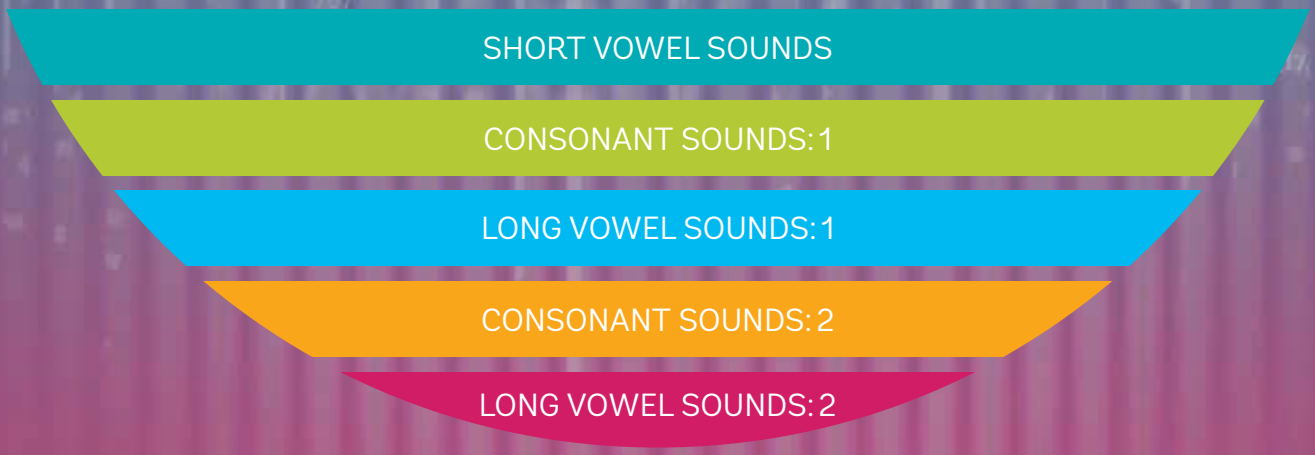
Catch up Your Code

Catch-up phonics programme

for ages 7–14

Teacher's Resource

Fast, effective 10-minute lessons covering:



Joy Allcock

Foreword by Professor John Hattie

SCHOLASTIC

Contents

Foreword iii
Author's note v
Introduction vi

▼ CATCH UP YOUR CODE KNOWLEDGE

Why is code knowledge important? 2
The impact of using *Catch Up Your Code* 5
The structure of *Catch Up Your Code* 7
Getting started 8
Alphabetic code assessment 9
Introduction lesson 15

▼ THE SHORT VOWEL SOUNDS

The /a/ sound 18
The /e/ sound 19
The /i/ sound 20
The /o/ sound 21
The /u/ sound 22
The short /oo/ sound 23

▼ THE CONSONANT SOUNDS: GROUP 1

The /b/ sound 24
The /g/ sound 25
The /m/ sound 26
The /n/ sound 27
The /p/ sound 28
The /l/ sound 29
The /d/ sound 30
The /t/ sound 31
The /r/ sound 32
The /f/ sound 33
The /z/ sound 34
The /s/ sound 35
The /v/ sound 36

▼ LONG VOWEL SOUNDS: GROUP 1

The /ai/ sound 38
The /ee/ sound 39
The /igh/ sound 40
The /oa/ sound 41
The /y/ /oo/ sounds 42
The long /oo/ sound 43

▼ THE CONSONANT SOUNDS: GROUP 2

The /y/ sound 44
The voiced /th/ sound 45
The unvoiced /th/ sound 46
The /j/ sound 47
The /k/ sound 48
The /w/ sound 49
The /h/ sound 50
The /ng/ sound 51
The /sh/ sound 52
The /zh/ sound 53
The /ch/ sound 54
The /k/ /w/ sounds 55
The /k/ /s/ sounds 56

▼ LONG VOWEL SOUNDS: GROUP 2

The /ar/ sound 58
The /ur/ sound 59
The /or/ sound 60
The /air/ sound 61
The /ear/ sound 62
The /ow/ sound 64
The /oi/ sound 65
The schwa /ə/ sound 66

▼ APPENDICES

Appendix A

Phonological and phonemic awareness skills 68

Activities for developing phonological and phonemic awareness skills 70

Appendix B

Strategies for reading unfamiliar words 82

Strategies for writing unfamiliar words 84

Glossary 88

Practice activities

Activity masters 90

Activity answers 114

English phonemes and graphemes 122

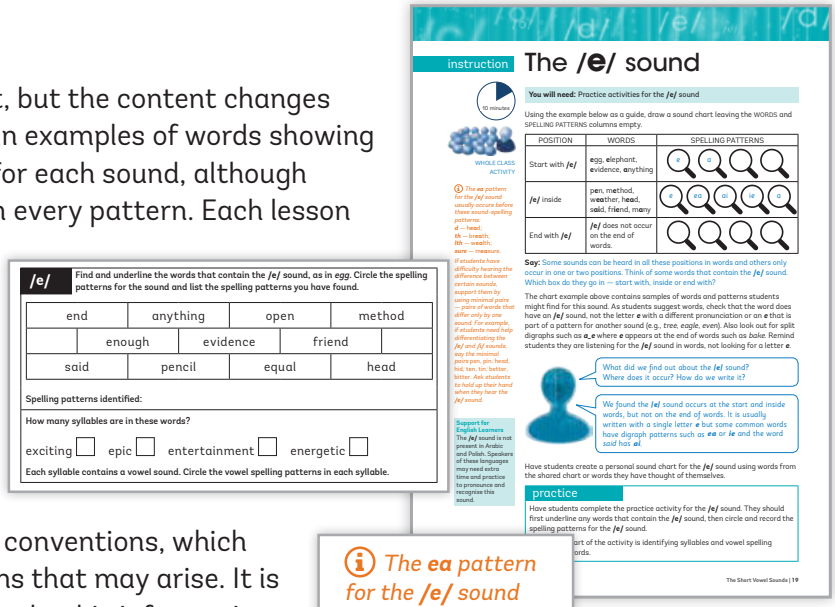
The structure of *Catch Up Your Code*

The lessons in *Catch Up Your Code* allow students to explore each sound, think about where that sound occurs in the word and then look at the different ways the sound can be written. They expose students to the critical concept that words are made up of sounds (knowledge of the alphabetic principle) and that sounds can be written in many different ways (knowledge of the alphabetic code).

Students use their own vocabulary knowledge to provide words containing the target sound. These words can be used to generate discussion. It is not expected that students will find every possible spelling pattern for the target sound, but they will discover that there is diversity in the way most sounds can be written. A strong foundation knowledge of the diversity of the alphabetic code will lay the foundation for teaching morphology and common, helpful spelling rules and conventions. This in-depth knowledge about the structure of written English will help students to decode and understand the meanings of words as they read, and to spell words the way they are supposed to look as they write.

Lesson structure

Every lesson follows the same format, but the content changes with each new lesson. Lessons contain examples of words showing the most common spelling patterns for each sound, although students may not think of words with every pattern. Each lesson takes only 10 minutes.


instruction

The /e/ sound

You will need: Practice activities for the /e/ sound

10 minutes

WHOLE CLASS ACTIVITY

Using the example below as a guide, draw a sound chart leaving the WORDS and SPELLING PATTERNS columns empty.

POSITION	WORDS	SPELLING PATTERNS
Start with /e/	egg, elephant, evidence, anything	e ea
/e/ inside	pen, method, weather, head, said, friend, many	e ea ai ie u
End with /e/	/e/ does not occur on the end of words.	

ⓘ *The **ea** pattern for the /e/ sound usually occurs before these sound-spelling patterns:*
d — head;
th — breath;
lth — wealth;
sure — measure.

Say: Some sounds can be heard in all these positions in words and others only occur in one or two positions. Think of some words that contain the /e/ sound. Which box do they go in — start with, inside or end with?

The chart example above contains samples of words and patterns students might find for this sound. As students suggest words, check that the word does have an /e/ sound, not the letter **e** with a different pronunciation or an **e** that is part of a pattern for another sound (e.g., *tree*, *eagle*, *even*). Also look out for split digraphs such as **a_e** where **e** appears at the end of words such as *bake*. Remind students they are listening for the /e/ sound in words, not looking for a letter **e**.

What did we find out about the /e/ sound? Where does it occur? How do we write it?

We found the /e/ sound occurs at the start and inside words, but not on the end of words. It is usually written with a single letter **e** but some common words have digraph patterns such as **ea** or **ie** and the word *said* has **ai**.

Have students create a personal sound chart for the /e/ sound using words from the shared chart or words they have thought of themselves.

practice

Have students complete the practice activity for the /e/ sound. They should first underline any words that contain the /e/ sound, then circle and record the spelling patterns for the /e/ sound.

Part of the activity is identifying syllables and vowel spelling words.

Support for English Learners
The /e/ sound is not present in Arabic and Polish. Speakers of these languages may need extra time and practice to pronounce and recognise this sound.

The Short Vowel Sounds | 19

/e/ Find and underline the words that contain the /e/ sound, as in *egg*. Circle the spelling patterns for the sound and list the spelling patterns you have found.

end	anything	open	method
enough	evidence	friend	
said	pencil	equal	head

Spelling patterns identified:

How many syllables are in these words?

exciting ☐ epic ☐ entertainment ☐ energetic ☐

Each syllable contains a vowel sound. Circle the vowel spelling patterns in each syllable.

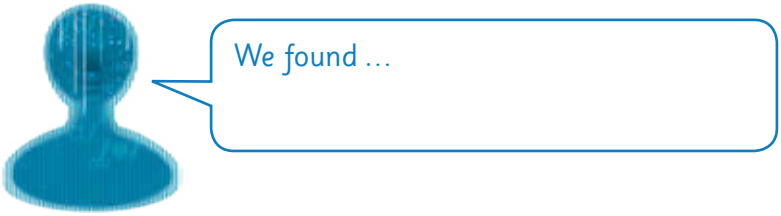
There are short practice activities for each lesson to help embed the new learning, which ask students to identify phoneme-grapheme relationships and syllables in words.

In the ⓘ section there is information about relevant rules and conventions, which supports teachers to answer questions that may arise. It is not expected that students will be taught this information during the lesson. Additional support is included for sounds that may be difficult for English learners.

ⓘ *The **ea** pattern for the /e/ sound usually occurs before these sound-spelling patterns:*
d — head;
th — breath;
lth — wealth;
sure — measure.

Support for English Learners
The **/e/** sound is not present in Arabic and Polish. Speakers of these languages may need extra time and practice to pronounce and recognise this sound.

At the end of each lesson, students are asked what they found out about the sound and the way it is written. The teacher writes 'We found' on the board and records their findings. Students create their own sound chart for the sound being taught and add this information. New information can be added at any time.



instruction

The /sh/ sound

WHOLE CLASS ACTIVITY

*The **/sh/** sound can be written in many different ways. The **sh** pattern is the most common way of writing it on the end and at the start of words, although a few words of French origin that start with **/sh/** have **ch**.*

*The **/sh/** sound can be heard in suffixes that sound like 'shun', 'shul' and 'shus' and there are different ways of writing it:* sta**ti**on, ten**si**on, mi**ssi**on, fa**shi**on, spe**ci**al, an**xi**ous, con**sci**ous.

*If the **/sh/** sound is heard on the end of a root word inside a word, it will usually be written **sh*** (cra**sh**ing, fini**sh**ed).

Support for English Learners
The **/sh/** sound is not present in Spanish, Polish and Cantonese. Speakers of these languages may need extra time and practice to pronounce and recognise this sound.

You will need: Practice activities for the **/sh/** sound

Using the example below as a guide, draw a sound chart leaving the WORDS and SPELLING PATTERNS columns empty.

POSITION	WORDS	SPELLING PATTERNS
Start with **/sh/**	**sh**adow, **sh**ark, **ch**ef, **ch**arade, **s**ure	sh, ch, s
/sh/ inside	cu**shi**on, bro**ch**ure, i**ss**ue, cau**ti**on, suspen**si**on, an**xi**ous, pre**ci**ous, con**sci**ous, o**ce**an, permi**ssi**on, ma**sh**ed	shi, ch, ss, ti, si, xi, ci, sci, ce, ssi, sh
End with **/sh/**	wi**sh**, qui**che**, liquori**ce**	sh, che, ce

Say: Think of some words that contain the **/sh/** sound. Which box do they go in — start with, inside or end with?

The chart example above contains samples of words and patterns students might find for this sound. As students suggest words, check that the word does have a **/sh/** sound, not a **/zh/** or **/ch/** sound. Remind students they are listening for the **/sh/** sound in words, not looking for the letters ***sh***.

What did we find out about the **/sh/** sound? Where does it occur? How do we write it?

We found the **/sh/** sound occurs at the start, inside and on the end of words. Although ***sh*** is a very common way of writing it, there are many other ways, especially when the **/sh/** sound is part of a suffix inside a word.

Have students create a personal sound chart for the **/sh/** sound using words from the shared chart or words they have thought of themselves.

practice

Have students complete the practice activity by first circling and recording the spelling patterns for the **/sh/** sound.

The second part of the activity is identifying syllables and vowel spelling patterns in words.

Name: _____

/ng/

Circle the spelling patterns for the /ng/ sound you hear at the end of *ring*, and list the spelling patterns you have found.

sing	pink	strongest	singing
	evening	junk	fling	
clang	strung	single	jungle

Spelling patterns identified:

How many syllables are in these words?

exploring ☐ banking ☐ challenging ☐ outstanding ☐

Each syllable contains a vowel sound. Circle the vowel spelling patterns in each syllable.

/sh/

Circle the spelling patterns for the /sh/ sound, as in *shoe*, and list the spelling patterns you have found.

shadow	chute	sure	cushion
	issue	caution	suspension	
anxious	precious	conscious	sugar
	ocean	permission	quiche	

Spelling patterns identified:

How many syllables are in these words?

animation ☐ tissues ☐ cautious ☐ accomplish ☐

Each syllable contains a vowel sound. Circle the vowel spelling patterns in each syllable.

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