# Reception phonics – lesson 61

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## Video transcript

Hi everyone, it's great to have you back with me today. My name is Sharnie welcome to our next phonics lesson. How did you go reading the sentences from our last lesson? Let's read them one more time together. The kiln is as hot as the sun. Jim and Jen can jump and jog. Last sentence. I kept a kit on the desk. Did you write some of those sentences? Perhaps you even drew some pictures. For today's lesson you're going to need something to write on, something to write with, and your listening ears. Are you ready to have some fun, let's get started. We have been practicing changing some sounds in words. Today I have some colourful cards for you and we're going to listen to the beginning sound in the word. That's the sound that we're going to swap out for a new sound to make a new word. Are you ready let's do the first one together. The word is bag, what word bag /b/ /a/ g/. Change /b/ to /t/ and the word is /t/ ag tag. That's right the word is tag, what word tag change /t/ to /r/ and the word is rag /r/ ag. Well done! Let's try another one, the word is rag, what word, rag. Change /r/ to /s/ and the word is /s/ ag sag. Great job everyone! This time when we do our alphabet letters, I have a mixture of lowercase and capital letters I'm going to show you the cards and I want you to tell me the letter name. Okay let's go [r] [v] [g] [x] [m] [b] [z] [p] [o] [i] and [b.] How did you go with that task? We've been learning lots about the capital and lowercase letters and our alphabet letter names. It's time now for skywriting so up you get. We have so many cards, so many letters that we know now. Let's get our fingers ready off we go [j] jam /j/[k] kite/ k/ [f] fish /f/[b] bed /b/[s] sun /s/ [r] rabbit /r/ [n] nose /n/ [c] cat /c/[o] orange /o/ [h] hat /h/ [g] gate /g/ [l] ladder /l/ [e] egg /e/ [d] dog /d/ [i] insect /i/ [t] tap /t/ [a] apple /a/[p]pig /p/ [u] umbrella /u/ [m] mouse /m/. We were really fast that time, great job everyone!

I'm going to hold my cards in front of me and I'm going to say a word this time, so I want you to listen carefully. This is our key word listen for the first sound in these words because I want you to write that grapheme down. Do you have your pencil ready? The first word is jam, what word, jam. What sound do you hear at the beginning of jam listen again jam /j/. Can you hear the phoneme? Write that down. How do you write /j/, are you ready to check? Eyes here. Does yours look like mine? We go down, curl, and a dot. Well done, let's try another one. I wonder what it might be next. I want you to think of the word kite. What word, kite. What sound do you hear at the beginning of kite? That's right /k/can you write the grapheme for/ k/? Off you go and check here does yours look like mine? That's right it's the letter [k] down, in, out. One more the word is fish, what word, fish. What phoneme do you hear at the beginning of fish? That's right, can you write the grapheme for /f/? Off you go. And check does yours look like mine? We go curl down, and cross. That's right it's the letter [f] fish /f/. Well done!

Pop your pencils away. It's time to do some reading now. These are some of the words that we can read using all of the phonemes and graphemes that we know. Are you ready, let's practice them. We'll decode and read each letter first and then we'll put the word together off we go. /k/ /e/ /p/ /t/ kept. /j/ /u/ /m/ /p/ jump /k/ /i/ /p/ kip /d/ /u/ /s/ /t/ dust. Well done you're doing a great job! /s/ /k/ /i/ /n/skin. Last one /j/ /u/ /g/ jug. Did you sound out all of those sounds in the word and then put the word together? It's really important, that's what great readers do. Let's practice reading them one more time as whole words off we go kept, jump, kip, dust, skin, jug. Well done!

Now we're going to write some of those words. You'll need your paper and your pencil, and I need to clean my board so I can write too. Okay are you ready to write some words? Our first word is jug, what word, jug. Let's tap out those sounds. /j/ /u/ /g/ jug. How many phonemes? Three. Can you write them down. Write the graphemes and sound it out as you write it. Off you go /j/ /u/ /g/. Have a look up here does yours look like mine? /j/ /u/ /g/ jug. Tick or fix. Our next word is the word kept. Tap out those sounds /k/ /e/ /p/ /t/. How many phonemes in the word kept? Four phonemes. Well done! Now the /k/ phoneme in this word is /k/ as in kite. Off you go, write it down, sound it out as you write it. /k/ /e/ /p/ /t/. How did you go? Does yours look like mine? Let's check. /k/ /e/ /p/ /t/ kept. Tick or fix. Well done! One more, the last word is jump, what word, jump that's right. Let's tap out those phonemes. /j/ /u/ /m/ /p/. How many phonemes? Four. Off we go, sound it out as you write it. /j/ /u/ /m/ /p/. Have a look, check your work. Does yours look like mine? /j/ /u/ /m /p/ jump. Tick or fix. Amazing writing everyone! You're doing such a great job.

We have learnt lots of tricky words already, let's go over some of them that we know. Read the word as I point to it as, my, is, the, a. Great job these are the words that we need to know off by heart. Well done!

Today in our lesson we are going to learn about the letter that we can use to read and write the phoneme /w/. Do you remember learning about the phoneme /w/ as in web. Say it with me /w/as in web. Can you check is /w/ a voiced or unvoiced phoneme? That's right, it's a voiced phoneme. I can feel my voice box vibrating, can you? This is the letter [w]. The letter [w] is the letter that we use to read and write the phoneme /w/. So our letter name is [w]. What name? [w] Our keyword is web. What word? Web, and the phoneme is /w/. Well done! Let's put it all together [w] web /w/. One more time, [w] web /w/ Let's have a look at how we write that letter now. To write that letter we go slopey line down, slopey line up, slopey line down, slopey line up. Are you ready? Try it with me. Slopey line down, slopey line up, slopey line down, slopey line up. Well done, let's try sky writing now and remember we're going to say [w] web /w/. Off we go [w] web /w/. Well done! Let's do it again [w] web /w/. One more time [w] web /w/. Great job everyone! Let's practice our handwriting now. So, get your paper and your pencil ready, I'll clean my board and we'll practice writing this letter. Okay are you ready? Let's trace it first. We start here slopey line down, slopey line up, slopey line down, slopey line up. Let's do that again. Down up, down, up. Off we go. I'll show you how to write it first, watch me. Down, up, down, up. Can you try to write a letter [w]. Off you go, down, up, down, up. Well done let's write it five more times and I want to see your best writing. Off you go, down, up, down, up, [w] down, up, down, up, [w] three more[w] down, up, down, up [w] How are you going? Last one [w]. Have a look, do your letter [w]'s look like mine? I'm sure you've done an amazing job.

Pop your pencils down now because it's time to find the letter [w]in the alphabet. Remember, when you see the letter [w] you need to say stop and we'll have a look where it is. Off we go [a] [ b] [c] [d] [e] [f] [g] [h] [i] [j] [k] [l] [m] [n] [o] [p] [q] [r] [s] [t] [u] [v] [w] Stop! Did you call out stop when I pointed to the letter [w]? Well done, it's nearly right at the end. What letter do you see before the letter [w] that's right it's the letter [v] and can you tell me what letter is after the letter [w] yes the letter [x]. Well done, here is the letter [w] in the alphabet. Sometimes when we're reading and writing we need to use the capital letter. Remember we might need this letter at the beginning of a sentence or for somebody's name. This is what the capital letter [w] looks like, it's a little bit different to the lowercase [w] because it's a little bit bigger. It's time now to play our thumbs up thumbs down game. Remember we are listening for the /w/ phoneme in these words if you hear it give me a big thumbs up, if you don't hear it thumbs are down. The first word is wagon, what word, wagon. Do you hear /w/ in wagon? Yes, I do it's at the beginning. This is a wig, what word, wig. A wig is a hairpiece. Do you hear /w/ in wig? Yes, I do too, at the beginning. This is a doorbell ding dong do you hear /w/ in doorbell? No, I don't either, thumbs are down. Last one this is a web do you hear /w/ in web? Yes, my thumbs are up, it's at the beginning and this is our key word today.

It's time now to do some blending. I'm going to put some pictures up on the board and I'm going to sound out some words and I want you to point to the right picture. I have four pictures on the board. Let me show you, this is a person winning a race so the word here will say win, what word, win. This is a puddle and the person's foot is very wet, so we'll say wet, what word, wet. This is a dog tail and it's wagging so for this task we'll say wag, what word, wag and the last picture is a weed that you might find growing in your garden what word, weed. Are you ready to listen okay /w/ /a/ /g/ listen again /w/ /a/ /g/. I might get Lucy to help me today. She might point to the words for us. Lucy did you hear those sounds? /w/ /a/ /g/. Yes you did. Which word Lucy? Which picture? Wag did you point to wag like Lucy did? Well done, listen for the next one. /w/ /e/ /t/ Listen again /w/ /e/ /t/ Which picture Lucy? Have a look, yes that's right it's wet. Did you point to wet too? Listen again /w/ /i/ /n/ One more time /w/ /i/ /n/. Have a look Lucy, which one will you point to? Win, yes that's right, did you point to win too? And the last one /w /ee/ /d/. One more time /w/ /ee/ /d/. Lucy which one is it? Yes it's weed. Well done everyone!

It's time now to segment some sounds. Lucy, can you help us jump today. I think she likes this one, let's get started up out of your seats. I'm going to say a word and then we're going to jump out those sounds in that word. Are you ready, the first word is went, what word, went. Off we go jump it out /w/ /e/ /n/ /t/ went. Well done! I can see you're jumping really high. Let's try another word, the word is weak, what word, weak. Off we go Lucy /w/ /ee/ /k/ week, well done! Let's try another one, the word is west, what word, west. Off we go /w/ /e/ /s/ /t/west and the last word Lucy is wood, what word, wood. Off we go. /w/ /oo/ /d/ wood. Great jumping everybody it's good to get up and have a little bit of a wriggle. It's time now for our sentence. I need to clean my board and then we're going to read some words together. Before we read our sentence we are going to practice decoding some words. I have three words up on the board. Let's do the first one together. Remember when you see the line here you need to say the sound separate like this. /w/ /e/ When there isn't the line you put them together really closely, we Are you ready? /w/ /e/ we. we /t/ what word wet, Great job, next one./w/ /a/ wa, wa /g/ wag wag /s/ what word, wags. Just like a dog does with his tail. The last words /s/ /w/ sw, sw /i/ swi /m/ swimwhat word swim. Let's say those again wet, wags, swim. Now I'm going to put our sentence pyramid up. Remember when we do our sentence pyramid we're reading one word at a time. Okay are you ready to read our sentence pyramid. Let's do the first word, this is one of our tricky words that we know. This is the word my, next one my /w/ /e/ /t/ wet, my wet /d/ /o/ /g/ dog, my wet dog /w/ /a/ /g/ /s/ wags. My wet dog wags. This is our tricky word, as. Well done. My wet dog wags as I, another tricky word, that's why we need to know them. Last one. My wet dog wags as I /s/ /w/ /i/ /m/swim. Let's read that last one, one more time a little bit faster. My wet dog wags as I swim. That was fantastic reading everybody, you're getting so much better and doing a wonderful job. In today's lesson we were learning about the letter that we can use to read and write the phoneme /w/. Let's check, can you remember the letter name [w] Yes that's right. What's our keyword? Web. Well done, and the phoneme /w/. Let's put it together [w] web /w/and let's do our skywriting so if you like stand up have a bit of a wriggle and have your arm ready. Off we go [w] web /w/. Again [w] web /w/. One more time [w] web /w/.

Before we see each other again next time I wonder if you can practice reading the sentence that we read today. My wet dog wags as I swim. Let's read it one more time. My wet dog wags as I swim. Perhaps you might draw a picture and be an illustrator. You might even make your own sentence up using some of these words and don't forget your letter tile because we will use these in our next lesson. I hope you've had fun learning our new grapheme for the phoneme /w/ today. Have a wonderful day everyone oh wonderful starts with /w/! I'll see you again next time bye.

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