

Alternative spellings of the /oa/ phoneme for Word Sort.

How to use these words:

Copy the sheet onto card, and cut out the word cards – enough for one set between two. Children work in pairs to spot the spelling of the /oa/ phoneme, read each word aloud, then put it into the correct list according to the spelling of the /oa/ phoneme.

You can give headings for the lists, or let them decide. When they finish sorting, ask them to practise reading down each list as quickly as possible to practise fluent blending and/or to take turns selecting a word at random for their partner to read.

NB. Exceptions (different pronunciation – they should not go into any of the lists) are in italics for discussion afterwards. You may wish to withhold these in the initial sort, or only give them to higher attainers / quick finishers.

Differentiation:

Higher attaining: add more words of their own to each list – spot the ‘best bet’ for spelling the phoneme in particular positions and next to particular letters (moving to Phase 6).

Lower attaining: give only a few simple words to begin with (perhaps only from this sheet?), adding more words as they sort the ones they have.

(Alternatively) teacher/TA helps pair/child put sound buttons on a word, then sound out, then read the word aloud, then add to the list (*Which letter or letters are making the /oa/ sound in this word?* (NB. Ask for letter names in response).

And/or give lower attainers words with the target phoneme highlighted.

boat	coat	float
bowl	pole	stole
goal	go	so
flow	toe	grow
show	below	robe
rode	toad	know
mole	hole	fold
pole	roll	moan

telephone	bone	stone
home	old	no
gold	row	sew
blow	Joe	oh
yellow	chose	froze
<i>love</i>	<i>cow</i>	<i>how</i>