# Year 1 phonics – lesson 15

View video at: <https://youtu.be/2QcHguz7aSo>

## Video transcript

Hello year ones and welcome to your phonics lesson number 15. Let's start off revisiting our homework from yesterday. I asked you to have a look at each of these words. /s/-/igh/. Put a dot under the single sounds and put a line under the trigraph. Can you remember that word from yesterday? A trigraph is when three letters represent one sound and in this word it's [igh] makes the /ī/ sound. Now, when we have a look at these words one of the things we notice is that usually when we have a word with [igh] in it it finishes with a [t]. Let's have a look that's true for this word, this word. Yes, yes, yes, yes, yes, yes, yes. So really sigh, thigh and high they're the only words we have to try and remember have an [igh], the other words that have the /ī/ sound at the end of them are spelt with the /y/ sound. Like we had a look at the other day. So, if you did your homework you may be able to look back and notice that at the end of this lesson. I also asked you to have a read of this sentence. At night I sleep with a bright light on.

Did you write that sentence out and draw a picture? You want to see my picture? You show me your picture. There's mine. At night I sleep with a bright-look at that bright light! With a bright light on. How did you go? Maybe later you could read that and show someone in your house or put all of the drawings and the sentences you've done in your last few lessons together into a little book. That would be exciting.

It's time now for us to do some phonological awareness, so I'd like you to turn on your listening ears and we're doing something a little bit different today. So, today instead of manipulating and changing sounds we're listening for final sounds. So, that is the last sound in a word. So if I said the word- neat. See if you can do this with me? Get your arm ready and we're going to go- neat. What's the sound you hear when you punch it up? /t/ Let's do that again. Ae you ready? The word is neat, neat. Do you hear a /t/. Good job. Our next word is- good, good. Did you hear a /d/? Excellent! Look, look, /k/. Let me see you punching it out! Get your arms ready. Our next word is -boat, boat, /t/. Good job. Wool, wool, /l/,/l/,/l/,/l/,/l/ it's hard to say isn't it? Let's do that one again together. You ready? Wool. wool, /l/. Excellent. Our next word is fin, fin, /n/. There's an /n/ sound at the end. Next word is name, name, /m/. Good job. And our last word is wish, wish, /sh/. Can you say /sh/. Good job. That was the end of our words. You say /sh/, Simone!

We're done with those, and we are. We're going to do something a little bit differently today as well instead of our rhyming words today we're going to blend some words. So, we're going to look at compound words so remember that's when we have two words and we put them together to make a new word. So our first word is door bell. What word- doorbell. You got it! Air port, airport, book case bookcase, gold fish goldfish, foot ball football, birth day birthday. Last one. Hair cut haircut. Great work.

Let's have a look at some of our definitions. First definition we're going to look at is digraph. So, remember a digraph is two letters together that represent one sound and we've done lots of learning around digraphs in our previous lesson. We had a look at a trigraph remember tri- means three so a trigraph is three letters together that represent one sound. Can you say that with me? A trigraph is three letters together that represent a single sound. One more time because I said a bit differently the first one. You ready? A trigraph is three letters together that represent a single sound. Good job! And the last word we've been looking at is homophone. And that's when we have two words that sound the same but have a different meaning. Let's review some of the digraphs and the trigraph that we've been looking at. Are we ready? [oo] book /ŏŏ/, [oo] moon /ōō/, [ea] eat /ē/, [-y] happy- /ē/, [ee] feet-/ē/, /, [ou] house /ou/, [ow] cow /ou/, [ow] blow/ō/, [-y] cry /ī/. [igh] light /ī/. Good job. Let's have a go some of our words that are tricky to sound out. What, have, for, hear, their, was, some, you, said, one, your, come, and this is a tricky word that we're going to have a look at in a little while so just hold on to it- friend. But we'll come back to that and have a look at it together.

Let's review some words containing some of the digraphs and the trigraphs that we've learned lately. So, that includes these sounds [igh] says /ī/ usually before a /t/ sound but not always. [-y] at the end of a one syllable word says /ī/. [ow] says /ou/ in cow and [ow] also says /ō/ in blow and [ou] says /ou/ in house. So, let's have a look at some of these words. /l/-/igh/-/t/ light, /d/-/ow/-/n/ down, /m/-/igh/-/t/, /m/-/igh/-/t/ might, /sh/-/y/ shy. Light, down, might, shy. Light, down, might, shy. /ow/-/l/ owl, /b/-/l/-/ow/ blow, /c/-/r/-y/ cry, /h/-ou/-/n/-/d/ hound. Owl, blow, cry, hound. Owl, blow, cry, hound. /h/-/igh/ /h/-/igh/ high. /r/-/ou/-/n/-/d/ round, m/-/y/ my, /b/-/r/-/igh/-/t/ bright. High, round, my, bright. High, round, my, bright. Last row. /b/-/y/ by, /s/-/igh/-/t/ sight, /h/-/ow/ how and /g/-/r/-/ow/ grow. By, sight, how, grow. By, sight, how, grow. Excellent! How did you go? Let's have a look.

I wonder if you can find a word, there, hmm somebody's invited me out. I don't know if I'll go there's a chance I'll go. There's another chance I won't go so I could say. Hmm, I hmm go out. I hmm, hmm, I might go out. Did you work that word out? might that was a tricky one wasn't it can you find a word up here that means a bird that hunts at night. A bird that hunts at night. Have a look in the second row. Owl. Did you find that word? Owl. Good job- good work. It's time now for you to spell practising some of the digraphs and trigraphs we've been working on. So, it's time for you to go and get something to write on and something to write with and then come back and see me in a minute and I'm going to make a silly pause face. You ready? I made an action too because I couldn't help myself.

Okay fantastic work -let's go. At the top of your page, I'd like you to write the sounds that we're going to be working on today. So, first sound, that's handy I've already got it here [igh] says /ī/. Can you say that as you write it with me? [igh] says /ī/. Good job. [-y] at the end of a one syllable word says /ī/, so as you write it I want you to say /ī/. [ow], /ou/ cow, [ow] /ō/ blow, [ou] house /ou/. Okay are we ready? Our first word is by. This book was written by my mum. By. Can you say by with me? By, by. Let's say the sounds /b/-/y/. It's at the end of a word so it's probably going to be this [-y]. /b/-/y/, you have a go writing by at home. By. Is that what yours looks like? If it does give yourselves a tick. If it doesn't fix it up. Our next word is right. I write with my right hand, right. Say the word with me- right, right, /r/-/igh/-/t/. Can I see everybody's fingers up. Are we ready? It's got the /t/ sound. If there's a /t/ sound on the end we know it's going to be this [igh] don't we?

Let's write the sounds /r/-/igh/-/t/. Can you have a go at writing 'right' at home? /r/-/igh/-/t/ right. Opposite of left is right. Give yourselves a tick if you got that right. It's pretty handy isn't it? Our next word is show, show. Say it with me show, /sh/-/ow/, /sh/-/ow/, /sh/-/ow/. it's got to be this one. /sh/-/ow/. You have a go at writing show. /sh/-/ow/ show. Give yourselves a tick if you got that right with those two digraphs. Our next word is town. Say with me town, town. Get your fingers ready. /t/-/ow/-/n/, /t/-/ow/-/n/. Get ready. /t/-/ow/-/n/. You have a go at writing town on your own at home. Say it as you write it, very important. /t/-/ow/-/n/ town. Excellent work. Our final word is sound. Have a listen. Can you hear a sound? Or just me talking? Say sound with me. Sound, sound. Good job. Let's say the sounds /s/-/ou/-/n/-/d/, /s/-/ou/-/n/-/d/, /s/-/ou/-/n/-/d/. Which /ou/ is it going to be? It's going to be this /ow/ or this /ou/. I'm going to tell you in sound it's the same /ou/ as in house. Let's write that down. /s/-/ou/-/n/-/d/ sound. Does your sound look like my sound? If it does give yourselves a tick.

We're going to do some new learning today and this is something you probably didn't do when you're in reception. And this is a new special kind of digraph. So, remember a digraph is when two letters together make one sound. Well guess what? A split digraph we're going to split them, rrrr. We're going to put a consonant in the middle. What? Let me show you. This will make it a little bit clearer. So, this represents our split digraph. So a consonant e [a\_e] spells /ā/ in cake. [a\_e] cake. So, listen to the definition a split digraph is two vowels split by a consonant. Then they make a long vowel sound. I'll show you up here. So, if I had the word mat. I had a nap on the mat. That's fine but look at this. I'm going to show you something a bit special if I put an /ē/ on the end it becomes a split digraph. So, these two letters are still working together to make one sound. They just split because the [t] is in the way. Now the /ē/ makes the /ā/ long. So, instead of our word mat now we've got mate. Can you say that with me? mat, mate. What's this word? /h/-/a/-/t/, /h/-/a/-/t/e/ hate. Do you see that? We've made this into a long vowel sound. Good job. Let's have a look at this one together. [a\_e] sorry /ā/ consonant /ē/ cake /ā/. An easy way to say that. We're going to say split digraph [a\_ e] says /ā/. Can you say that with me? Split digraph [a\_ e] cake /ā/. Split digraph [a\_ e] cake /ā/. One more time. Split digraph [a\_ e] cake /ā/. Good job. let's do some sky writing and this is trickier. We ready? We're going to say /ā/ consonant /ē/ says /ā/. /ā/ consonant /ē/ says /ā/, /ā/ consonant /ē/ says /ā/. Good job. Do you remember back in our first few lessons we focussed a lot on the long vowel sounds and the short vowel sounds. Today in our Kung Fu spelling we're going to listen to some words that have the long /ā/ sound in them and we're going to be doing our Kung Fu blending. So, get ready our first word is fame, fame /f/-/a/-/m/, fame. Good work our next word- date, date. /d/-/a/-/t/, date. Bake, bake, /b/-/a/-/k/ bake. Same, same, /s/-/a/-/m/ same. Male, male, /m/-/a/-/l/ male. Great blending. Okay, let's have a look at some words that use the split digraph [a\_e] to make the long /ā/ sound. So, we've been doing lots of dots and dashes today we're going to learn how to dive under the words and have a look so you have a look here. If I have a look I've got /g/-/a/-/t/. What word? /g/-/a/-/t/ gate. Good job. /a/-/p/ ape, /l/-/a/-/t/ late, /n/-/a/-/m/ name. Let's see if we can read those together. Just nice and slowly. Gate, ape, late, name. Good job. Gate, ape, late, name. Sometimes you might hear people talk about this special spelling pattern. They sometimes they'll call it the bossy /ē/ or the tricky /ē/ and it is. It's being a little bit bossy and it's saying to the little /ā/. 'Say your full name'. So, instead of gat we get gate. But, we're going to call it a split digraph because that's the grown-up way of saying it. Let's have a look at our next row /m/-/a/-/z/e maze, /s/-/n/-/a/-/k/ snake. Good job. /s/-/c/-/r/-/a/-/p/e scrape, /r/-/a/-/k/ rake. Maze, snake, scrape, rake. Maze, snake, scrape, rake. Good job. /s/-/a/-/m/e same, /i/-/n/-/s/-/a/-/n/ insane, we can get rid of the in and i'ts just sane. /p/-/l/-/a/-/n/ plane in the sky. Good job. /b/a/-/s/ base. Same, insane, plane, base. Last, oh faster. Same, insane, plane, base. Last row. /n/-/a/-/p/ nape, /p/-/a/-/l/e pale, /b/-/l/-/a/-/d/ blade, /g/-/r/-/a/-/p/ grape. Nape, pale, blade, grape. Nape, pale, blade, grape. Let's have a look. Can you see a word on this list. This is in this grid. This is a reptile that can bite and if you see one when you're going for a walk you need to freeze. Can everyone freeze with me? You ready? Have a wiggle freeze. We have to freeze when we see a? Look in the second row. When we see a? Snake. Did you read that word snake? Good job. Um, something that I like to eat uh comes on a stalk in a bunch. It's a kind of fruit. Have a look in the bottom line. Grape. Did you guess grape was the word I was thinking of? A yummy fruit to eat. We've just had a look at all of these words and the split digraph [a\_e] and you know what? I think you've worked so hard today that we're not going to do any words to spell or dictation today we're going to stop here. That's because what I would like you to do now is our normal homework. I'd like you to practise these split digraphs. So I want you to have a look at the first word. Gate. Hold that word and on your paper, I want you to write /g/-/a/-/t/-/e and then dot dash dive it. You ready? /s/-/n/-/a/-/k/e, /s/-/n/-/a/-/k/e. I'd like you to keep doing that for all of those words and that's all you have to do today. You don't have to do any sentences or anything else. But I'd like you to read those words and practise lots of times and I'd like you to look plan, plane, blad, blade grap, grape you look at how that /ē/ changes the sound of the word when we have the long /ā/ sound. Fantastic work! I'll see you next time. See you later alligator!

**End of transcript.**