

Homework without the hassle

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Foundation Set 08 sh and ch

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Chip and a Fish



Chip has a fish.



A cat is at a pond.



Chip can clap.



A cat can dash.



A fish is in a pond.
Chip is glad.

Chip and a Fish



Chip has a fish.



A cat is at a pond.



Chip can clap.



A cat can dash.



A fish is in a pond.
Chip is glad.

A Chip Shop



Jess has a chip shop.



A dish is in a box.



A box is shut.



Jess can tug.



Chips in a dish!
Jess is glad.

A Chip Shop



Jess has a chip shop.



A dish is in a box.



A box is shut.



Jess can tug.

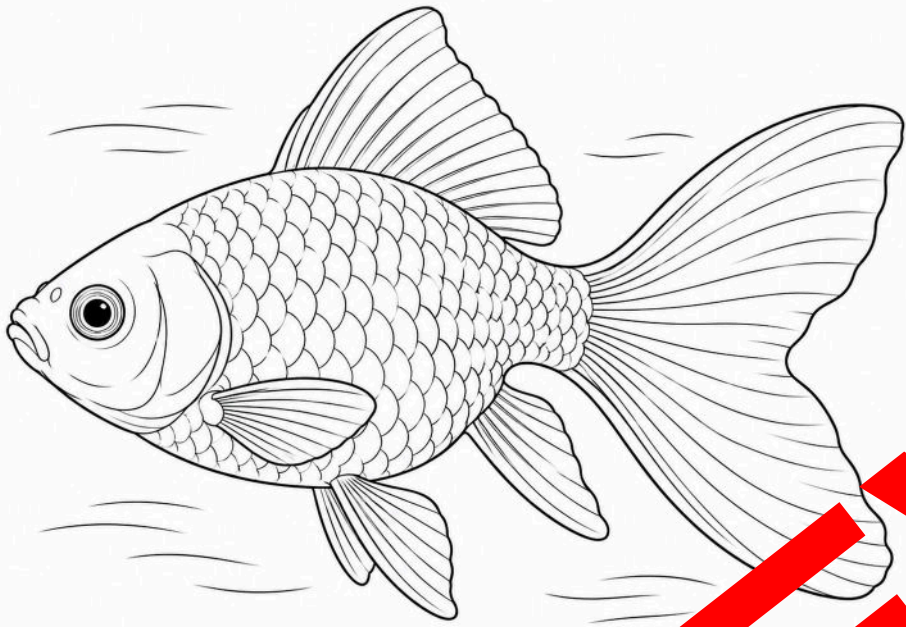


Chips in a dish!
Jess is glad.

A Fish



A fish has fins.



Fins help a fish swim.



A fish has gills.

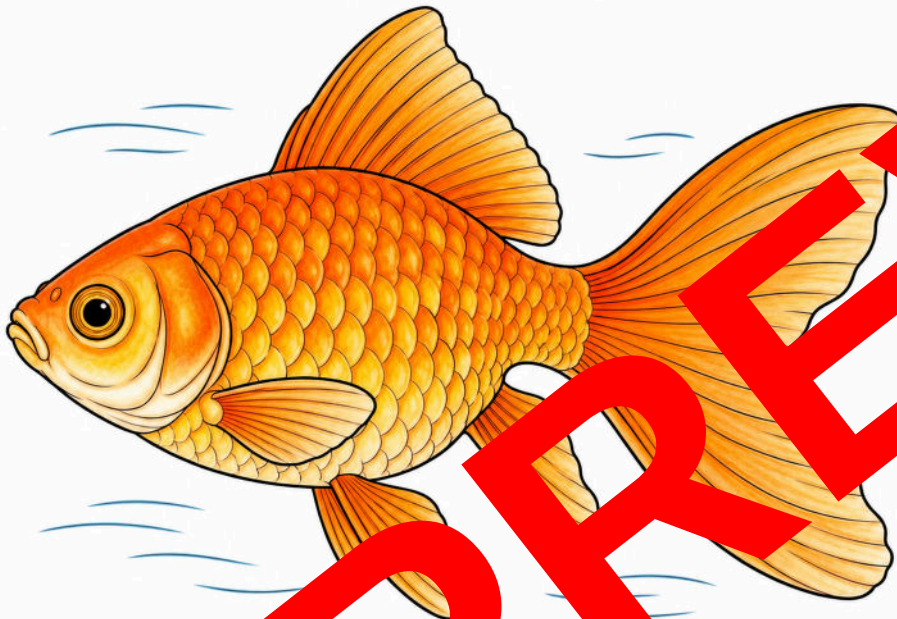


A fish can rest.

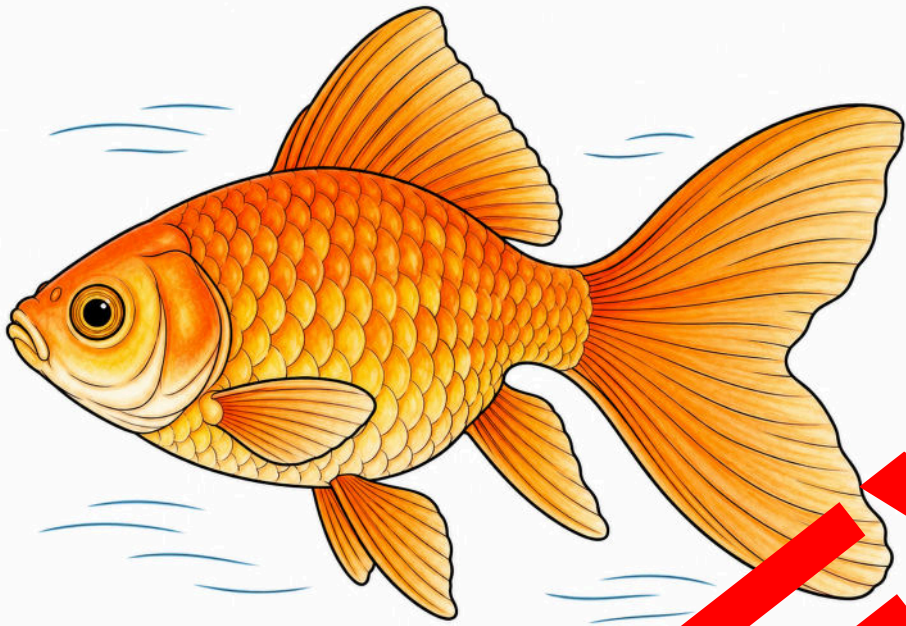


A fish can swim
in a pond.

A Fish



A fish has fins.



Fins help a fish swim.



A fish has gills.



A fish can rest.



A fish can swim
in a pond.

A Chip Shop



A chip shop has a till.



Cash is in a till.



A dish has chips.



Chips can be hot.



A shop can sell chips.

A Chip Shop



A chip shop has a till.



Cash is in a till.



A dish has chips.



Chips can be hot.



A shop can sell chips.

Teach, read and check

Use after explicit teaching of F08 and every earlier step. Model directions, then let students decode the practice print.

Focus and prerequisites

sh and ch each spell ONE sound. Review VC/CVC, VCC/CVCC, CCVC, five short vowels, ck/ff/ll/ss/zz, x as two sounds, and verified s as /z/. Teach simple -s meaning and its /s/ or /z/ pronunciation. Contrast sh in shop with s + t in stop; ch in chip with c + l in clip.

Teacher words and capitals

Teach she (e as ee), so (o as oa), all (a as or), and earlier article a. The non-fiction A Chip Shop also uses be (e as ee). Each book uses only a, or a and be. Review full is (i + z), has (h + a + z) and all (a + n + d); do not assume weak spoken forms are cleared. Teach capitals, including Chip and J.

Read and correct

Say clean sounds without added vowels; blend left to right. If a word is missed, point to the spelling, give its taught sound, blend and reread the sentence. Keep sh/ch together, reread for fluency, then discuss meaning. Ask what changed in each fiction story and what the non-fiction says.

Print and assemble

Readers: A4 landscape, actual size 100%, single-sided. Cut the cover guide; stack A5 pages 1-6 in order and staple left. Companion: portrait A4, actual size. Use page cards beside the writing spaces; reuse them for each word. No folded-booklet or duplex sewing.

Oral work and dictation

Page 2: hear sh/ch in ship, chin, chop. Page 4: prompts in order: ship, chin, chop. Page 8 word prompts: dish, chip, shop; sentence: She has a dish. Listen naturally, repeat, segment, write, then reread and check. Meaning first: a till holder, shop card, fins help swimming; gills take oxygen from water.

Check pages 1-7

Page 3: the first digraph words have three sounds; stop has four. Page 4: three spelling positions each; the supplied sh/ch/tp cards cover all words. Page 5 changes: 1 then 3; 1 then 2. Page 6 sh: ship/dish/shop; ch: chop/chin/chair. Page 7: Chip has a fish. / A shop has chips.

Check pages 8-10

Page 8 underlines e in she, o in so, a in all. Page 9: fish-3, chip-4, dish-2, shop-1; the drawing must match the chosen phrase. Page 10 transfer: chin has three sounds; brush and chest each have four. Record accuracy, correction and next practice. Safe pretend play in the fiction shop; hot food stays with a responsible grown-up.

One spelling, one sound

Cut the large cards. Say ONE sound for each sh or ch card. Compare with two separate sounds in a consonant cluster.

sh
.

Sh
.

ch
.

Ch
.

Listen: ship, chip. Say the first sound, then blend each word. Keep the two letters of sh or ch together.

sh i p
. . .

ch i p
. . .

Point, say, blend

Say each sound, then blend the word. Each dot is ONE sound. Compare the digraph in shop with the cluster in stop.

sh i p
• • •

ch i p
• • •

d i sh
• • •

ch a t
• • •

sh o p
• • •

s t o p
• • • •

Say, build, spell

Use the page 1 prompts in order. Repeat and segment. Build with the cards beside this page; write one spelling per box, then the whole word.

1

sh

ch

2

i

p

3

n

o

Change one sound

Read each row from left to right. Say which ONE sound changes each time. These large word cards can be cut out and moved.

ship
• • •

 >

chip
• • •

 >

chin
• •

shop
• • •

 >

chop
• • •

 >

chip
• • •

Choose one word. Say its sound. Write one spelling in each box. Write the whole word on the lines and reread it.

Read, cut, sort

Read and cut the word cards. Put each card beneath sh or ch according to the sound-spelling IN that word. Each space holds three cards.

ship

chop

chin

dash

shop

chat

sh

ch

PREVIEW

Build sentences

Read the jumbled tiles. Make each sentence with a capital at the start and a full stop at the end. Write it, then reread for meaning.

a

fish.

Chip

has

chips.

has

A

shop

Listen, write, check

Teach these words first. The underline marks the exceptional part. Copy each word, then use the page 1 dictation prompts. Reread and check.

she

so

all

Listen to the three word prompts. Segment, write and read each word. Check that sh or ch is one sound.

Listen to the sentence. Repeat it, write it, then check sounds, spaces, capital and full stop.

Read for meaning

Read the words. Match each word to the MAIN thing in one picture; use each picture once. Draw lines after reading.

fish

chip

dish

shop

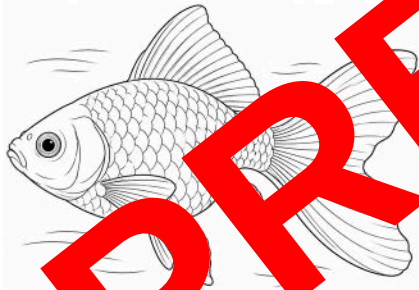
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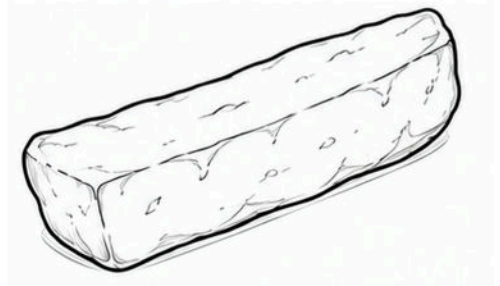
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3



4



Choose a phrase below. Read it, then draw what it says.

a fish

a shop

Reread and transfer

Decode these words. Point to each spelling; keep sh/ch together. Say what each word means, then reread without sounding out if ready.

ch i n
• • •

b r u sh
• • •

ch e s t
• • •

fish can swim.

Reread a reader. Tell what it shows and which word you can now read more easily. Choose one word for more practice.

Teacher observations

Accuracy _____

Self-correction _____

Next practice _____