

**Focus learning: -el (/l/ or /əl/) at the end of words.**

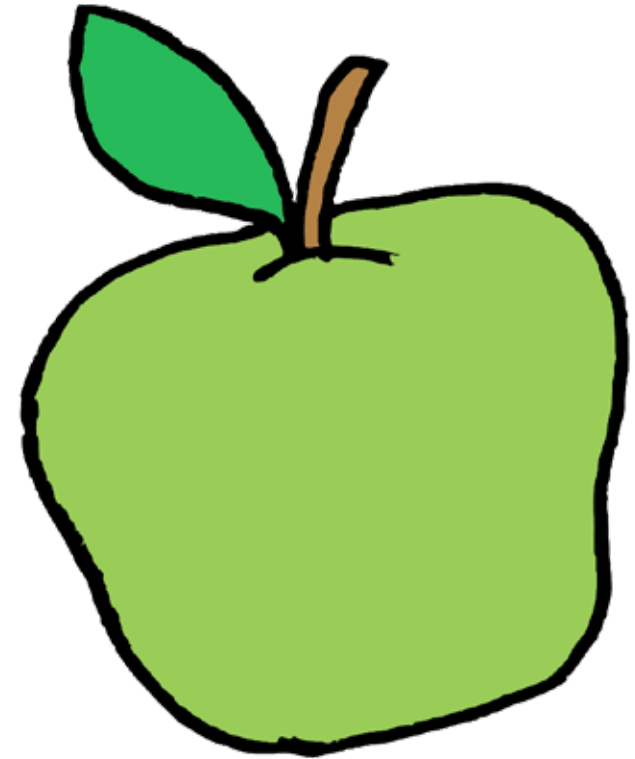
**Learning objective: To know that -el is a less common way of spelling /l/ at the end of a word.**

- Explain that today we will learning a different way of spelling the /l/ sound at the end of words.
- Display the poster with 'le' and the apple. Remind children that when the /l/ sound occurs at the end of a word, it is most often written 'le'. This usually makes the schwa sound.
- Now show children the poster with 'el' and the camel.
- Explain that 'el' is a less common spelling of this sound. It usually follows m, n, r, v, w, sh, ch, th, qu.
- Place the two posters in different areas of the classroom, where all children can see them: eg. at either ends of the carpet or on two different tables.
- Give each child at least one word card. Ensure that all word cards are given out.
- Now ask children to read their word aloud, then place it next to the correct poster. Support children with reading their words where necessary.
- When all words have been placed, ask for two children to count how many words have been placed in each group.
- Draw attention to there being more words next to the 'le' poster.
- Remind children that at the end of a word, the /l/ sound is most often written 'le' but can sometimes be written 'el'. This usually makes the schwa sound.

le



The most common spelling of /l/ at the end of a word.



apple

# e l



Not as common.

Usually after m, n, r, v, w, sh, ch, th, qu.



# camel

table

bubble

circle

tentacle

sparkle

chuckle

middle

cuddle

angle

giggle

simple

apple

purple

beetle

kettle

turtle

puzzle

temple

dimple

gentle

candle

needle

wobble

tackle

funnel

level

sequel

satchel

towel

jewel



swivel

travel

squirrel

tunnel

kennel

camel