

New Grapheme <ou>



Introduce

📌 **Objective:** “Today we will be learning a new grapheme, <ou>. Which of our friends represents the /ow/ phoneme?” Show a handful of pictophones, including the Owl, for children to pick from. Stick the Owl on the board.

Revisit

📌 **Quickwrite:** Say a phoneme and ask the children to write the grapheme for it on their whiteboards then hold up to share. Repeat with a few more phonemes.

Teach

📌 Remind the class that some phonemes have different spellings. “How have we learnt to write the phoneme /ow/ previously?” Write <ow> on the board under the Owl, then add today’s grapheme <ou> and practise saying the phoneme. Explain that <ou> rarely comes at the end of a word, with the examples of “how” and “loud”.

Practise

📌 **Word Sort:** Attach two pictophones to the board (Owl, Ox) and revise their phonemes, pointing at one and then the other with the class calling out the correct phoneme. Say a word and ask the children which phoneme the word has in it. Write the words under the correct pictophone, asking the children to help you spell the word. (out, hog, dog, shout, lot, about, fog, loud, found)

Apply

📌 **Phrase Draw:** Write a word for the children to decode and then draw on their whiteboards and hold up to share. (cloud, mouth, shout)

📌 **Mini Whiteboard Work:** Dictate a few words or sentences for the children to write on their whiteboards. (That brown cow is loud. Words: proud, sound, mouth)