Hands On Teaching (H.O.T.)

READING & SPELLING PROGRAMME

TOPIC 4

/CH/ WORDS

WORKSHEETS

Miranda Swift 2014
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<th>Date Taught</th>
<th>Date Reviewed</th>
</tr>
</thead>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1  Topic 2</strong> Short Vowels</td>
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<td></td>
<td></td>
</tr>
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<td><strong>Level 1  Topic 3</strong> Consonant Digraph /sh/</td>
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<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>plug slug</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1  Topic 10</strong> Two Letter “R” Blends</td>
<td>brush crush</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1  Topic 11</strong> Three letter Blends</td>
<td>squid scrub</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1  Topic 12</strong> Essential Words 1</td>
<td>down was you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Level 1 Topic 4
Consonant Digraph /ch/

AIM:
1. To know and recognise the sound /ch/ as in chips.
2. To be able to recognise and use different sound units in a word.
3. To be able to use word building and blending skills to read words.
4. To be able to read and spell Consonant Digraph /ch/ words such as chop, chips, much, such and chat.
5. To be able to discriminate between the sounds /sh/ and /ch/.

“ch” saying /ch/
as in chips

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Level 1 Topic 4

/ch/ as in chips

Print this page onto card.
Cut out the word list and the picture.
Stick the picture on the back of the word card.
Below the picture write /ch/.

“ch” saying /ch/ as in chips

rich
chip
chips
such
much
chop
chops
chin
chap
chaps
chug
chat

/ch/
Spelling Strategy For /ch/ Spelling Pattern

If you know the sounds of the alphabet and the short vowels you will be able to read and spell these words.

/ch/ as in chips

ch i p

Sound out your words

To help you

Read and Spell!

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Sound out the letters, then read the word and finally spell the word.

<table>
<thead>
<tr>
<th>1st Sound</th>
<th>2nd Sound</th>
<th>3rd Sound</th>
<th>Read The Word</th>
<th>Spell The Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>r</td>
<td>i</td>
<td>ch</td>
<td>✓</td>
<td>rich</td>
</tr>
<tr>
<td>s</td>
<td>u</td>
<td>ch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>u</td>
<td>ch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>i</td>
<td>ch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Sound</th>
<th>2nd Sound</th>
<th>3rd Sound</th>
<th>Read The Word</th>
<th>Spell The Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch</td>
<td>i</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>i</td>
<td>ps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>o</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>o</td>
<td>ps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>i</td>
<td>n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>a</td>
<td>p</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>a</td>
<td>ps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>u</td>
<td>g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>a</td>
<td>t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Crack The Code!

<table>
<thead>
<tr>
<th>→</th>
<th>□</th>
<th>◊</th>
<th>◡</th>
<th>:</th>
<th>◉</th>
<th>→</th>
<th>□</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>c</td>
<td>g</td>
<td>h</td>
<td>i</td>
<td>m</td>
<td>n</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>◊</td>
<td>◽</td>
<td>→</td>
<td>◡</td>
<td>→</td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>p</td>
<td>r</td>
<td>s</td>
<td>t</td>
<td>u</td>
<td>w</td>
<td></td>
</tr>
</tbody>
</table>

Use the code above to find out which words are hidden below.

1. ![Target](image) ![Diamond](image) ![Square](image) ![Tree](image) ![R](image) ![I](image) ![C](image) ![H](image) — **rich**

2. ![Square](image) ![Tree](image) ![Diamond](image) ![Purple Triangle](image) — __________

3. ![Target](image) ![Tree](image) ![Diamond](image) ![Purple Triangle](image) — __________

4. ![Tree](image) ![Diamond](image) ![Square](image) ![Target](image) ![Purple Triangle](image) — __________

5. ![Square](image) ![Tree](image) ![Diamond](image) ![Purple Triangle](image) — __________

6. ![Tree](image) ![Diamond](image) ![Square](image) ![Target](image) ![Purple Triangle](image) — __________

7. ![Target](image) ![Tree](image) ![Diamond](image) ![Purple Triangle](image) — __________

8. ![Tree](image) ![Diamond](image) ![Square](image) ![Target](image) ![Purple Triangle](image) — __________

9. ![Square](image) ![Tree](image) ![Diamond](image) ![Purple Triangle](image) — __________

10. ![Tree](image) ![Diamond](image) ![Square](image) ![Target](image) ![Purple Triangle](image) — __________

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Fill in the /ch/ words to their correct visual block. Look carefully at the words and check that you know all the sounds.

<table>
<thead>
<tr>
<th>Visual Block</th>
<th>/ch/ Word List</th>
<th>Visual Block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>rich</td>
<td><strong>2.</strong></td>
</tr>
<tr>
<td>rich</td>
<td>such</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>much</td>
<td><strong>4.</strong></td>
</tr>
<tr>
<td>much</td>
<td>chip</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>chips</td>
<td><strong>6.</strong></td>
</tr>
<tr>
<td>chips</td>
<td>chop</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>chops</td>
<td><strong>8.</strong></td>
</tr>
<tr>
<td>chops</td>
<td>chin</td>
<td></td>
</tr>
<tr>
<td><strong>9.</strong></td>
<td>chap</td>
<td><strong>10.</strong></td>
</tr>
<tr>
<td>chap</td>
<td>chaps</td>
<td></td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>chug</td>
<td><strong>12.</strong></td>
</tr>
<tr>
<td>chug</td>
<td>chat</td>
<td></td>
</tr>
</tbody>
</table>

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Look at the word then try and find it hidden amongst the letters.

<table>
<thead>
<tr>
<th>word</th>
<th>letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>rich</td>
<td>q w d f r i c h h j h f b v c k t y</td>
</tr>
<tr>
<td>chip</td>
<td>f g v b t y k l s d c h i p o t r u</td>
</tr>
<tr>
<td>chips</td>
<td>k y v g a c h i p s j n r c f n k l</td>
</tr>
<tr>
<td>such</td>
<td>p s u c h o u y q w j k t y v d f t</td>
</tr>
<tr>
<td>much</td>
<td>l r t l c v n h j m u c h m h o p r</td>
</tr>
<tr>
<td>chop</td>
<td>z x c d g h p l c h o p n j f t u p</td>
</tr>
<tr>
<td>chops</td>
<td>t y j k c h o p s h q b f h t o r s</td>
</tr>
<tr>
<td>chin</td>
<td>g h y t n j k y w x c h i n d v t j</td>
</tr>
<tr>
<td>chap</td>
<td>b r u d h j f y t r e c h a p h v d</td>
</tr>
<tr>
<td>chaps</td>
<td>h b c h a p s y d b j g k l w e v z</td>
</tr>
<tr>
<td>chug</td>
<td>z x c f g t j n l c h u g h l t y n</td>
</tr>
<tr>
<td>chat</td>
<td>h j k d y u a c h a t x s j g h r t</td>
</tr>
</tbody>
</table>
Use a blue colour to circle the /ch/ word.
Then write the word.

```
q w d f r i c h h j h f b v c k t y

f g v b t y k l s d c h i p o t r u

k y v g a c h i p s j n r c f n k l

p s u c h o u y q w j k t y v d f t

l r t l c v n h j m u c h m h o p r

z x c d g h p l c h o p n j f t u p

ty j k c h o p s h q b f h t o r s

g h y t n j k y w x c h i n d v t j

b r u d h j f y t r e c h a p h v d

h b c h a p s y d b j g k l w e v z

z x c f g t j n l c h u g h l t y n

h j k d y u a c h a t x s j g h r t
```
/ch/ Reading Activity

The Book Mark

1. Print onto card.
2. Cut out the book mark and the tab with the consonant digraph /ch/ words.
3. On the book mark cut out the 3 spaces.
4. Use the 1 and 3 spaces to insert the tab.
5. If inserted correctly students will now be able to read the words through space 2.
6. The student moves the book mark down the tab and reads the words.

The Tab

rich
chip
chips
such
much
chop
chops
chin
chap
chaps
chug
chat

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Can you put the letters in the correct order to make 8 /ch/ words. Write the words in the chimneys.

- rich
- hopc
- nhi
- hgc
- teach

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Can you read these 12 /ch/ words in the chimneys?

Score: ____

rich    chip    such    much
chips   chop    chin    chap
chops   chug    chat    chaps

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Can you remember 8 /ch/ words. Write the words in the chimneys. Then write the vowel in the red box in the smoke.
### Track For /ch/

Run your pen underneath the words.  
Go pass the word with the sound /ch/ and then come back and circle it.  
At the end of the line pick up your pen and start on a new line.

<table>
<thead>
<tr>
<th>rich</th>
<th>fish</th>
<th>chip</th>
<th>shed</th>
</tr>
</thead>
<tbody>
<tr>
<td>dish</td>
<td>such</td>
<td>shops</td>
<td>chaps</td>
</tr>
<tr>
<td>much</td>
<td>shut</td>
<td>shed</td>
<td>chop</td>
</tr>
<tr>
<td>chat</td>
<td>chips</td>
<td>ash</td>
<td>mash</td>
</tr>
<tr>
<td>rush</td>
<td>dash</td>
<td>chops</td>
<td>wish</td>
</tr>
<tr>
<td>rash</td>
<td>chin</td>
<td>ship</td>
<td>sash</td>
</tr>
<tr>
<td>chug</td>
<td>shop</td>
<td>chap</td>
<td>cash</td>
</tr>
</tbody>
</table>

Draw a picture of the 5 short vowels. Now write the /ch/ word under the picture with the same vowel sound.

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Take a blue pen and circle /ch/ in all the words below.

1. r i c h
2. c h i p
3. c h i p s
4. s u c h
5. m u c h
6. c h o p
7. c h o p s
8. c h i n
9. c h a p
10. c h a p s
11. c h u g
12. c h a t

1. Chat to the lad in the shop.
2. The rich chap had much cash.
3. The kid had a red chin.
4. The fish and chips is on the dish.
5. Chop the logs in the shed.

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Can you read these 12 words below?

rich  chops
chip  chin
chips  chap
such  chaps
much  chug
chop  chat

Read these sentences. Draw pictures to help you to remember the /sh/ and /ch/ sounds.

1. Chat to the lad in the shop.

2. The rich chap had much cash.

3. The kid had a red chin.

4. The fish and chips is on the dish.

5. Chop the logs in the shed.
Read these 12 words to your student.
Then read the 5 sentences below to your student.

1. rich
2. chip
3. chips
4. such
5. much
6. chop
7. chops
8. chin
9. chap
10. chaps
11. chug
12. chat

1. Chat to the lad in the shop.
2. The rich chap had much cash.
3. The kid had a red chin.
4. The fish and chips is on the dish.
5. Chop the logs in the shed.
Listen carefully to the spellings and the dictation. Remember the words have the spelling pattern /ch/ and /sh/.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
Auditory Discrimination Of /sh/ and /ch/

Read the words to your student one at a time.
The student decides whether the word has a /sh/ or /ch/ sound.
The student writes the /sh/ words in the fish.
The student writes the /ch/ words in the chips.
Can your student hear the difference between /sh/ and /ch/ now?
Finally get your student to check that he has heard and spelt the words correctly.

1. chips  13. cash
2. fish    14. rich
3. shut    15. mash
4. such    16. sash
5. dish    17. chug
6. much    18. chap
7. chop    19. dash
8. shed    20. chops
9. shop    21. chum
10. chip   22. ash
11. rush   23. chaps
12. chin   24. wish

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Fish Or Chips?

Write the /sh/ words below.

1. 2. 3. 4. 5. 6.

7. 8. 9. 10. 11. 12.
Fish Or Chips?

Write the /ch/ words above.

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