

Lesson Plan

Y3 Revisit (Lesson 1)

Review	In this sequence, children will review their learning from Y2 on words ending in -le/-el/-al/-il. Begin by showing children the word list. Briefly, ask children to discuss what they notice about the words. Elicit that the words all end in -le. Remind children that this is the most common spelling for this sound at the end of a word. Show children the second word list. Briefly, ask children to discuss what they notice about the words. Elicit that the words all end in -el. Show children the six word lists. Briefly, ask children to discuss what they notice about the words. Note: If children struggle to identify the rule, show the next slide (which refers to the first list) and give them time to re-discuss the other five lists. Elicit that the -el ending often follows the letters m, n, r, s, v or w.
Learn	Model applying the correct ending to these root words. To do this, model identifying the final letter before the le/el ending and checking the red letters to see if it appears there. If it does, apply the -el ending. You may wish to do this on an interactive whiteboard or using flipchart paper. It is beneficial for children to see your thought process modelled visually as well as verbally. paddle – follows a letter not listed beetle – follows a letter not listed enamel – follows the letter m
Practise	Before completing this task, read the intended words aloud to the children and ask them to repeat them back. - tunnel, squirrel, jingle, stable, swivel, uncle Give children time, on whiteboards, to practise applying the correct suffixes to these incomplete words. Go through the answers with the children, using this as an AfL opportunity for children to explain which ending is used and why. tunnel – follows the letter n squirrel – follows the letter r jingle – follows a letter not listed stable – follows a letter not listed swivel – follows the letter v uncle – follows a letter not listed



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Apply

The 'apply' stage should be completed in the format of a low-stakes spelling test.
Read the word aloud. Then, read the word in the context of the sentence. Then, read the word aloud again.

Allow children time to record the word. Remind them to choose the suffix carefully.

Slowly, the camel crossed the desert.

They played a fun word puzzle.

A large puddle formed after the rain.

Display the full sentences with answers for children to self-mark.

Teacher Guidance

The **-le** ending is the most commonly used of the endings in this unit.

It usually follows a consonant (other than those listed for the **-el** ending).

The **-le** ending is usually used when the last syllable of the word is unstressed.

The **-el** ending is often used after the letters **m, n, r, s, v** or **w**.

Examples of these include camel, tunnel, squirrel, tinsel, travel and towel.

The **-al** ending is often applied when the word is an adjective.

An example of this would include magical (where the noun **magic** has formed the adjective **magical**).

There is no clear rule for the application of the **-il** ending (e.g. pencil).

These words must simply be learned.