Introduction

See it, say it, write it

• Introduce ch by pointing to the grapheme.
• Point to the letters ch and read the sentence.
• Ask the children to copy the sound ch-ch-ch-ch.

Focus A

• Move your writing finger slowly and use letter-formation vocabulary, e.g. ‘Start at the top of the c, go around and up to the top of the h, all the way down, back up, over, down and flick’. Say ‘ch-ch-ch-ch’ when you complete the grapheme.
• Repeat this twice then ask the children to join in, using their writing finger in the air to make the ch shape. Ask them to do the same again on the carpet/on the back of the child in front of them.
• Write the grapheme ch on the board. Point out and say the letter-formation vocabulary including: ‘Do not lift your pen as you take it up to the top of the letter h’.
• The children can practise writing and joining the letters on their own whiteboard with a pen.
• Remind them of the letter-formation vocabulary – starting at the point indicated and following the direction of the arrow.

Focus B

Say it, hear it, recognise it, write it

• Find and finish the words beginning/ending with ch.

Objectives

• To hear and say the phoneme ch.
• To join the letters ch using a diagonal join.
• To orally segment and blend words containing ch.

Assessment

• Give the sound when shown the grapheme ch
• Able to form and join the letters ch in the air/write them correctly.
• Able to orally segment and blend words.

Phonic links

• L&S Phase 3/4 graphemes ch
• Jolly Phonics group 6 ch

• Point to each picture. Ask the children to say the word. Say ch-ch-ch-ch as you say the name of each picture, e.g. ch-ch-ch-cheese; ch-ch-ch-chocolate; ch-ch-ch-church. Most children should be able to read these words using their phonic knowledge.
• With the words that do not begin with the ch sound, ask the children to read and say each word, e.g. ch-ch-ch-chrain – does that make sense? Ask what letter they think this word begins with, e.g. train starts with the sound tr.
• Next, look at the word endings, e.g. ri-ch-ch-ch rich. Ask whether that makes sense. Repeat for ha-ch-ch-ch hach.
• Repeat with word endings, e.g. ha-ch-ch-ch hach.
The children must be encouraged to listen carefully and hear the sounds, as they are intended to be very similar.
• Ask the children to copy and complete the words beginning with ch.

Extra

Say it, recall it, write it

• Ask the children to say what they can see.
• Say what you see/read the word.
• Say the word in sound talk, e.g. ch-ip chip; ch-in chin.
• The children can write the whole word in their books – remind them to join the two letters which make one sound, e.g. ch.
Extension

- Look at the picture. Read the words. Ask the children if they can sort the words and write a sentence for the picture.

PB Red 1 p13

Revisit and review

- Compose and write a sentence together. Write it on the board and include a word beginning with **ch**. Read the sentence together, decoding the words.

- Recall all previously learned GPCs. The children will need fans showing the graphemes (e.g. set 6 and 7 letters *j, v, w, x, y, z, qu* and *ch, sh* from *Letters and Sounds*, phase 3). Say the sound. The children can find the letter and show their partner. The children can then hold up their fans for you to see.

- Red Workbook A contains handwriting and spelling activities to help consolidate the learning objectives for all children, including those who struggled with Focus activities.

- Red Workbook B offers handwriting and spelling activities that can extend the learning of more able children.

**WB Red A p7; WB Red B p7**

**word bank**

These words are not intended as a list of words to learn. They are a tool to help children develop their phonic knowledge. They will further help children to sound letters when reading and blend sounds when writing.

Point to each word:
- Ask the children to say the first sound and sing the rest.
- In pairs or with the teacher/assistant or parent at home, read a word and ask the child to say/write the first, middle or last sound.
- Once a child is able to blend and identify sounds confidently you can read a word and ask them to write down the sounds they can hear.

The words are split into three differentiated colour groups, plus the red tricky word **at**.