# Year 1 phonics – lesson 10

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## Video transcript

Welcome back everyone for lesson 10, year one phonics. You're with Miss Simone and here we go! We're going to have a look at the homework that you did yesterday. So, yesterday we had a look at the digraph double [oo] says /oo/ in book and nook and soot and look and lots of other words. And I asked you to read each of these words, write them on your paper and then put your dots and dashes underneath. If you've done that when we finished, you could find it and have another read through those look books through those words. I can't get my words out. If you read those words and practise them and practise them that is how you become a better reader. You have to think of it like building muscles in your reading brain. So, we want to keep practising and working out all the time.

I also asked you to have a look at this sentence. I had a good look at the fish on the hook. And I asked if you could draw a picture. So, here's my picture. I had a really good look at this fish, and I noticed it had one, two, three, four orange scales and all the rest were gold and yellow. So how did you go with your picture? Maybe, you could show your picture to somebody at home and describe your fish to them a bit later on.

Now it's time for us to begin today's lesson so phonemic awareness festival let's switch your listening ears on. Mine are on. Good job. Today I'm going to give you some words and then we're going to take away the initial sound, so remember the initial sound is the first sound. So if I said chair, we know /ch/ is the first sound in chair. So if we said chair, and then we take away /ch/ what's left, 'air.' So let's do that one together- chair, without /ch /-air. Let's do another one together car without /c/- ar. Good job. Man, man without /m/-an and bear, bear without /b/ -ear, table, table without /t/-able last one, floor, floor without /f/ -loor. Great work. And it's time for my absolute favourite game again so this time I'm thinking of words of things that you will find in the classroom.

So, I'm going to give you a nonsense word I'd like you to listen and find a word that rhymes. See if you can work out what it is? In the classroom I might find a tencil, not tencil- pencil! In the classroom I might find a mook, not mook- book! In the classroom I might find twenty pudents, not pudents-students! Out the front you might see a weacher, not weacher- teacher! Before they go outside the children will all put on their zats, not zats- hats! And when they get their lunch out of their knack pack, not knack pack backpack! And the last one, everyone will have a drink from their shottle, not shottle -bottle! How did you go did you thinking of all of those rhyming words? Excellent work if you did.

Now, it's time for us to review some of the previous learning that we've been doing so let's have a look first of all some of the words that we've been learning. So, let's say these together. A phoneme is a single sound in a word. Again. A phoneme is a single sound in a word. A grapheme, a grapheme is a letter or group of letters that represent a single sound. Once more. A grapheme is a letter or group of letters that represent a single sound. Digraph, - we are the digraph experts. A digraph is two letters together representing a single sound. Let's say that together a digraph is two letters together representing a single sound. Good job. Syllable. Easy -peasy. Beat in a word and from the other day, a homophone or two or more words that sound the same but have different meanings. So, sea and see and tea and tee, meet and meat. There's lots of those. We're going to review the digraphs that we've been learning. So, letter names keyword sounds, [oy] boy- /oy/, [ai] rain-/ai/, [ck] duck-/ck/, [th] thumb-/th/, [sh] shell-/sh/, [th] feather-/th, [ch ]cheese /ch, ng] ring-/ng/, [wh] whale-/wh/, [qu] queen -/qu/, [oi] coin-/oi/, [ay] play-/ay/ at the end of a word, [ee] feet-/ē/, [y] happy- /ē/ at the end of a two syllable word, [ea] eat /ē/, double [oo] moon-/oo/, double [oo] book /oo/ and we'll practice some words that we can't always sound out, so I have just given them another mix up.

Let's see how we go. We, be, me, she, he, no, her, go, all, one, here, have, like, you, a, I, so, the, is, as, said, do, for, his, was. Now it's time for us to review and read some of the words using the digraphs that we've already learned. So, here are some of the digraphs to look for, so we're going to have double [oo] moon /oo/, double [oo] book /oo/, [ea] eat /ē/, [oy] boy- /oy/ and [oi] coin-/oi/. Okay, let's have a look at our words. Okay, I'll get my red texta this time. Okay, let's have a look here. We have a /b/-/oo/- /th/, /b/- /oo/- /th/- booth, /p/-/l/- /oy/, /p/-/l/-/oy/- ploy, /l/-/oo/-/p/, /l/- /oo/- /p, - loop, /w/-/oo/-/ l/, /w/- /oo/-/ l/- wool. Good. Let's read those words together: /b/-/oo/-/th/- booth, /p/-/l/-/oy/- ploy, /l/-/oo/-/p- loop, /w/- /oo/-/ l/- wool. Booth, ploy, loop, wool. Booth, ploy, loop, wool. Good reading. Let's have a look at our next row. /p/-/oi/-/n/-/t/-/y/, /p/- /oi/- /n/- /t/- /y/ - pointy. Good job. /f/-/oo/-/t/- /y/, I'm really good at this. You ready? Say it with me: /f/-/oo/- /t/-/y/- footy. How many syllables? Hmm, hmm, hmm, hmm- two. That's why we've got the [y] on the end says /ē/, footy.

/s/ p/ this is long, /s/-/p/-/ea/-/k/-/i/-/ng/, speak, speaking, /t/-/oy/ /b/-/o/- /x/, toybox. Let's read that row together: pointy, footy, speaking, toybox and more quickly- pointy, footy, speaking, toybox. /s/ -/c/ -/oo/- /p/- scoop, /m/- /u/-/sh/-/r/-/oo/-/m/ - mushroom, /d/-/r/- /oo/- /p/, - droop, /sh/-/oo/-/k/- shook. Let's read that row together: scoop, mushroom, droop, shook. I've just thought of something when we're looking at a word how do we know which sound the double [oo] is making?

Let's have a look at the word- shook. If we said and we've got moon and book. Let's try and say it like we would in moon- shook, shook. Does that make it does that sound like a word? If it doesn't let's try the other one /b/-/oo/- /k/ -shook. Shook. Now it sounds like a word. I shook all over um because I was so cross. Same with droop, /d/- /r/- /oo/- /p/, droop. That's not a word. So, all we have to do if we're not sure is try both the sounds and see which one works it's really really helpful, good to practise. Let's try that with this word- /s/-/t/-/oo/-/d/. Is it /oo/, stooed? I stooed up all day. No, that doesn't make sense. Is it /oo/, /s/- /t/- /oo/ /d/- stood? I stood up all day and I felt really tired. That makes sense and now I can read the word- stood. /s/- /qu/-/ea/- /k/, /s/- /qu/- /ea/ /k/- squeak, /s/ -/w/- /oo/- /p/ - swoop, /m/-/oi/- /s/- /t/ - moist. Good job. Let's read that row together: stood, squeak, swoop, moist. Stood, squeak, swoop, moist. Good job. See if you can find a word. This is where I bet every day when you finish playing you pick up all your toys and you put them all back into your? Have a look in this row. You put all your toys back in the toy box. Do you? I hope you do, makes the house look so much nicer if we all put everything back where it goes. Oh, this word is something that I really like to eat and some people do not like them at all. So, my sister did not like these- I love them!

Have a look in this row what's something nice to eat? Scoop? Mushroom, mushroom. If you found that word before I did very good work give yourselves a pat on the back. And now, it's time for you to go and get a pen and paper or if you've got it next to you can just laugh because I'm going to make another silly face. Are you ready? I'm going to do /s/. You meant to pause and get your paper /s/. Good job.

So, the sounds that you need for the spelling that we're going to do today are [ea] makes the long /ē/ sound in a word. [oi] the /oi/sound in the middle of a word, we want /oo/ as in look and we want /oo/as in moon. Okay. You ready? So, our first word is creak. Can you say it? Like can you say it with me? Creak. Now let's say it like the door is creaking open. Can you say it like that? You ready? Creaking open. Good job. Creak. Let's say the sounds, /c/-/r/-/ea/-/k/, /c/- /r/- /ea/- /k/, /c/-/r/- /ea/- /k/. This is a little bit tricky you can watch me. Have a go at writing it yourself. You ready? /c/-/r/-/ea/-/k/. And do you know what? This is another homophone so this word creak and then we also have this word, you don't need to write this I'm just telling you- creek. That's where there's water and tadpoles and ducks and all of that sort of thing. Okay, our next word is boils. The kettle boils and makes a sound, boils say it with me 'boils'.

Let's say the sounds, /b/-/oi/-/l/-/s/. Is the /oi/ at the end of a word or in the middle of the word? It's in the middle, /b/- /oi/- /l/- /s/, /b/- /oi/- /l/- /s/. You have a go at writing boils at home if you're not sure you have a look. Say it as you write it, /b/-/oi/- /l/- /s/- boils. I forgot give yourselves a tick if you got creak correct, give yourselves a tick if you got boils correct. Our next word is footy. I wonder how many of you like to watch the footy in winter? Let's say the word together- footy. Let's count the sounds, /f/-/oo/-/t/-/y/. We have the /ē/ on the end of a word. I forgot to put that one up there, /f/-/oo/- /t/- /y/, /f/- /oo/- /t/- /y/. You have a go at writing footy at home. /f/-/oo/-/t/- /y/- footy. What word do we have if we take the /ē/ off the end? Foot- yeah. Good job. And our last word is loop. Oh say it with me first- loop, /l/- /oo/- /p/, /l/- /oo/- /p/. Let me see your fingers up do it count it with me, /l/-/oo/-/p/. Good job. /l/-/oo/-/p/, /l/-/oo/-/p/-loop. If your loop looks like mine just give yourselves a tick.

And now it's time for us to have a look at today's new digraph. So, today's new digraph is [ou] house/ou/. Can you say that with me? [ou] house/ou/. One more time, [ou] house/ou/. Let's pop that here help us remember.

Let's do some sky writing. You can stand up if you like get two fingers ready we're going to say: [ou] house/ou/, [ou] house/ou/, [ou] house/ou/. Good job. In house. Let's make sure you are standing up now because it's time for our Kung Fu blending and we're going to be blending some words that have the /ou/ sound in them. So, let's get ready. We're going to bow. Our first word is: house, house, /h/-/ou/-/s/, house. Good job. Our second word is: mouse, mouse, /m/- /ou/- /s/ mouse. Our next word is: sound, sound, /s/-/ ou/-/n/-/d/-sound. Our next word is: cloud, cloud, /c/-/l/-/ou/-/d/, cloud and our last word is mouth, mouth , /m/- /ou/- /th/ , mouth. Great work grasshoppers. Have a seat and let's have a look at some/ou/ words together. Okay, our first word is- /ou/-/t/- out, /s/- /ou/- /n/- /d/- sound, sound, /o/-/u/ ch/- ouch! Can you say it like that with me you ready? Ouch-Ouch! Gave people a shock. Our next word:/ f/-/ou/-/n/ /d/- found, found. Good job.

Let's read that row together: out, sound, ouch, found, out, sound, ouch, found. /l/-/ou/-/d/- loud, /p/-/r/ /ou/-/d/- proud. I'm very proud of the reading and the writing that you're doing with me. Our next word: /g/- /r/- /ou/- /n/- /d/ -ground. We're sitting on the ground. Next word, /m/ -/ou/- /n/- /d/ -mound, mound. Loud, proud, ground, mound. Loud, proud, ground, mound. /p/- /ou/- /n/- /d/- pound, /c/- /l/- /ou/- /d/- cloud, cloud, /ou/-/t/- /i/- /ng/, out, just look at that part, outing. We're going on an outing. /c/-/ou/-/ch/, /c/- /ou/- /ch, /c/-/ou/-/ch- couch. Pound, cloud, outing, couch, pound, cloud, outing, couch. Great work.

Let's have a look, um, this is something I might say if I stub my toe when I'm walking around. Have a look in the top row. Can you find a word that's something you might even scream out loudly if you stub your toe? Ouch! Can you pretend you stubbed your toe and say that really loudly and just freak everyone out in your house? Unless everyone's on zoom calls. Look ouch. You ready? Ouch! Good job. Now, this is something that I might see in the sky just before it rains. See if you can find, have a look in this row, a word that means something you might see in the sky just before it rains. Can you see the word? Did you think of the word cloud? Good work if you did that's a fantastic job. It's time now for us to do some spelling together so you need to get your pen and your paper bring that next to you at the top of your page we're going to write [ou] because that's the digraph that we're using today. So our first word is- sprout. the little seed sprout had a sprout as it started to grow. Can you say sprout with me? Sprout. Let's say the sounds, /s/-/p/- /r/- /ou/- /t/, /s/- /p/- /r/- /ou/- /t/, /s/-/p/- /r/- /ou/- /t/. You have a go at writing sprout at home. If you're not sure you can watch me. Make sure you sound it out as you write, /s/-/p/-/r/-/ou/- /t/- sprout. If your sprout looks like mine give yourselves a tick. Our next word is couch it's one of my favourite places to sit, couch. say couch with me, /c/-/ou/-/ch/, /c/-/ou/-/ch/, /c/-/ou/-/ch/, two digraphs. You have a go at writing couch at home. /c/-/ou/- /ch/. Does your couch look like my couch? Give yourselves a tick.

Now, next word is snout, snout, that's another word for a nose from some animals like a long nose usually. Can you say snout, snout let's say the sounds together, /s/- /n/- /ou/- /t/, /s/- /n/- /ou/- /t/, /s/- /n/- /ou/- /t/. You have a go at writing snout at home. /s/-/n/-/ou/-/t/- snout. We don't have snouts so I feel silly but does your snout look like my snout? Give yourselves a tick. And our last word is. Shout! Are you ready? Shout, can you say the word shout? let's say the sounds, /s/h/- /ou/- /t/, /s/h/- /ou/- /t/. You try and write shout at home. /s/h/- /ou/- /t/. Does your shout look like mine? If it does give yourselves a tick. Fantastic work.

And now it's time for us to do some fluency passages. So, I've got a couple of sentences. I'm going to put them on the board and we will read them together. Here's our first fluency passage.

Let's have a look at the words together. I like, like the. I like the, oh here's our digraph, sound, sound. I like the sound to be /l/-/ou/-/d/- loud. Can you read that with me? I like the sound to be loud. Let's read that one together. I like the sound to be loud. If you were reading that in a book, what do you think you might sound like? You think you might sound like you want it to be loud? Shall we read it a little bit loudly? I like the sound to be loud. Can you read it like that? You ready? I like the sound to be loud. One more time because it's too much fun. I like the sound to be loud! Great reading. Let's look at our next sentence. I think this one's cute. The, the /h/-/ou/-/n/- /d/, hound it's like another word for dog usually a big dog. The hound sniffs the /g/-/r/-/ou/-/n/- /d/, ground. the hound sniffs the ground with his snout. That's handy. /s/- /n/ /ou/- /t/. The hound sniffs the ground with his snout. I wonder what he's looking for? Let's read that as if we're reading it in a book. You ready? The hound sniffs the ground with his snout. Again. The hound sniffs the ground with his snout. Great reading.

And now it's your turn. It's time for some dictation so I need you to get your pen and paper on the top of your page. I'd like you to write [ou] because that's the digraph we'll be using in our dictation sentence today. So, here's our sentence. We like to count out loud. Say that with me. We like to count out loud. Let's count the words and say the sentence again. We like to count out loud, six words. So, who likes to count? We do and it's a sentence, so, we need a capital letter. I'm just going to grab my black. We like. What do we like to do? We like to count. We like to /c/-/ou/-/n/-/t/ count. We like to count. How do we like to count? We like to count out loud! We like to count out loud and at the end of my sentence I need a full stop. Let's read that sentence together. We like to count out loud. Good job. Can you read that with me? We like to count out loud. Fantastic job.

And it's nearly the end of lesson 10. So, let's review the learning that we've done today. Today we learned that [ou] in house says /ou/, [ou] in house says /ou/. Let's do some sky writing. You ready? Get your two fingers ready. [ou] says /ou/, [ou] says /ou/.

I've got a little bit of homework for you now. Here are the words that contain the [ou] digraph /ou. So, we've got: out, sound, ouch, found. I'd like you to read each of those words- out, write it down- out and then underline our digraph and dot the single phonemes- ouch. I'd like you to write out as many of those words as you can and then practise reading them to someone. When you finished it would be great if you could write this sentence. The hound sniffs the ground with his snout. And then draw me a picture of a hound sniffing the ground maybe searching for a lost bone and you can draw that picture and show it to me next time. So, thank you so much for spending the last bit of time with me. I've had a wonderful time with you and I'll see you later alligator.

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