# Year 1 phonics – lesson 14

View video at: <https://youtu.be/H5XqAGbUVv4>

## Video transcript

Hello everyone and welcome to year one phonics lesson 14. We're powering through aren't we? Let's have a look at yesterday's homework. So, yesterday we had a look at [y] on the end of a one syllable word making the /ī/ sound. So, remember I asked you to look at each of these words, write the word /m/-/y/, dot the phonemes and then practise reading them. And then we had a look at this pic this sentence. The sly fox looks at the sky and I asked you to write the sentence and draw a picture. Did you have a go? I'll show you my, oop my picture's fallen off! Let's have a look. Here's a picture. The sly fox looks at the sky. Look his head's looking up to the sky. I wonder what he's looking at? Did you draw a picture of a sly fox looking at the sky? If you did maybe you could show it to someone and read the sentence after we finish this lesson.

But now, it's time for some phonological awareness. So, I'd like you to switch your listening ears on and we're going to manipulate, so change around beginning sounds. and some words again. We'll get some more practise of doing that. So first of all we're going to say: hip, hip change /h/ to /p/ - pip. Good job. Say: pip, pip change /pp to /l/- lip. Good job. Say: lip, lip change /l/ to /s/- sip. Say: cash, cash change /c/ to /s/-sash. Say: sash, sash change /s/ to /m/- mash. Say: mash, mash change /m/ to /l/-lash. Say: lash, lash, change /l/ to /d/- dash. Great work. We're going to do some rhyming words now. I'm going to say three words. I want you to listen carefully but just say the two words that rhyme back to me. So if I said slow, mouse, house. You'd say mouse- house. That's right you're getting it. Let's have a go. Slow, mouse, house. Mouse -house. Good job. Fake sing, make. Fake- make. Dart, cart, long. Dart- cart. Good job. Brain, cow, bow. Cow- bow. King, tell, bell. Tell- bell. Glow, blow, big. Glow- blow. Last one. Milk, mug, silk. Milk- silk. Excellent work- fantastic!

Let's have a look at some of the definitions we've been practising. Let's see if we can say this one together. A phoneme is a single sound in a word. Did you say that with me? If you didn't you could rewind it and have a practise. A grapheme. A grapheme is a letter, or group of letters that represent a single sound. A digraph. A digraph is two letters together that represent one single sound. Let's say that together. A digraph is two letters together that represent a single sound. Good work. And last but not least- you don't have to repeat this one just try and remember. A homophone is when two or more words sound the same but are spelt differently and have different meanings. Okay- good job. Let's have a look at some of the digraphs we've been learning: [oy] boy- /oy/, [oo] book-/oo/, [oo] moon-/oo/, [ea] eat /ē/, [-y] happy- /ē/, [ee] feet-/ē/, [ou] house /ou/, [ow] cow /ow/, [ow] blow /ow/, [-y] cry /ī/. Let's do that one again-[-y] cry /ī/. Great work. Let's practise some of these words. Are we ready? What, have, for, do, here, there, was, some, you, to, said, one, my, and our new word - your.

Let's have a look at this word very quickly. Before yesterday this was a word that we couldn't sound out but, guess what? Now that you've learnt that [y] on the end of a one syllable word makes an /ī/ sound this word isn't even tricky anymore. It's really easy to sound out isn't it? You say the word with me. My, /m/-/y/, /m/-/y/. It's easy now. Good job. That's why learning to spell is so much fun. We're going to review some of the digraphs we've been looking at over the last few days. So, these are the sounds that we're going to be having a look at. I'm going to have a look at [ow] says /ow/ in cow. [oo] in book /oo/, [oo] moon-/oo/, [ou] house /ou/, /ō/ as in blow /ou/ as in cow and [y] says /ī/ at the end of a one syllable word. Let's have a look at some words using these digraphs. Our first word is /h/-/oo/k/ hook, /d/-/r/-/y/ dry. Good job. /c/-/o/-/w/ cow that's our key word that was an easy one. /s/-/p/-/y/, spy, /n/-/ou/-/n/, noun, /s/-/oo/-/n/, /c-/r/-/y/, cry, that's our key word, /t/-/ow/-/n/, town. Let's read this row again: noun, soon, cry, town. Noun, soon, cry, town. Let's move on to the next row. /g/-/r/-/oo/-/m/, groom, groom, /d/-/ow/-/n, down, /s/-/p/-/r/-/y/, spry, that's a good word. /b/-/oo/-/k/, book. Groom, down, spry, book. Groom, down, spry, book. Our last row. /f/-/r/-/ow/-/n/ frown, /m/-/y/, my remember? /s/-/e/-/l-/f/ myself, /s/-/ou/-/n/-/d/ sound, sound and our last word: /w/-/i/-/th/ out, without. Hoof!

Let's read this row again: frown, myself, sound, without. Frown, myself, sound, without. Good job. Spry, have you heard that word before? I'd love to show you a spry little dance but my space is limited so I can't, but if you're spry it means you're really sort of springy and energetic and you can jump around and do all sorts of crazy things. I bet you can be spry maybe when you have a break after this lesson. I'd like you oh and another word I want to tell you before we move on is this word. This is a really exciting word when we're learning to read and spell this word is noun. Can you say that with me? Noun. A noun is the word we use to describe words that name something so: table, person, teacher, words. they're all nouns. Love is a noun, so all of those words. You'll learn more about those as time goes on but they're just two really important words I wanted you to think about.

I'd like you to have a look at these words and see if you can find a word that's something that you might do if you're feeling really sad? Ah I think we've seen a picture of a baby doing this. Have a look in this row what can you do if you're feeling really sad? Yeah, if you found cry- good job. Um how about I go up the stairs and then I have to do what to get to the bottom of the stairs? I have to go have a look in this row did you find down? If you did great reading. If you didn't you can pause and have a practise and look at these words a bit later. It's time now for you to go and get something to write on and something to write with and I'm going to make a face ready for you to pause it are you ready? Good job.

Okay, these are the same sounds that we're going to be practising with our spelling. So we have [ow] says /ŏ/. We have [oo] says /ŏŏ/, [ou] says /ou/ as in house and we have [-y] says the /ī/ sound at the end of a one syllable word. Let me pop a circle around those. Okay, our first word is show. I'd like to show you how to spell. Can you say show with me? Show, show. Let's sound it out, /sh/-/ow/. Can you show me your fingers because I don't think I saw them, /sh/-/ow/. Good job. Let's /sh/ it's a digraph /ow/another digraph- show. You write show on your own at home , /sh/-/ow/, show, show. I'm going to show you how I wrote show. If your show looks like my show give yourselves a tick. Good job. Our next word is book. Say that with me: book, book. Remember when we say the /b/ sound our lips are pressed together? /b/-/oo/k/, /b/-/oo/-/k/, /b/-/oo/-/k/.

Does your book look like my book? If it doesn't you fix it up and then when it looks like mine give yourselves a tick. And next word is cow. This is our key word. Again -cow. Sound that with me: cow, cow. Get your fingers ready, /c/-/ow/. We're going to use this cow, sorry this [ow] for cow aren't we? We know that already /ow/ for cow. Let's write it, /c/- /ow/ cow. Good job. give yourselves a tick. Our next word is mouth. Can you say that with me- mouth. Can you point to your mouth, mouth. Good work. Let's say the sounds together, /m/-/ou/-/th/, /m/-/ou/-/th/. We're going to use the same /ou/ that we use in house. One thing you might start to notice is this our /ou/ sound isn't at the end of words. See how /ow/ is at the end of the word cow, but in mouth we use this one because it's in the middle of the word. You have a go writing mouth at home. We're read? /m/-/ou/-/th. Good job. And our last word is- my. My name is Simone. We know we need the [y] at the end of a one syllable word to make the /ī/ sound. This is a pretty easy one. /m/-/y/. Can you write my by yourself without my help? You have a go. I'm not going say, I'm going to whisper it. Does your my look like my, my? If it does give yourselves a tick. Fantastic work.

It's time now for us to look at our new learning for today and I'm a little bit excited because we're stepping out of our comfort zone and we're going to learn a new term today. This is our new term, this is a trigraph. So, when we learned earlier that a digraph is when two letters make one sound the suffix the prefix di- means two. The prefix tri- means three like tricycle, triangle. The three sides, three wheels. Guess what? In a trigraph three letters together represent a single sound.

So, let's read this together. A trigraph is three letters together that represent a single sound. Wow! One more time a trigraph is three letters together that represent a single sound. And if you have a look at my necklace you might be able to see what our trigraph is today let me show you it's a lot easier to see on these cards. Hmmm, [igh], [igh] we can't sound it out but when we put these three letters together they make a new sound and the sound is /ī/. [igh] light /ī/. Can you say that with me? [igh] light /ī/. One more time. [igh] light /ī/. Now it's very, very important that you have a go with your sky writing to practise this this trigraph. Are we ready? [igh] light /ī/, [igh] light /ī/. Great work.

Let's have a listen to some words that have this /igh/ sound in them. We're going to do some Kung Fu blending so jump up on your feet, time to be spry! Are we ready? Our first word is: high, high, /h/-/igh/, high. Night, night, /n/-/igh/-/t/, night. Right, right, /r/-/igh/-/t/, right. Light, light, /l/-/igh/-/t/, light. And our last word is bright, bright, /b/-/r/-/igh/-/t/, bright. Good job. How did you go with those words? They were good weren't they? Let's have a look at some words that have this spelling in them. They look tricky, but when you know the secret they're not that tricky at all. Let's get a different colour I'm going to try blue marker today. Let's have a look at our first word: sigh, /s/-/igh/. Ah, sigh. Can you do a big sigh for me? We ready? Ahh.. Good job. Okay, /s/-/igh/, sigh, /th/-/igh/, /th/-/igh/, thigh, t/-/igh/-/t/, t/-/igh/-/t/, tight, /h/-/igh/, high. Sigh, thigh, tight, high. Sigh, thigh, tight, high. /f/-/igh/-/t/, fight, /l/-/igh/-/t/, light, /m/-/igh/-/t/ might, /r/-/igh/-/t/. Fight, light, might, right. Faster. Fight, light, might, right. Great reading. /b/-/r/-/igh/-/t/, /b/-/r/-/igh/-/t/ bright. /f/-/r/-/igh/-/t. Ah! You gave me a fright for a minute I forgot you were there. Let's say that one together. No, you didn't really scare me I was tricking that time. Next word /s/-/u/-/n/-/l/-/igh/-/t/. Whoa! A long one but look, light it's only three sounds /l/-/igh/-/t/. what kind of light? Sunlight. Excellent Ah, /m/-/i/-/d/-/n/-/igh/-/t/ another long word, midnight. Let's read those words together: /b/-/r/-/igh/-/t/, fright, sunlight, midnight. Bright, fright, sunlight, midnight. Good job.

 I would like you to find a word that means, oh, it's really late at night , the middle of the night is another way people another thing people call it. Sometimes on New Year's Eve people stay up until this time 12 o'clock in the middle of the night. Do you know a word that means the same as the middle of the night? Let's have a look in this row. I've got a hint haven't we? Because it's got night in it. Did you think of midnight? If you did good job. That's absolutely excellent. The next word I'm going to do is when you just can't reach something it's been put on a top shelf and as much as you reach, you just can't reach it because it's too? Have a look in the first row. It's too tight? No! Did I try and trick you? I did try and trick you. It's too high. Did you get high? If you did give yourselves a big- woo-hoo! Well done!

 It's time now for you to go and get something to write or get your pen or your pencil from next to you and let's do some spelling words with the /igh/ sound. Let's get ready. At the top of your page, I'd like you to write [igh] and say it with me like this- you ready? So, you have a listen first just watch. [igh] says /ī/. Can we do that together? [igh] says /ī/. Good work! So, our first word is. When something's too high up on the shelf and we can't reach it it's too? High. You got it! Let's say high together, 'high'. /h/-/igh/, /h/-/igh/. You have a go at writing high at home. /h/-/igh/, oop, I went a little bit below the line didn't I ? I hope you didn't do that. I'm going to stop there for a really quick second because do you remember our word homophone? So, if I see someone and I say, " Hi, how are you?" It's a different spelling we'll just write it like that hi. But, this high means when something's up really high. Let's have a look our next word is: night, night. Say it with me? Night, night. Phoneme fingers- let's see them. /n/-/igh/-/t/, /n/-/igh/-/t/. You have a go at writing night at home. /n/-/igh/-/t/, night. If your night looks like my night give yourselves a tick- fantastic work! Our next word is light, light. Say it with me: light, /l/-/igh/-/t/. All right oh there's a couple of people I can't see your fingers can you get your fingers for me that's better. /l/-/igh/-/t/, /l/-/igh/-/t/. Does your light look like my light? Give yourselves a tick. Ah, our last word. Ah, let out a big sigh. Let's write the word sigh. We ready. Say it with me sigh, sigh. /s/-/igh. Let's go, /s/-/igh/. You have a go writing sigh, /s/-/igh. Good job. If your sigh looks like mine give yourselves a tick. Fantastic work.

We've got some fluency passages now so we're going to read these together and practise our [igh] spelling. Let's have a look. On /b/-/r/-/igh/-/t/, bright /s/-/u/-/nn/-/y/. Remember [y] at the end of a two-syllable word makes the /ē/ sound. Let's have a listen, sunny, hmm, hmm. Two syllables. On bright sunny days we /m/-/igh/-/t/, might /p/l/-/ay/, play. On bright sunny days we might play. Good job. Let's read that as if we're feeling really happy, because it's a bright sunny day and we might get to play. You ready? On bright sunny days we might play? Can you read that with me like that? On bright sunny days we might play. Great reading. We've got another sentence here. Let's have a read of this one together as well. I'm very proud of your reading and I'm proud of how hard you're trying with our new learning. At, at /n/-/igh/-/t/ night. At night I /s/-/l/-/ee/p/, sleep. At night I sleep with a here's our digraph again/b/-/r/-/igh/-/t/, /l/igh/-/t/ light /o/-/n/. Let's have another read slowly together. At night I sleep with a bright light on. You have a listen I'm going to read the sentence as if I were reading it in a book. At night i sleep with a bright light on. At night I sleep with a bright light on. One more time. At night I sleep with a bright light on. How did you go? I hope you don't sleep with a bright light on I think it would drive me crazy. I need a nice dark room when I go to sleep.

 It's time for some dictation. Can you grab something to write with and something to write on and I'll tell you what the sentence is. Our sentence is I can see a bright light high in the sky. Can you pretend you're looking up in the sky? Ah, there's a bright light high in the sky. Good job. Let's listen to the sentence again. I can see a bright light high in the sky. Let's count the words. I can see a bright light high in the sky. Do you know what? That's our longest sentence yet year ones! Fantastic! Are you excited? I'm a bit excited. Okay, we ready? Who can see a bright light high in the sky? I can. When we write a sentence remember I always is a capital but because it's the start of our sentence it needs to be a capital too. I can see. I /c-/a/-/n/ see, /s/-/ee/. What can I see? I can see a bright light. I can see a bright. This is our new [igh] , /b/-/r/-/igh/-/t/. I can see a /b/-/r/-igh/t/ Bright what? Bright light, /l/-/igh/-/t/.Where? High in the sky. High, /h/-/igh/ in the sky. Now this is tricky. This is our other way of spelling /ī/ at the end of a one syllable word. /s/-/k/-/y/, sky. How do you know if it's a [y] or an [igh]? We have to learn it and we can ask people. If they say it's the/ī/ in light then we know it's an [igh]. If they say it's the /ī/ in cry then we know it's a [y]. Let's read the sentence together. I can see a bright light high in the sky. You read that with me? I can see a bright light high in the sky. Fantastic writing.

So, today we learnt a new word- trigraph. A trigraph is when three letters together represent one sound. So, let's have a practise of our trigraph. We're ready? We'll do some sky writing get your sky writing fingers ready. [igh] says /ī/, [igh] says /ī/, [igh] says /ī/, [igh] says /ī/. We always do that three times because three times is the magic number. Let's have a look at some homework for you to do once you've finished, but like I've said before, if you want to watch any parts of these videos again for extra practise you can! And here's some homework. I'd like you to have a look at each of these words which have our [igh] in them. I'd like you to write the word [igh] then I'd like you to dot, dash them. Dot big dash under our trigraph. I'd like you to do that for all of these words and practise reading them. If you could read them to someone at home that would be fantastic! Over here we have our sentence. At night I sleep with a bright light on. I'd like you to write that sentence and then draw a picture and show me tomorrow. So fantastic learning today.

You're all wonderful. I'll see you later alligator.

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