

LO: To revise different spellings of the stressed sound /ɜ:/, pronounced “er”, spelt *ur / ir / er / ear / or*

Sequence 1
Y4 Words with the phoneme “er”

Revisit, Explain, Use

Can you identify which of these words contain the “er” sound?

church, window, girl, term, Thursday, door, earth, heard, first, lawn, thirsty, adverb, worn, wear, working, word

What are the different ways to represent the /ɜ:/ “er” sound? Invite the children to record these on whiteboards and write down any words that use these graphemes. Confirm that we have met the graphemes **ur / ir / er / ear / or** in the past (used in words such as *turn, girl, term, earn, world*, for example).

Teach, Model, Define

Model how the use of mnemonics can be used to aid spelling of these words. *I was thirsty for a drink. The car did a **u**-turn. I **burst** the **bubble**. I **heard** with my **ear**. The **worm** went to **work**.*

In predicting best bet, rhyme is not such a useful strategy in this case, as there are no fixed patterns, e.g. *burst* and *first*.

However, creating analogies is useful, to reduce load on memory, e.g. *surf 'n' turf, shirt and skirt, third, thirty and thirteen*. Some children may find it useful to write a word out in a couple of different ways and spot the one that looks right, e.g. *werk/work/wirk*.

Support children to identify the words from the Y3/4 statutory list that employ a version of this phoneme: certain, circle, consider, different, early, earth, exercise, interest, learn, perhaps, purpose, surprise. Can they sort these words, placing them in columns with the headings **ur / ir / er / ear / or** and adding the words previously identified?

Practise, Explore, Investigate

Give out the phoneme spotter with target words embedded. Ask children to chart the examples in the grid. Which are more common spellings (*ir, ur, er*) and which are rarer (*ear* and *or*)?

Explain that we will focus on the more common spelling alternatives.

Fill in missing letters from target words, e.g. *ch__ch, th__ty, p__son, g__l, Th__sday, th__mometer.*

Minor gaps

Consolidate highest-frequency words using any of the GPCs covered.

Major gaps

Secure spelling of eight or so highest-frequency words using *ir* or *ur*.

Apply, Assess, Reflect

Give children dictations using words studied, as well as others that use the same phoneme. Give an example of a newspaper headline that uses several of the target words, e.g. *Thirty birds perch on Birmingham Church.*

Ask children to create own "silly headlines" that use the target phoneme.

ur		ir		er		ear	or
fur	urn	bird	first	herb	germ	earn	work
	turn	third	thirsty	kerb	perm	learn*	word
curd	turnip		birth	verb	term		worm
		shirk	thirteen		thermometer	heard	
surf	burp		thirty	jerk			worse
turf		girl		perk	fern	pearl	worst
	curse	whirl	dirt		stern	early*	
curl	nurse	twirl	shirt		govern		
hurl	purse		skirt			earth*	
	Thursday	sir	squirt	certain*	perhaps*		
burn	purpose*				persuade		
churn		firmly			personal		
	hurt			verse			
further	spurt						
*words from Y3/4 statutory word list							

Phoneme spotter for "er" sound:

Underline words containing all the spellings of this phoneme and plot them in the grid below.

On Thursday, a group of thirty pupils persuaded their teacher to extend their learning to the outdoors. The class left their workbooks behind to pursue environmental studies. First, they walked as far as the river with the purpose of collecting samples of earth and worms from the riverbank behind the school. Then they carried further along the road to the traffic lights by Turner Street. Here, they stood on the kerbside and recorded the number of vehicles turning into the town centre. They were certain that this area has the highest level of dirt and burning fuel in the district. The third area they studied was in the local churchyard. Here they surveyed ferns and moss growing around the gravestones. They also counted the number of birds spotted and added this to their data from the earlier locations. The children wondered if they might perhaps find a link between pollution and the numbers of plants and animals in an area.

ur	ir	er	ear	or

Add any other words you can think of into the columns.

LO: To revise different spellings of the stressed sound /ɛə/, pronounced “air”, spelt *air* / *are* / *aire* / *ear* / *ere* / *ar*

Sequence 2
Y4 Words with the phoneme “air”

NB: These sessions can be adapted to teach any other graphemes that need consolidating from KS1. This could be a quick sequence, followed by a short sequence on variations of the phoneme “eer”, spelt *eer* / *ear* / *ere*, for example.

Revisit, Explain, Use

Can children identify which of these words contain the “air” sound?

January, arrive, price, pair, spear, scary, head, draw, flare, millionaire, anywhere, your

Ask children to record the different ways to represent the /ɛə/ “air” sound. Confirm that these are: *air, are, aire, ear, ere, ar*

Teach, Model, Define

Model how the use of mnemonics can be used to aid spelling of these words. A **pair** of **hair**y bikers. The **bear** ate a **pear**.

In predicting best bet, rhyme is not such a useful strategy in this case, as there are no fixed patterns, e.g. pair and share.

However, creating analogies is useful, to reduce load on memory and help make connections in the mind, e.g. **there** and **where**, or You **share** if you **care**.

Can children sort these words, placing them in columns under the headings **air**, **are**, **aire**, **ear**, **ere**, **ar** and adding the words previously identified in the review?

Write up the words from the Y3/4 statutory word list that include these sounds (see table below) and ask the children to record these on their whiteboards, underlining the “air” sound. Ask them where these words would be placed.

Practise, Explore, Investigate

Give out the phoneme spotter with target words embedded. Ask children to chart the examples in the grid. Which are more common spellings (*air* and *are*) and which are rarer (*ar* and *ear*)? Explain that we will focus on the most common spelling patterns.

Fill in missing letters from target words, e.g. st__case, sw__ring, Janu__y

Minor gaps

Consolidate highest-frequency words using any of the GPCs covered.

Major gaps

Secure spelling of eight or so highest-frequency words using *air* or *are*, and teach there and their as homophones in context.

Apply, Assess, Reflect

Give children dictations using words studied, as well as others that use the same phoneme. Give an example of a newspaper headline that uses several of the target words, e.g. *Bear at the fair scares locals*.

Ask children to create own "silly headlines" that use the target phoneme.

air	ere	ear	are		ar	aire
air	there	bear	bare	aware	January	millionaire
fair	where	pear	care	beware	February*	
hair	everywhere	swear	dare	glare	parents	
lair	nowhere	tear	fare	scare	wary	
pair	somewhere	wear	hare	share	library*	
chair	therefore*		mare	square	ordinary*	eir
fairy			rare	stare	various*	their
repair						heir
*words from Y3/4 statutory word list						

Phoneme spotter for "air" sound:

Underline words containing all the spellings of this phoneme and plot them in the grid below.

Phoneme spotter: "air" words

The sign read: Beware of pickpockets operating at the fair! Claire tapped her purse instinctively, to make sure it was still there. Of course, she would have to share the money with Jake, but their parents had given them enough for several rides. In fact, there would probably be spare cash for some treats such as candyfloss or sour pear drops.

Although it was only February, there was a touch of spring in the air and the pair of children were looking forward to this afternoon. Last year, Jake had been too scared to go on some of the rides, and too short for others. This year his sister dared him to go on the big wheel with her. Jake agreed, but eyed the giant beast warily. When they reached the front of the queue, the children handed their fare to a hairy attendant, who strapped them into the chairs. The ride moved off in an ordinary way but, as the siblings arrived at the very top, their carriage came to a juddering halt. "Don't panic!" shouted the attendant, as the children dangled precariously in mid-air. "We'll find out where the problem is and repair it as soon as we can."

air	aire	are	ear	ere	eir	ar

Add any other words you can think of into the columns.