# Year 1 phonics – lesson 13

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## Video transcript

Hello and welcome back everyone. We're up to lesson 13 in year one phonics, and I am Simone. So lovely to see you back. Let's start off looking at our homework from yesterday. So the digraph that we looked at yesterday was [o] [w] in (fff) blow says /ow/. Can you blow with me, (ffff) and say blow? [o] [w] says /ow/ in blow. I asked you to have a look at each of these words and put a dot under each phoneme, after you wrote  them, and a dash under the digraph [o] [w]. How did you go with that? Could you have a practice maybe later reading those words to someone. I also asked you, this was a challenging one, to write this sentence which is a question. Why did you throw some snow? And I asked you to draw a picture, and I said maybe the person asking was a bit afraid or a bit scared.  How did your drawing go? I'll show you mine. Why did you throw some snow? This person looks like they're, I don't know, a little bit terrified of the snowball because it looks like it's just about to go whack, right in their face doesn't it? I wouldn't be very happy if I turned around and there was a snowball about to hit me right there. Good work if you did that homework.

We're going to start today off with some phonological awareness. So I'd like you to give your ears to switch them on. Make sure you're listening and we're going to be manipulating, so remember that means playing around with the initial sounds in words, the first sound. So we're going to start together, say down, down, change /d/ to /t/, town, say town, town, change /t/ to /g/, gown. Say gown, gown, change /g/ to /fr/-, frown. Say name, name, oh that was tricky. Did you hear the change in word?  Say name, name, change /n/ to /g/, game. Say game, game, change /g/ to /s/, same. Say same, change /s/ to /f/, fame. Say fame, change /f/ to /t/, tame. Great work. Now we're going to do the same activity we did in our previous lesson. So what I'd like you to do, I'm going to say three words and you have to listen to the three words and then repeat back to me just the two words that rhyme. So if I said see, slow, bow, you'll say, slow, bow. Okay, let's start with that one, because we're ready to go. You ready? See, slow, bow, - slow, bow. Good job. Soup, long, loop,- soup, long, loop.- soup, loop. Good job. Sad, dad, song, - sad, dad. That's right. Good job. Train, toy, boy,- toy, boy. Great job. Queen, pink, drink, - drink, pink. Great work. Weak, beak, cat,- weak, beak. Lovely listening. Last one, hog, coil, dog,- hog, dog. Great work.

Let's have a look at some of the definitions that we've been practicing. Let's just try this time. Let's just try and say them together straight away. We ready? A phoneme is a single sound in a word. Good job. A grapheme is a letter or group of letters that represent a single sound. Good job. A digraph is two letters together that represent one sound. And finally, a homophone is two or more words that sound the same but have different meanings. Let's review some of the digraphs we've been working on, [a] [i] rain, /ai/, [o] [y], boy, /oy/. double [o] book /oo/, double [o] moon, /oo/, [e] [a] eat, /ea/, [-y] happy- /ē/, [a] [y] play, /ay/, [o] [i], coin, /oi/, [o] [u], house, /ou/, [o] [w] cow, /ow/, [o] [w], blow, /ow/. So that's the two different sounds isn't it? Let's have a look at some of the words that are a little bit tricky to spell and read. Are we ready? my, one, said, to, you, was, here, there, what, have, go, so, no, for, do, some. Great work.

Time now for us to read some words that have got the digraphs that we've been learning. Let's have a look at these together, /th/-/r/-. Do we know if that's an /ow/ or an /ou/?  Let's try, /th/-/r/-/ou/- throu, that's not a word. /th/-/r/-/ow/, throw that's a word. I can throw something, throw. /h/-/h/-/ow/ or /ow/. How are you? /d/-/ow/-/n/, down, /l/-/ou/-/d/, loud, throw, how, down, loud, throw, how, down, loud. /sh/-/ow/, show, /m/-/ou/-/th/, /m/-/ou/-/th/, mouth, /l/-/ow/, /l/-/ow/, low, /c/-/r/- if we tried /ow/-/n/, crown, that's not right, /c/-/r/-/ow/-/n/. Queen wears a crown, crown. Good job. show, mouth, low, crown, /s/-/p/-/oo/-/n/, spoon, /s/-/t/-/ow/, stow, /s/-/l/-/ow/, slow, /b/-/oo/-/k/, book, spoon, stow, slow, book, spoon, stow, slow, book. /g/-/r/-/ou/-/n/-/d/, ground, /f/-/oo/-/t/, first part, foot, /s/-/t/-/e/-/p/-/s/, footsteps, compound word, /b/-/e/-/d/-/r/-/oo/-/m/, bedroom. Another compound word. We've got one more compound word. Are you ready? /c/-/ow/-/sh/-/e/-/d/, cow shed. Great reading. Let's have a look. There's a word here, if I'm eating soup I don't want to use a fork, because the liquid will just fall through. What would I use to help myself eat some soup? You have a look in this row. Can you see a utensil that you could use to help when you eat soup? Did you see spoon? Good job if you did. How about where do I put the soup? I've got it on the spoon, where am I going to put it? I'm going to put it in my, have a look in this row. I'm going to put it in my mouth, mouth. Good job If you read those words, give yourselves a pat on the back. And now it's time for you to get something to write on, and something to write with and I'm going to make a pause face.

And we're back. Great work. Let's get your pen and paper ready and let's have a look at the sounds that we're going to be using for our spelling today. We're going to start with [o] [w] says /ow/ in blow. We're also going to be writing a word that has double [o] says /oo/ in look. We're going to have a word double [o] says /oo/ in moon, [o] [u], /ou/ in house, and [o] [w] /ow/ in cow. Okay, we ready? Our first word is crow. There was a black crow. That was a bit scary. Can you say crow with me? Crow, crow. Let's sound it out. /c/-/r/-/ow/, /c/-/r/-/ow/, /c/-/r/-/ow/. Let's write that together, or you write on your own if you know how. You ready? Say it out loud as you write it, /c/-/r/-/ow/, crow. If your crow looks like my crow, give yourselves a tick. Our next word is book. It's one of my favourite places to get lost is, in a book. Can you say book? book, /b/-/oo/-/k/, /b/-/oo/-/k/. Ready, b/-/oo/-/k/. You have a go at writing book on your own at home, b/-/oo/-/k/. Does your book, look like my book? Give yourselves a tick. Our next word is spoon. I eat my soup with a spoon. Can you say that, spoon, spoon, /s/-/p/-/oo/-/n/. You got your fingers up? Let's do that together. /s/-/p/-/oo/-/n/, /s/-/p/-/oo/-/n/, You have a go at writing that at home, /s/-/p/-/oo/-/n/, spoon. Give yourselves a tick. Our next word is sound. I can hear a strange sound. Say that with me, sound, /s/-/ou/-/n/-/d/, /s/-/ou/-/n/-/d/. We're going to use this /ou/ the /ou/ from house to write sound. Let's go. /s/-/ou/-/n/-/d/. Good work. And our very last word is down. Oh don't fall down the stairs. That would be a disaster, down. Say down with me, down, /d/-/ow/-/n/. In this word, and it's okay to ask someone if you're not sure which /ow/ to use. We're going to use this /ow/, down from cow. You ready? /d/-/ow/-/n/, /d/-/ow/-/n/, /d/-/ow/-/n/. If you're down looks like my down, give yourselves a tick. Whoa, one two three four five words. You practice them later on and perhaps show them to someone at home because I bet they'll be very impressed with those words you've written.

I'm a bit excited because now it's time for our new phoneme of the day. Can you see my necklace has changed? I've got a letter [y] now this isn't the [y] that says /ee/ on the end of a two-syllable word like happy. This is a different [y]. Have a look at this picture see if we can work it out together, [y] cry, [i] at the end of a short word, the letter [y] makes the [i] sound in cry. So you listen, how many syllables in cry? Hmm, one, cry. So let's say it together. [y] cry /i/. You ready?  [y] cry /i/. Time for you to stand up. Let's do a little bit of sky writing and then we'll do some Kung Fu blending. You ready? [y] /i/, [y] /i/, [y] /i/. Good job are we ready? Give yourselves a bit of a shake, bit of a stretch. Our first word is my, my, /m/-/y/, my. That was a short one. Our next word is by, by, /b/-/y/, by. cry, cry, /c/-/r/-/y/ cry, dry, dry, /d/-/r/-/y/, dry. And our last word is shy, shy, /sh/-/y/.shy. Great job. Let's have a look at some words that contain [y] saying /i/. Now we're going to find some more homophones this lesson. You remember, a homophone is one a word that sounds the same that has more than one meaning. Let's have a look at some words that contain our new [y] says /i/. /m/-/y/ my, /b/-/y/, by /c/-/r/-/y/, cry, /d/-/r/-/y/, dry. my, by, cry, dry, my, by, cry, dry. Good reading. This by, here's another homophone. This doesn't mean this bye, that's spelled differently. This is by um so Dr. Seuss wrote the book Fox in Socks. Fox in Socks was written by Dr. Seuss. Okay, let's look at our next row. /sh/-/y/, shy, /f/-/l/-/y/, fly, /s/-/k/-/y/, sky, /s/- /l/-/y/, sly, shy, fly, sky, sly. Good job. shy, fly, sky, sly. Last row.  /s/-/p/-/y/, spy. I spy with my little eye. Another [i] sound /t/-/r/-/y/, try. /f/-/r/-/y/, fry. Here's a longer word. /r/-/e/- /t/-/r/-/y/. retry. Can you read that with me? re-try. Now Miss Simone, you just said a short one syllable word has [y] saying /i/ but over if we look over here and we take away re this is a one syllable word try. We've just added a prefix re. That's if you have another go at something. Let's retry to read this row. Are you ready? spy, try, fry, retry. Let's retry faster,- spy, try, fry, retry. Good job. I want you to find a word in the second row. This is a describing word.  It describes like a sneaky fox, or a sneaky crow, that's sneaking and trying to take some food. If it's a bit sneaky, what could it be, could it be? - sly, sly. Sly means a bit sneaky. Good job. How about I'm so thirsty, I need a drink. My mouth is really, look in the first row, my mouth is really. Did you think of dry? My mouth is really dry. If your mouth's really dry, have a drink of water. Great work.

It's time for us to do some spelling. So grab your pen and paper and at the top of your page I'd like you to write [y] says /i/ at the end of a word. So where all of the words we're looking at right now are one syllable short words using [y] to make the /i/ sound. So our first word is my. This is my house, my. Can you say my with me? - my. /m/-/y/. Do you think you could write that on your own. I'm going to hide this time. I'm not going to show you. You might listen to me write it, but I want you to try and write it by yourself. Are you ready? /m/-/y/. Did your my, look like my, my? Did you write that all by yourself. If you did you can give yourselves two ticks. Good job. Okay, our next word is cry. The baby started to cry. You say it with me, cry. /c/-/r/-/y/, /c/-/r/-/y/, /c/-/r/-/y/. You try and write cry on your own at home. /c/-/r/-/y/ cry. Good job. Our next word is fly, fly.  Say it with me, fly. Let's sound it out, /f/-/l/-/y/. Have you got your fingers up? Let me see them. /f/-/l/-/y/. Let's write fly, /f/-/l/-/y/. You have a go writing it on your own, /f/-/l/-/y/. If your fly looks like mine give yourselves a tick, or else you can fix it. Our final word, I'm a bit excited to tell you this because our final word has been one of those words that we say are really tricky, but it's actually not. Our final word is why. Why did you stay home yesterday? I don't know. Say why with me, why, /wh/-/y/. This is a question word. When we have the /wh/ sound in a question word we use this digraph, do you remember? You have a go at writing why on your page /wh/-/y/, /wh/-/y/, why. Give yourselves a tick. Great job.

Time now for us to read some fluency passages. So let's have a look at these sentences. Oh here's the word we just had to spell, /wh/-/y/, why. hmm What does that tell me before I've even started reading? I know this is a question and look, there's a question mark. Awesome. Okay, let's start again. Why /d/-id, did /m/-/y/, my, Why did my /m/-/u/-/m/, mum /t/-/e/-/l/ tell me to /d/-/r/-/y/, /d/-/r/-/y/, dry, the /d/-/i/-/sh/, dish? Let's read that together. Why did my mum tell me to dry the dish. Let's read that as if we're reading it and it's a question. You ready? Why did my mum tell me to dry the dish? Let's do that again. Why did my mum tell me to dry the dish? Good job. I wonder why did my mum tell me to dry the dish? I'm thinking because the dish was wet, or was there more to it? I don't know. You'll have to tell me. Let's look at our next sentence. I /t/-/r/-/y/, I try, /n/-/o/-/t/, not, /t/-/oo/, to, /s/-s-ound, I try not to sound, /sh/-/y/, shy, when I /s/-/p/-/ea/-/k/ out loud /b/-/y/, by /m/-/y/-/s/-/e/-/l/-/f/. That's a long one. Let's read it again slowly.  I try not to sound shy I try not to sound shy when I speak out loud by myself. I have to work very hard at this. Let's read it again as if we're trying to make ourselves feel good. I try not to sound shy when I speak out loud by myself. Did you say that in a brave voice, you ready? I try not to sound shy when I speak out loud by myself. And excuse me Miss Simone, you've done it again. Here's another word with the /i/ sound in the middle, but look it's another one of our compound words. So my is its own little word. We've just added self onto the end because we're talking about myself.

Okay, time for some dictation. So grab your pen or pencil something to write with. Here's our sentence. Are you ready? The sly spy is not shy. Bit of a tongue twister. Listen again. The shy spy is no, the sly spy is not shy. I got my tongue twisted. The sly spy is not shy.  Let's count the words. The sly spy is not shy. Let's write that together. So at the beginning of a sentence what do we need? We need a capital letter. Who's our sentence about? It's about a spy. What kind of spy is he? He's a sneaky sly spy. Our first words, the sly spy. Let's write that, the, sly /s/-/p/-/y/, spy. What about the sly spy? He is not shy, or she is not shy. Let's write that. The sly spy is not shy. Let's go, is not shy. Fantastic work. Let's read the sentence together. The sly spy is not shy. One more time. The sly spy is not shy. Good job.

You've done a fantastic job today learning our new sound. Let's remember together and do some sky writing. So you watch first [y] says /i/ at the end of a one-syllable word.  [y] says /i/ at the end of a one-syllable word. One more [y] says /i/ at the end of a one-syllable word. Good job.

Let's have a look at our homework. I'd like you to have a look at all of the words that we read today when we learnt our new /i/ sound. I'd like you to read the word /m/-/y/ my. Hold the word, write the word /m/-/y/ and dot the word /m/-/ y/. Do the same thing for the rest of the words. Then, we've got a new sentence. Often when we do this I'll give you a sentence that we've done that lesson. I'd like you to look at this sentence and see if you can read it by yourself and then see if you can draw a picture. Let's read it together, but I'm going to read it very quietly. You see if you can read it by yourself. The sly fox looks at the sky. How did you go? Okay, draw me a picture that shows what's in the sentence, and I'Il see you tomorrow. So great work everyone. I've had lots of fun with you today, and I hope you've had fun too. See you later alligator.

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