

Warm up

- Children point to all the parts of their hand: fingers (index, ring, baby, etc.), finger tips, knuckles, wrists, palms, thumbs. Explore the language and end with a shake of the hands.
- Children stretch up high with their arms and suddenly swing them down. Make sure you have room to really enjoy this warm up and swing those arms back and forth! Repeat several times.

Whole-class session

Unit focus: introducing **ch**, **th** and **sh** together as common digraphs. (NB: these digraphs provide an opportunity to introduce the notion of joining – in each case, the two letters make one sound and they can be written together too.)

Phonic link: phonemes **ch**, **th** and **sh**.

Introduce the page

- Encourage the children to talk about the page before you begin.
- Talk about the pictures and the initial phonemes.

Sky writing patterns

- Emphasise the flow of the movement.

Demonstrate the letter formations

- Revisit the formation of both letters in each of the digraphs.
- Highlight the fact that **t** is shorter than **h**.
- Show Me** Children practise each digraph in turn.
- Get Up and Go** Ask the children to point to the digraphs in the phrase.
- Trace over the **chs**, **th** and **sh** in the phrase.
- Ask the children: can you think of some other things that these children might be doing that begin with these digraphs? (e.g. chilling, cheating, shooing, shushing, thanking, thumping)

23 Exploring ch, th and sh

ch **sh**

children ...

chatting shouting

thinking

Big Book page 24

Big Book page 24

Out and about activity

Children make posters for the school using the **ch**, **th** and **sh** digraphs, for example *No shouting! No chatting! Lots of thinking!*

Practice Book warm up

- Children pretend to rock a baby in their arms.

Independent work

Identify the unit title. You can choose to work across the pages dealing with **ch** and **th** together or you can work through them consecutively.

Check pencil holds while children pencil trace over the letters. Remind the children that the **ch** sound is made by a short letter, **c** (curly caterpillar family), followed by a tall letter, **h** (one-armed robot family). The **th** sound is made by a tall letter, **t** (long ladder family), followed by another tall letter, **h** (one-armed robot family). Point out that the **t** is a little bit shorter than the **h**.

Can the children identify the capital letter at the beginning of the sentence?

Read the sentence together. Children find the digraphs **ch** and **th**, and trace over them. Point out the capital letter at the beginning of the sentence.

23 Exploring ch, th and sh

Finger trace. Say the sounds.

Pencil trace.

Write.

Read and write.

“Cheep, cheep,” said the chicks.

Trace the patterns.

Practice Book 2 pages 22–23

- Check correct letter formation as children write the letters independently.
- As **ch** and **th** are important digraphs that children will be meeting in their early phonic work, you may want to use them as examples of joining. The letters join together to make one sound – **ch** or **th**. Explain that these can be written in a joined way (show **ch** or **th** joined). We have provided a simple practice line at the bottom of the page for those who wish to use it.
- Children write a line of **chs** and **ths**. Check for pencil hold and correct letter formation, if you are happy for the children to practise these in a joined style, encourage them to do so.
- Children trace over the patterns.

Gross motor skills

- Working in the hall, give children pairs of instructions to demonstrate the idea of linking two actions, for example, ‘Walk along the beam and then jump on to the mat’ or, ‘Run at the ropes and swing’.
- Make and distribute labels – **c**, **h** or **s**. (Note that you will need twice the number of **h** labels to ensure that all the **c** and **s** children can find a partner.) Children run around and when the whistle blows they have to find a partner to make a **ch**, **th** or **sh**. Can they tell you what sound they make together?

Fine motor skills

- Using salt or sand on a tray, children make flowing patterns.
- Children thread beads on to a string that is knotted at the bottom.
- Children try sewing cards with bodkin needles.



Check pencil holds while children pencil trace over the letters. Remind the children that this sound is made by a short letter, **s** (curly caterpillar family), followed by a tall letter, **h** (one-armed robot family).

Identify the unit title (this is an extension of Unit 23).

Children finger trace the letters, saying the sound.

23 Exploring ch, th and sh

Finger trace. Say the sound.

Pencil trace.

Write.

Read and write.

Shsh, sheep sleeping!

Can the children identify the pictures?

Read the sentence together. Children find the **sh** digraphs and trace over them. Point out the capital letter at the beginning of the sentence.

Practice Book 2 page 24

- Check correct letter formation as children write the letters independently.
- As **sh** is an important digraph that children will be meeting in their early phonic work you may want to use it as an example of joining. The letters **s** and **h** join together to make one sound – **sh**. Explain that these can be written in a joined way (show **sh** joined). We have provided a simple practice line at the bottom of the page for those who wish to use it.

Common errors

- t** and **h** being the same size (**t** should be shorter)

Take away

Children experiment with ‘flowing’ or joined patterns on long strips of paper.

