich*.

Invite the child to write down each of the words created, forming the *ch* digraph in a different colour.

## Apply

Revisit learning and discuss any misconceptions.

Dictate a couple of short sentences using any of the words explored today. For example:  
*The witch was rich. She kept a peach cat in a hutch. The cat had an itch.*

## Review

Reviewing words from last week (CVC or CCVC with *ck, ss, ll, ff, zz* or *tch*) plus *-ing*:

Invite the children to read these words:

*fetch, buzz, dress, lick, yell, catch, cross, smell, spill, stretch, stick, check, press, sniff, stuff*

Now ask the children to read them again and clap each syllable or beat in a word. How many syllables does each of these words have? Confirm that they each have one syllable, or beat. Do these words end in a consonant or a vowel? Confirm that the children understand the difference and that these words all end in consonants digraphs (two letters, one sound) or trigraphs (three letters, one sound).

Explain that a root word is a **stem** or **base** word that makes sense on its own but can have other parts added to it to change the meaning. Now explain to the children that a suffix is a letter or group of letters added to the end of a word to change its meaning. An example of a suffix is *-ing*.

Ask the children to read the same words again, but this time with the suffix *-ing* added to the root word. Can they clap each syllable in each word?

*fetching, buzzing, dressing, licking, yelling, catching, crossing, smelling, spilling, stretching, sticking, checking, pressing, sniffing, stuffing*

How many syllables in each word now? Confirm that there are two and that *-ing* always adds an extra syllable to the word.

Is there any other change in these words? What does adding *-ing* do to change the meaning of these words? Elicit that this suffix changes the verb to suggest an action or state is continuing.

Invite the children to say a sentence including any of these words such as:

*My cat is stretching.*

*The dog was licking his leg.*

## Teach

Explain that if a word ends in a consonant digraph or trigraph, then we can just add *-ing* on the end, with no change to the word.

l	i	ck
---	---	----

 + ing

y	e	ll
---	---	----

 + ing

m	a	tch
---	---	-----

 + ing

Call out a couple of root words from the review list and ask the children to add the suffix *-ing*, recording the words on their whiteboards.

Remind the children that we have just looked at words ending in digraphs and trigraphs. Explain that today we will be looking at words ending with two different consonants making two different sounds such as *post* or *lift*. These are sometimes known as adjacent consonants.

Explain that if a word ends in two adjacent consonants, then we can just add *-ing* on the end with no change to the word. Model segmenting a couple of the root words using a phoneme frame and emphasise the separate phonemes. How many phonemes can we hear? (Four) So how many graphemes will we need to record? (Four)

Encourage the children to learn the *-ing* as a complete syllable – it will be the same each time so no need to segment it; just add it to the root.

p	o	s	t
---	---	---	---

 + ing

l	i	f	t
---	---	---	---

 + ing

Present the children with the following words and invite them to add *-ing*: *jump*, *sing*.

Check the children are able to do this and address any misconceptions over vowel sounds or missing consonants.

## Practise

Call out the following words and ask children to spell them then add the suffix *-ing*.

Alternatively, give the words out to children on cards.

Children can take turns with a partner to pick up a card and read it aloud. The partner should attempt to write down the word plus *-ing*.

*think, drink, thump, add, bring, hunt, brush, pant, crash, sulk, dust, milk*

## Minor gaps

Reviewing words from last week (CVC or CCVC with *ck, ss, ll, ff, zz* or *tch*) plus: *fetch, buzz, dress, lick, yell, catch, cross, smell, spill, stretch, stick, check, press, sniff, stuff*.

Ask the children to identify any adjacent consonants in another colour, then try adding *-ing* to each of these words.

## Major gaps

CVC + *-ing*: *buzz, fizz, sell, yell, lick, suck, rock, patch, catch, hatch, match, kiss, miss, huff, puff*.

Build the words on a phoneme frame and add *-ing*.

## Apply

Revisit learning and discuss any misconceptions.

Dictate a couple of short sentences using any of the words explored today, e.g.

*We are adding numbers and checking them.*

*Jess was yelling when the bee was buzzing.*

*The dog is sniffing and smelling because he is hunting.*

*I am thinking of drinking my milk.*

## Review

Display the words *jam, jump, get, goal, joke, garden*, and ask the children to read them aloud. What can they tell you about the phoneme consonant letters *j* and *g*? Check that all children can hear the two distinct phonemes.

Ask the children to sort the above words into two separate columns, with the headings **Jam** and **Got** to represent the different phonemes.

Now display the following words: *giant, giraffe, gel, danger, gentle*, and ask the children to read them. Which column should these words go into? Confirm that these words should go with the words beginning with the letter *j* because the *g* makes a soft sound like a *j* in these words. We say that the letter *g* can make a hard or soft sound.

Ask the children to write the word **soft** on one side of a whiteboard and the word **hard** on the other.

Present the following words and ask children to show you the word **hard** or **soft**, depending on the sound made by the *g* in each case:  
*grab, game, giant, gallop, ginger, digit, give, grandma, energy*

## Teach

Explain that the phoneme /dʒ/ can be represented by a *j* or *g* at the beginning of or within words.

Display words using this sound and underline the vowel that follows the *j* or *g* in each case:  
*ust, ant, umper, inger, igit, em, end, oing, agic, ininga, ant, ester, ym, ely*

What do they notice? Elicit that:

- The /dʒ/ sound is often (but not always) spelt as *g* before *e*, *i* and *y*.
- The /dʒ/ sound is always spelt as *j* before *a*, *o* and *u*.



## Practise

Give the children the grid below and ask them to try to write the words in full in the space underneath each word by replacing the asterisk with the correct vowel letter:

*just, giant, jumper, jog, gel, digit, energy, ninja, jam, legend, jester, gym, gentle, joke, magic, jelly*

They could then work in pairs to check their answers. If time, invite them to take it in turns to read out words to their partner, who has to try to spell the word correctly. They can then check each word and rewrite any that they had trouble with, underlining any parts that they found tricky.

## Minor gaps

Ask the children to sort these words according to the vowel letter that comes after the *g*: *giant, gym, gentle, magic, legend, energy, digit, gem*.

Invite them to write out these words, recording the soft *g* in a different colour. The children could test each other on these words and check back with the original version to see how they did. They could write out any words they misspelt again, underlining the tricky part.

## Major gaps

Focus on words using *j* as an initial sound and with short vowel sounds such as *jam, jump, Jack, Jill, job, jab, jar, jacket* and ask the children to build these words using a phoneme frame.

## Apply

What can the children tell you about which version of the /dʒ/ sound they should choose when spelling the words? Is there anything that could help us make the right choice of grapheme?

Invite the children to come up with funny sentences that use either version of the phoneme such as:

*Jack and the giant ate my jelly.*

j*st	g*ant	j*mper	j*g
g*l	dig*t	energ*	ninj*
j*m	leg*nd	j*ster	g*m
g*ntle	j*ke	mag*c	j*lly

## Review

Display words: *jam, jump, gem, ginger, joke, giant, gym* and ask the children to read them aloud. What can they tell you about the phoneme consonant letters *j* and *g*? Check that all children can hear that the initial sounds are the same in each word.

Remind the children that we can write the phoneme /dʒ/ as a *j* or *g* at the beginning of or within words. Can they tell you which vowel letters are a clue as to which choice of consonant to use? Elicit that

- The /dʒ/ sound is often (but not always) spelt as *g* before *e, i* and *y*.
- The /dʒ/ sound is always spelt as *j* before *a, o* and *u*.

Hide the words on the board and ask the children to record these on their whiteboards as you call them out.

## Teach

Display the words *badge* and *hedge*. What can the children tell you about the /dʒ/ sound in these words? Establish that the phoneme is heard at the end of a word or syllable. Teach the children that the letter *j* never comes at the end of a word in English.

Model building the words using a phoneme frame and point to the vowel phoneme as you say it:

b	a	dge
---	---	-----

h	e	dge
---	---	-----

m	i	dge
---	---	-----

l	o	dge
---	---	-----

f	u	dge
---	---	-----

What can the children tell you about the vowel sound when *dge* comes at the end of a syllable? Establish that in each case we can hear a short vowel sound. At the end of a word or syllable, the /dʒ/ sound is spelt *dge* straight after the *a, e, i, o, u* (/æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/, /ʊ/) sounds.

Call out the words *dodge* and *nudge*. Can the children have a go at spelling these on their whiteboards?

## BUFFER ZONE

**Do not move on until children are secure with the above learning**

Now model segmenting the word *fridge* and ask children to spell *bridge* independently. Check children's spellings and clarify any misconceptions. It is especially important that children understand that the *dge* is found at the end of a syllable, and more confident spellers can then go on to create multisyllabic words using this grapheme. Clap the word and demonstrate that the word *badger* has two syllables and the *dge* is at the end of the first syllable. Can the children try to write the word *badger*? Do the same for the word *fridges*.

## Practise

Give pairs of children a copy of the grid below and some coloured counters. Children can take it in turns to find words that have the grapheme *dge* at the end of a word or syllable. Each word will form a chain from left to right (although not necessarily all the way across). Words can only be made from graphemes adjacent to each other on the grid.

As a child identifies a word, their partner should read it aloud and say whether it is a real word. If they agree that it is correct, the children should cover each letter with a counter, and both try writing the word down. They can then remove the counters and check that they have spelt the word correctly.

At the end of the game, challenge the children to tell the class a word that they have found that they think no one else will have spotted.

Challenge:

Can children think of any other *dge* words that are not in the grid? (*wedge*, *midge*, *widget*, *splodge*, *smudge*, for example)

## Minor gaps

Give children a copy of the grid below. Children can work in pairs or a small group to find as many words as possible that have the grapheme *dge* at the end of a syllable, by drawing a coloured line through the boxes containing the letters for that word. Each word will form a chain from left to right. A letter can be used more than once but must be adjacent to the letter before and after it in the word. Children can then record their collection of words.

## Major gaps

Focus on CVC words that begin or end with the /dʒ/ phoneme, using a three-box phoneme frame. Call out words and orally segment them before asking the child to build the word onto the frame using plastic letters or cards, whereby the *dge* grapheme is joined. The child must then choose whether to represent the sound as *j* or *dge*. For example: *j-o-g*, *n-u-dge*, *l-e-dge*, *j-a-m*, *j-o-b*, *d-o-dge*. Ensure the child knows the meaning of each word.

## Apply

What can the children tell you about which version of the /dʒ/ sound they should choose when spelling the words? Is there anything that could help us make the right choice of grapheme?

Invite the children to create sentences using the words they have found on the board.

