# Reception phonics – lesson 58

View video at: <https://youtu.be/dXTKUYr0gJI>

## Video transcript

Hi superstars. It's great to have you back learning today. How did you go with the words from our last lesson? Did you read some of these words? Maybe you used your letter tiles to build them or perhaps you wrote some of those words down. Let's read them one more time. Kit, skin, kiln, milk.

Today, you're going to need something to write on, something to write with, your listening ears. Are you ready? Let's get started. Our first task today, we're going to swap out the syllables in words to make new words. Are you ready? Our first word is chunky. What word? Chunky. Instead of chunk, say speed. What's our new word? Speedy. Well done. Our word is speedy. What word? Speedy. Instead of speed, say mud. What's our new word? Muddy. Great job. The word is muddy. What word? Muddy. Instead of mud, say fun. What's our new word? Funny. Well done everybody.

I have some alphabet letters here now. Remember, they have the capital next to the lowercase letter. Say the letter names as you see them. Off we go. [g] [a] [c] [z] [p]. Great job. It's time to do our sky writing now. So make sure that you stand up and have your sky writing arm ready. Remember, letter name, keyword then phoneme. Are you ready? Off we go. [k] kite /k/. [l] ladder /l/. [u] umbrella /u/. [c] cat /c/. [o] orange /o/. [h] hat /h/. [b] bed /b/. [f] fish /f/. [t] tap /t/. [a] apple /a/. [e] egg /e/. [d] dog /d/. [i] insect /i/. [p] pig /p/. [m] mouse /m/. [s] sun /s/. [g] gate /g/. [r] rabbit /r/. [n] nose /n/.

Do you have your pencil with you? It's time now to write some of the graphemes that we know. I have my box with me and I'm going to tell you what phoneme that you're going to listen for so that you can write the grapheme. Are you ready? I have a letter in my hand and the phoneme is /k/. What phoneme? /k/. To write this letter I go down, in and out. Write the grapheme for /k/. Are you ready? Check here. Does yours look like mine? That's right. It's the letter [k]. We go down, in and out /k/. Let's try another one. I have a letter in my hand and the phoneme is /m/. What phoneme? /m/. To write this letter I go down, up, over, up, over. Write the grapheme for /m/. And check. Does yours look like mine? That's right, it's the letter [m]. We go down, up, over, up, over /m/. One more. I have a letter in my hand and the phoneme is /s/. What phoneme? /s/. To write this letter I curl around and back. Write the grapheme for /s/. Are you ready? Check here. Does yours look like mine? That's right, it's the letter [s]. Curl around and back /s/. Great job!

We've been learning lots of words. Let's read some of the words that we know together. /k/ /e/ /p/ /t/ kept. What word? Kept. /s/ /k/ /i/ /p/ skip. What word? Skip. That's right. /k/ /i/ /l/ /t/ kilt. What word? Kilt. /b/ /r/ /a/ /g/ brag. What word? Brag. /b/ /e/ /l/ /t/ belt. What word? Belt. Last one. Oh, this one's a good one. /s/ /p/ /e/ /n/ /t/ spent. What word? Spent.

Do you still have your pencil with you? It's time to write some of those words now. The first word that I want you to write is the word kept. What word? Kept. I need to clean my board. I want you to start writing. Remember, sound it out as you write it. How did you go? Did you remember to tap out the sounds in kept. Let's do it together. /k/ /e/ /p/ /t/. I'm going to write the word kept on the board and I want you to check your writing. /k/ /e/ /p/ /t/. How did you go? Does yours look like mine? /k/ /e/ /p/ /t/ kept. Tick and fix. Our next word is the word skip. What word? Skip. Remember, tap it out first. /s/ /k/ /i/ /p/. Four phonemes. Sound it out as you write it. Off you go. /s/ /k/ /i/ /p/. I'll write it up here, have a look at mine. /s/ /k/ /i/ /p/. How did you go? Does yours look like mine? /s/ /k/ /i/ /p/ skip. Tick or fix. One more. Our next word is kilt. What word? Kilt. A kilt is a tartan skirt. Let's tap out those sounds in kilt /k/ /i/ /l/ /t/. Four phonemes again. Off you go, sound it out as you write it. /k/ /i/ /l/ /t/. Have a look at me. /k/ /i/ /l/ /t/. Does yours look like mine? /k/ /i/ /l/ /t/ kilt. Tick or fix.

It's time now to have a look at our tricky words that we already know. As I point to the words, I want you to read them with me. I a the is my. Fantastic!

In today's lesson we are going to learn about the letter that we can use to read and write the phoneme /j/. Can you remember learning about the phoneme /j/ as in jam? Say it with me. /j/ as in jam. Is /j/ voiced or unvoiced? Can you remember how we check? That's right, put your fingers on your throat and say /j/. Can you feel your voice box vibrating? /j/. I can. That means that /j/ is a voiced sound. This is the letter [j]. The letter [j] is the letter that we use when we read and write the phoneme /j/. So our letter name is [j], our keyword is jam, and our phoneme is /j/. Can you say that with me? [j] jam /j/. One more time. [j] jam /j/.

To form that letter we go down, curl and a dot. Can you try that? Go down, curl and a dot. Well done. Let's try our sky writing now. Stand up for me, have your sky writing arm ready. Remember we're going to say [j] jam /j/. Are you ready? Off we go. [j] jam /j/. Again. [j] jam /j/. One more time. [j] jam /j/. Great job everyone.

Pick up your pencils. It's time to do some writing now, but I need to clean my board first. This is the letter [j]. To write the letter [j] we start here, we go down, curl and a dot. Can you trace that letter with me? Start here, go down, curl and a dot. Let me show you how to write that letter. We start here, we go down, curl and a dot. Let's write it together. Start here, we go down, curl and a dot. Let's write it five more times. Down, curl and a dot. Down, curl and a dot. Let's go. Three more. Down, curl and a dot. Down, curl and a dot. One more. Down, curl and a dot. How did you go? Mine have gone a little bit crooked today. I hope yours look a little bit straighter than mine.

It's time now to find the letter [j] in the alphabet. Remember, when you see and hear the letter [j] you need to say stop, to help me out. Off we go. [a] [b] [c] [d] [e] [f] [g] [h] [i] [j] stop. Did you say stop? I think I could hear you. This is where the letter [j] is in the alphabet. Can you tell me what letter comes before the letter [j]? That's right, it's the letter [i]. And what letter comes after the letter [j]? Yes, the letter [k].

Sometimes when we are reading and writing, we need to use a capital letter [j]. The capital letter [j] looks like this and it looks different to the lowercase letter [j]. We might need to use a capital at the beginning of a sentence or at the beginning of a name.

It's time now to play thumbs up, thumbs down. Remember, you need to listen for the /j/ sound in these words. Our first word is jaguar. What word? Jaguar. Can you hear a /j/ in jaguar? Yes, my thumbs are up. This is a buttercup. What word? Buttercup. Can you hear /j/ in buttercup? No, that's right, thumbs are down. This is a jacket. It looks nice and warm. Can you hear a /j/ in jacket? Yes, thumbs are up. And our last picture is a picture of jam. What word? Jam. Do you hear /j/ in jam? Yes, I do too, my thumbs are up. Great job everyone.

It's time now to do some blending. I'm going to show you two pictures and I want you to point to the picture that I'm sounding out. All of these letters. All of these pictures have the sound /j/ in them so you need to listen really carefully. Are you ready? /j/ /e/ /t/. Listen again. /j/ /e/ /t/. Did you point to jet? Great job. Let's try another one. /j/ /e/ /ll/ /ē/. Listen again. /j/ /e/ /ll/ /ē/. Did you point to jelly? Delicious. Let's try another one. /j/ /u/ /g/. Again. /j/ /u/ /g/. Did you point to jug? Well done. Last one. /j/ /a/ /m/. One more time. /j/ /a/ /m/. Did you point to jam? Well done everyone.

Let's do some segmenting of sounds in some words. I have Lucy and she's going to help us again today. Are you standing up so that you can jump out the sounds in these words too? Are you ready? Our first word is jig. What word? Jig. Off you go /j/ /i/ /g/ jig. Well done. Our next word is jolly. What word? Jolly. Off you go, jumping up and down. /j/ /o/ /ll/ /ē/ jolly. Well done Lucy. You're very good at this. Our next word is jack. What word? Jack. Off you go, jumping up and down. /j/ /a/ /c/ /k/ jack. Yes, that's right. And our last word is just. What word? Just. Off you go. /j/ /u/ /s/ /t/ just. I wonder how high you jumped today. Thanks for your help Lucy.

It's time now to do some reading so I need to clean my board ready for our decodable sentence. Are you ready to sound some words out before we read our sentence? Remember, when you see this line, we need to say the sounds like this /j/ /i/. When there isn't a line, we put them together. /ji/. Are you ready? This word has a capital [j]. I wonder why. Let's have a read.

/j/ /i/. /Ji/. /Ji/ /m/ Jim. What word? Jim. Jim is somebody's name. That's why it has a capital [j]. Oh, this one does too. I wonder if this is another name. /j/ /e/. /Je/. /Je/ /n/ Jen. What word? Jen. Are you reading with me? Let's try the next one. /j/ /o/. /jo/. /jo/ /g/ jog. What word? Jog. /j/ /u/. /ju/. /ju/ /m/. /jum/. /jum/ /p/ jump. What word? Jump. Just like you did before with Lucy. So our words are Jim, Jen, jog, jump. I'll put our sentence up now.

I have our sentence pyramid up on the board. Remember, I'm going to cover them up so we just read one word at a time. Let's read the first word. /j/ /i/ /m/ Jim.

Jim /a/ /n/ /d/ and.

Jim and /j/ /e/ /n/ Jen.

Jim and Jen /c/ /a/ /n/ can.

Jim and Jen can /j/ /u/ /m/ /p/ jump. What word? Jump.

Jim and Jen can jump and, we've already read that word in this sentence.

Jim and Jen can jump and /j/ /o/ /g/ jog.

Let's read that sentence one more time, a little bit faster this time. Jim and Jen can jump and jog. One more. Jim and Jen can jump and jog. Can you jump? Can you jog? I'm sure you can very fast.

Today we have been learning about the letter that we can use to read and write the phoneme /j/. Our letter name, what is it? That's right, it's [j]. What's our keyword? Jam. And our phoneme is /j/. Can you put it all together for me? [j] jam /j/. Let sky write again three times. Off we go. [j] jam /j/. Again. [j] jam /j/. One more time. [j] jam /j/.

Before we see each other again next time, I wonder if you might be able to make your letter tile for the letter [j], just like I have. And perhaps you can practice reading our sentence. Let's read it one more time together. Jim and Jen can jump and jog. You might read that sentence. Perhaps you might write some of those words or you might even use your letter tiles to build some of those words. I wonder if you might be an amazing illustrator and draw a picture of Jim and Jen jumping and jogging. I've loved learning with you again today and I can't wait to learn with you again soon. Have a wonderful day. Bye!

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