

LEARNING OBJECTIVE

To identify the correct spelling pattern for the *oa* sound in a range of words.

CURRICULUM LINKS

NLS: Y3, T1, T2, T3, Word level 1.

Does your toe know?

What you need

A sheet of A3 paper for each child; pencils; coloured pencils; marker pens.

What to do

- Make a copy of the following poem and photocopy it for each child.

A silly old goat, afloat on a moat,
just didn't see a hole in his boat.
'I really don't know
why this boat is so slow.
I have tried hard to row,
but it simply won't go.'
Then over Goat's toes,
right up to his nose,
the cold water rose,
and seeped through his clothes.
It soaked through the coat
of the silly old goat,
and he started to croak,
'This isn't a joke!'



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- Explain to the children that the poem includes a number of words that contain the same sound. Invite them to find four such words in the first line. Ask them to say the sound and whether it is spelled the same in all four words.
- Invite the children to read the poem, underlining any words with an *oa* sound in pencil. Next, ask them to underline or highlight the words in one of four different colours, according to the pattern used to spell the *oa* sound.
- Give each child a sheet of A3 paper. Ask them to tell you what the four spelling patterns they found were, and to write one pattern in the middle of each side of the paper in marker pen. Ensure that they write all of the patterns the same way up.
- Invite the children to stand in the middle of their paper in a space. Explain that you are going to read the poem to them, and that each time they hear a word with an *o* sound they must move onto the pattern that would be used to spell it in the word they heard.
- Read the poem at a slightly slowed rate.

Differentiation

For younger children, use one master copy of the poem and work through it as a group, underlining and highlighting the words. When reading the poem, provide a model of the movements onto the correct patterns for the children to copy. With older children, do not indicate how many different patterns there are, but encourage the children to work it out. Read the poem at normal speed.

See also: Sound snap (p81).