

### Lesson 30 Teaching alternative pronunciation for c and g

**Introduction:** Today we are learning the alternative pronunciation for the graphemes c and g.

**Aims:**

To learn and know the alternative pronunciation for the graphemes c **cat** /cent and g **got**/giant

- To be able to blend for reading
- To be able to segment for spelling
- To practise reading and spelling polysyllabic words

**Resources needed:**

- Flash cards Phase 5 Alternative Pronunciations
- Grapheme Cards for Children Phase 2
- Phoneme frames (if needed)
- Write words on cards (highlight the graphemes a and e in red so students recognise the alternative pronunciations)
- Books and pens

**Revisit and Review:**

Revise the GPCs from Phase 2

Show the grapheme cards c and g ask students to recognise it. Do all students recognise the graphemes? Address this if they are less confident.

Quickwrite graphemes: c and g

Display words: **c**risps, **c**oiling **g**lug, **g**arden

In pairs, ask students to use their blending skills for reading to accurately read the words containing the y and ch graphemes. Some students may need you to model this first.

**Teach:**

Explain that one grapheme can have more than one pronunciation.

Display words: **c**ent, **c**ell, **a**cid, **c**ertificate

Explain to pupils that the grapheme c makes the sound /s/ in these words.

Display words: **g**ent, **g**em, **g**inger, **m**agic

Explain to students that the grapheme g makes the sound /j/ in these words.

**Practise:**

**Blending for reading:** Ask students to read the words as you show them the cards.

cylinder, concentrate, celebrate, algebra, hydrogen, germinate

**Dictate words for students to spell:** Offer one word at a time. Put the word in the context of a sentence and briefly explain the meaning, if needed. Repeat the word that you want students to spell and ask them to write the word. Give students the opportunity to orally segment and identify the phonemes in the spoken word before they write a word. Some students may need phoneme frames.

citizen, literacy, century, genetic, digits, technology

Write the words on the board and ask students to check their own spellings. Ask students to read the words aloud. Note how well students are using the GPCs in reading and spelling.

**Apply:**

**Read sentences:** Display the sentences on the whiteboard or flipchart. Ask students to read each sentence on their own or to a partner.

Chemistry is certainly a very interesting subject. It consists of combining acids and bases in test tubes and collecting gases such as nitrogen, hydrogen and oxygen. However, to the non-chemist, changing states of matter can seem magical.

**Write sentences: Dictate sentences for students to write on their own.** When dictating sentences, ask students to repeat each sentence.

Every time we post online, we add traces in cyberspace that contribute to our digital footprint.

Last December we adopted a ginger kitten from the circus.

Ask students to read back their sentences. Ask students to show you their sentences once they have written them.

Address any misconceptions.

How well have students completed the reading and writing tasks?

**Assessment:**

Throughout the lesson, Throughout the lesson, note how well all the students are reading and writing words and sentences with the alternative pronunciations of the graphemes c and g.

Give students the opportunity to talk about this lesson.

Were there any words that they found difficult? If so, which ones? What made it difficult for them?

Identify students' exact difficulty – was it blending? Segmenting? Recognising or recalling graphemes?

Were they able to use the alternative pronunciations correctly? Were they able to recognise the alternative pronunciation in their reading?