

Week 3 focus: Alternative 'or' sound

LESSON 1 - TEACH (a before l/l)

Think about all the different ways an 'or' sound can be made: or, a, aw, au, oor.

Encourage children to think of as many words as possible containing the 'or' sound and record in a table. If you think of any extra ones with more unusual spelling choices you can add another column on the end.

or	a	au	aw	oor

Look at the words in the 'a' column. Do you notice a pattern?

RULE - An 'or' sound is *usually* spelt as an 'a' before an 'l' or 'll'.

Think of as many words that follow this pattern e.g. call, walk, fallen and write them in your work book. Can you think of any rhymes or sayings to help you remember the ones that you cannot hear the 'l'/'ll' sound in?

LESSON 2 - PRACTISE (a before l/l)

Children are to read the short passage below.

When they find an 'a' followed by an 'l'/'ll' (that makes the 'or' sound) they log this word in their books.

After reading make sure all of these words have been spelt correctly.

There was once a very tall man called Mr Chalk who lived with his dog, cat and also a cheeky hamster. Every day, he put on his hat and coat in the hallway, picked up a ball and called, "Come on, Fido! It's time for your walk."

Fido and his owner always went the same way so that Mr Chalk could have a talk with his friend Bob at his flower stall in the market. One day, as they passed the old castle walls, they noticed a strange shape stalking along through the grass. Just then, the rain started to fall in enormous splashy drops so they forgot the odd shape and ran to the market hall as fast as they could.

LESSON 3 - TEACH (ar after w)

Have a quick look back at the table made on Monday, revising the different ways an 'or' can be spelt.

There is another way an 'or' sound may be written. Can the children work it out from the words below?

war warm towards warn ward

RULE - An 'or' sound is usually spelt as an 'ar' following a 'w'.

Can you think of any other words that fit this pattern? Make a list in your work book.

Now, using your best handwriting, write the 3 you think you would use the most in your work book. Remember when joining a w, the join occurs at the top.

LESSON 4 - PRACTISE (ar after w)

Today we are going to practise some of the words we looked at yesterday with the 'ar' after w rule. Look back at the list you made.

Write 1 word in your neatest handwriting - joined if possible - using a pencil. Now trace over in a coloured pencil crayon. Now trace over in another coloured pencil crayon. Repeat one more time. Rainbow handwriting!

Copy more words from the 'ar' list using this method.

LESSON 5 - PRACTISE (ar after w)

Encourage your child to make a table for this week's spelling rules.

a before l/l	ar after w

Read the following words, can they write them correctly in the table?

**ward call stall towards almost falter
also warmer stalk warning walk**

Read these sentences to the children encouraging them to write these sentences in their books:

I went for a walk in a storm towards a stall.

I also had a phone call to talk to my friend about the warm sunshine.

These links have some free games and activities linked to this week's learning (please do check the safety of all links before displaying to children):

<https://spellingframe.co.uk/spelling-rule/94/17-The-sound-spelt-a-before-l-and-l>

https://www.spellzone.com/word_lists/list-4608.htm

<https://spellingframe.co.uk/spelling-rule/99/22-Th-sound-spelt-ar-after-w>

https://www.spellzone.com/word_lists/games-303.htm