# Year 1 phonics – lesson 6

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## Video transcript

Hello everyone, and welcome back for Lesson Six, Year One Phonics. My name is Miss Simone and I'm really happy to see you again, and I hope that you've had a lovely time since we last met, and just in case you've forgotten, I've got my homework to show you that I did last week. So, the final diagraph we had a look at, at the end of our last lesson, was the [o] [i] says /oi/ in the middle of a word. So here's my dot, dash, dive homework. I copied each of the words and I put a dot under the single phonemes /c/, a line after the diagraph /oi/ and then a dot after the next one, coin, and  there's my whole list of words. You can freeze it on there if you'd like to, have a read, and  refresh your memory, or check your own work, but today we're moving on.

So the first thing we're going to do is some phonemic awareness. So remember for this part I want you  to switch your listening ears on, and we're going to do some actions. So last week we did the long and short vowels. We're going to do something a little bit different. We're going to start off today identifying the initial sound, that means the first sound that you hear  when we say a word. So if I said hat, wear a hat on my head, the first sound in hat is /h/. So I could say hat, /h/ and touch my head because that's the first word. So we're going to touch our heads. So I hope that works okay. Our first word is emu. Say it with me, emu, and the first sound is /e/ mu. Good job. Our next word is parrot. Say it with me, parrot, first sound /p/. Good job. Let's do that one again. I want you to make sure you don't use your voice when you say the /p/ sound. Parrot, parrot, /p/. Good job. Koala, koala. /k/, rabbit rabbit /r/, quokka, guokka /qu/, platypus, platypus /p/. Did you get that one right? That's tricky isn't it, because it starts with those two consonants together. We blend them together to make a /pl/ sound. So let's do that again platypus, platypus /p/. Good job. Snake, snake, /s/and our last one, galah, galah /g/. Good job.

The next game we're going to play, I want you to listen really carefully. I'm going to say two words, and you have to tell me if they rhyme, or if they don't rhyme. So remember for words to rhyme, they have to have the final end sound and  the same consonant sound as well. So if I said hat, cat, they rhyme. That's easy. If I said, fall, jump, they sound nothing the same. So we're going to give them a big thumbs down. So our first two words are, hot, pot. Hot, pot - ot. They both end in 'ot'. So they're rhyming. Have you got your thumbs up? Good job. Our next words are, and say them with me, dry, dish, dry dish. Dry, dish, they don't rhyme. That's right, thumbs down. Good job. Next words, cool, pool. Let me hear you, cool pool. That's right, they rhyme. I'm seeing some thumbs up already. You're getting this. Our next words, red, fed. Let me hear, red, fed. Yes they're rhyming, as well. Good job. Our next words, mean, main. Oh, you might have to watch my mouth for this one. Say it with me, mean, main. Mean, main, they don't rhyme. They both finish with the /n/sound, but one's got an /ee/ and one's got an /ai/ so they're not quite rhyming. Good job. One more. Our last two words are home, comb. Please say it, home comb, and they rhyme. Good job.

So it's time for us to review some of the vocabulary that we looked at last week, and I've got a picture to help us this time. So our first one here says, a phoneme is a single sound in a word. Can you say that with me? A phoneme is a single sound in a word. One more time, a phoneme is a single sound in a word. Good job. Remember our next one had to do with writing. Grapheme, a grapheme is a letter or group of letters that represent a single sound. You say that with me. A grapheme is a letter or a group of letters that represent a single sound. Good job. Now, we did a lot of these last week. We looked at lots of digraphs. So, di- is two, graph is from writing. So a diagraph is when two letters together that represent a single sound. Let's say that together. A digraph is two letters together, that represent a single sound. One more time, a digraph is two letters together that represent a single sound. Good job, and we're including one more word. You probably know this one already, but a syllable, is a beat in a word. Let me hear you say that.  A syllable is a beat in a word. Good job.

Now it's time to review some of our digraphs that you may have done at the end of last year and some that you will have done with me last week. Remember how this works. We'll say the letter names, the key word, and then the sound so we're going to start [q] [u] queen, /qu/. Let's go. Let's do it together [q] [u] queen /qu/, [p] pig /p/, [o] orange /o/, [h] hat /h/, [c] [k] duck /ck/, [s] [h] shell /sh/, [t], [h], thumb /th/and the other sound for [t] [h]. [t] [h] feather. Good job. [c] [h] cheese /ch/, [n] [g] ring /ng/, [w] [h] whale /w/. From our most recent learning, [a] [i] rain /a/ in the middle of a word. [a] [y] play /a/ at the end of a word. [o] [i] /oi/ coin. Good job. Let's have a look at some words to review the sounds that we learnt last week. So the digraphs we learnt last week that we're going to review, include [a] [i], [o] [i] double /ee/, [a] [y]. So let's have a look.  I'll get a different colour. Let's have a look here. We can see /m/ our diagraph /ai/ /n/- main. Can you say that with me? Main. Good job.  /oi/-/l/ - oil. Let's say it together, oil. Next word /r/- /ee/- /f/. What word? Reef. Oh my [j] got a bit cut off. /j/-/oi/- /n/ - what word? - join. Lovely reading. Let's start here and read this line together. Main, oil, reef, join, - and more quickly. main, oil, reef, join. Great reading. Let's have a look at our second row. Ooh, I can see the /ay/ diagraph at the end of a word.  /t/-/r/-/ay/ at the end of the word. What word? Tray. Excellent. /s/-/t/-/u/-/d/-/y/. This is one of those tricky words isn't it, that has the /ee/ sound at the end of a word. Listen to this word with me. /s/-/t/-/u/-/d/-/y/ You say the word, study. Good job. Let's count the syllables. How many beats in study? /M//m/ - Two - stud-y. Good job. Okay next word, - /p/-/oi/-/n/-/t/,-  point. /s/-/a/-/n/-/d/-/y/, /s/-/a/-/n/-/d/-/y/. What word? Sandy, and another two-syllable word. Let's read this line together, tray, study, point, sandy, and quickly, tray, study, point, sandy. Excellent reading.  Let's have a look down here /s/-/c/-/r/-/ee/-/n/. Double /ee/ making the long /ee/ sound, /S/-/ c/-/r/-/ee/-/n/ screen What word?  Screen. Good job. /s/-/t/-/r/-/ai/-/n/. Hmm, I can see our keyword rain. If we add a /t/ on the beginning we get train. Strain, - so we can read this really tricky word just by sounding it out. /S/-/t/ - rain strain. I strain my muscles, when I lift heavy things. Let's have a look here, /d/-/ai/-/l/-/y/. Oh another two syllable word. Say it with me /d/-/ai/ /l/-/y/. Daily. Excellent reading. /C/-/a/-/n/-/t/-/ee/-/n/,  /C/-/a/-/n/-/t/-/ee/-/n/. Canteen. Do you have a canteen at your school? Canteen. How many syllables in canteen? Let's say that one together, with our mouth shut. /hmm//hmm/ - two syllables. Let's read the row, - screen, strain, daily, canteen. Excellent,- and our last row. We've got the /y/ at the end of the word again to make that long /ee/ sound. /F/-/r/-/o/-/s/-/t/-/y/. Frosty. Oh this is a long word. This is a compound word.  I can see two words in here, -/t/-/i/-/n/- tin and /f/-/oi/-/l/- tinfoil. Good job. This next word. Let's have a look. /S/-/t/-/ay/-/i/-/ng/, staying. We're going to talk about that one in just a minute and our last word /b/-/oi/-/l/-/i/-/ng/. Boiling. Let's go from the start, frosty, tinfoil, staying, boiling. It's time for you to do some writing, now. So what I need you to do, is to go and get a pen and a piece of paper. So you need to pause me, and make sure you've got those things ready.  So I'm going to make a face. Are we ready?

Okay. Time for some spelling, so I would like you to get your paper ready, and your pencil, and these are the sounds we're going to write down for our sound bank. So our first sound is /oi/ [o] [i] says /oi/. Good job. Our next sound is /ee/ at the end of a word. So remember at the end of a word, we write it with a [y]. How about an /ee/ in the middle of a word? Double /ee/ - that's right, and then finally we've got [ay] at the end of a word. Okay, so the first word we're going to  write is happy. I feel really happy. Happy. Let's go. Let's say the word together first of all, - happy, happy. /h/-/a/-/p/-/y/. Let's write that down. /h/-/a/-/p/-/y/. I'll put a line there, because we've got two letters together to make the /p/ sound. Have a go. If you think you can write happy, you write it. If you're not sure, we can watch and write with me. Make sure you say the sounds as you write them. /h/-/a/-/p/-//p/-/y/. If you're happy looks like mine, give yourselves a tick If it doesn't, you can just pause and fix it up and then give yourselves a tick.  Our next word is play. I always feel happy when I play. Play, say it with me, play.  Let's count the phonemes,- /p/-/l/-/ay/. Where is the /ay/? It's at the end. /P/-/l/-/ay/. Have a go writing it. If you're not sure you can watch me, - /p/-/l/-/ay/. Did I hear everyone saying those sounds as they wrote them? I hope you did. Let's read the word together, - play. Give yourselves a tick if it looks like that. Our next word is point. Can you point at me, and I'll point at you. We'll point at each other. Go! Point. Let me hear you say point,- point. Good job. Let's sound out the word - lets sound it out /p/-/oi/-/n/-/t/, four sounds -/p/-/oi/-/n/-/t. You have a go.  You write it out. What's the first sound? I said it very quietly over here.  I wonder if you said it a bit quietly like I did. /p/-/oi/-/n/-/t/. Give yourselves a tick, and the last sound is feel. How do you feel? Feel, say the word with me, feel, - /f/-/ee/-/l/. feel. Okay have a go at writing the word /f/-/ee/-/l/.  feel. Does yours look like mine? If it does, give yourselves a tick, and then we can pop that aside for a little while.

Our new learning for today is another way to spell the /oi/ sound. Let's have a look. This is how we spell /oy/, and here we have a picture of a boy. So you have a listen, boy, say it with me, boy. What are the sounds?  /b/-/oy/. Do you know what, when /oy/ is on its own at the end of a word, we spell it [oy]. When we had the word coin, can you hear, it's got the /n/ on the end. That's when we need [o] [i]. So that's pretty handy for your spelling, isn't it? So let's have a look here. We're going to say the letters, the key word and the sounds and then we'll do some sky writing. So start off [o] [y] - boy, -/oy/. Let's do that together [o] [y] - boy, oy. Good job. Time for some sky writing. So I need you to get your two sky riding fingers ready, and let's go [o] [y] says /oy/. Good job. [o] [y] says /oy/. One more time, [o] [y] says /oy/. We're going to say the letters. Great job and great spelling. Time to do some Kung Fu blending. Are we ready? So remember, we say the word, we sound it out, and then we say the word again. And, our first word is boy. Boy - /b/-/oy/  boy. Good job. Our next word is toy. Toy, /t/-/oy /toy. Good one. Next word is joy, joy /j/-/oy/,joy. We're not getting many punches are we? And our last word is enjoy. This will be more, - enjoy, enjoy /e/-/n/-/j/-/oy/- enjoy. Good work.  Have a seat and let's read some words together. So remember what I said? If we see an [o] [y] the end of a word, it says the /oy/ sound. So we can read this one, - /b/-/oy/- boy. That's our key word, easy peasy! What about this one? /S/-/oy/, soy. Some people like soy milk in their coffee.  /j/-/oy/, joy,- when you're feeling great. Let's read those words together, boy, soy, joy. Good job, and quickly, boy, soy, joy. Great reading. /t/-/oy/ toy. What word? Toy. /c/-/oy/. Do you know what coy means? I'm pretending to be coy and I'm being shy. So coy is another word for shy, and I'm definitely not that, but I was just showing you what coy meant.  So say it with me. /c/-/oy/. Good job. /e/-/n/-/j/-/oy/. What word? Enjoy. Good job.  Let's read them together, toy, coy, enjoy. Last row, I can see a capital letter. So that tells me it's either the beginning of a sentence, and this isn't a sentence, because it's just a list of words. So it must be somebody's name, or the name of a place. /T/-/r/-/oy/. Troy. I know someone called Troy. So say that word with me, Troy. Next word /e/- /m/-/p/-/l/-/oy/, employ. Can you say that with me? Employ. Good job, and our last word /j/-/oy/. You knew that one, /s/-/t/-/i/-/ck/, joystick. Excellent. So a joystick is something we might play with on our controllers. So have a look. Can you find a word here? A boy's name? Have a look. see if you can find a boy's name in the bottom row.  Did you find Troy? Yeah, that was a bit too easy wasn't it? Let's come up with something a bit trickier. Oh this word. I'm thinking of is, a bean, and it can be juiced up in a blender, and then strained to make a special kind of milk. What kind of bean is it? A boy bean? No! A soy bean. Yes, soy is the word. Good job, and finally this is something you control with your thumb when you're playing a computer game. Have a look in the third row, try employ, joystick. That's it. Good job if you manage to read those words.

And time now for you to do some spelling.  So grab your pen, and your paper, pop that in front of you, and make sure at the top of your page, you write this with me, [o] [y] says /oy/. Let me hear as you say it, [o] [y] says /oy/. Good job, and our first word is our key word, boy. Say it with me, boy, /b/-/oy/- boy. Good job. You have a go at writing boy. If you're not sure, you can watch me. You can press pause and write it by yourself. /b/-/oy/. Boy, it looks like mine, big tick, excellent job. Our next word is enjoy. I enjoy summer, enjoy. /e/-/n/-/j/-/oy/. Notice the /oy/ is on the end again. So we're  going to use an [o] [y]. /e/-/n/-/j/-/oy/, enjoy. You have a go at writing it, - /e/-/n/-/j/-/oy/, enjoy. Give yourselves a tick. If you didn't get it right, fix it up. Our next word is joy. We've already written it. Don't tell anyone. Oh joy, I can do this one. /j/-/oy/, /j/-/oy/. Big tick. That one was super easy. And our last words getting a little bit tricky. A two syllable word. Are you ready? Employ, say that with me, employ. Say it with your mouth shut. Good job. Employ. Let's sound it out, as I throw my texta lid to the floor. -/e/-/m/-/p/-/l/-/oy/. Let's  go, /e/-/m/-/p/-/l/-/oy/.  Oh boy, employ. Good job. Give yourselves a tick.

It's time now for us to read some sentences together. Okay let's read this together. Read it with me. 'The boy can win a toy.' Great great reading. Let's read it again, but let's read it as if we were reading it in a storybook, so a bit more of an interesting voice. You ready. 'The boy can win a toy'. Can you read it like that with me? Are you ready? 'The boy can win a toy.' One more time, nice and fluent. "The boy can win a toy." Lucky him. Let's have a look at our next sentence. We'll read another sentence together. I like this sentence, makes me happy. So, /th/-/a/-/t,/ 'That boy' (easy peasy)  toy, that toy rab-bit, but I don't know why I underlined that. I should have done dots shouldn't I, doesn't matter. 'That toy rabbit is fun-ny!' So there's our [y] on the end to make that long /ee/ sound. Read it with me, 'That toy rabbit is funny!' Okay, if we were reading that in a book we'd probably be laughing a bit so can you say that as if you're looking at a funny toy rabbit. You ready? Oh 'That toy rabbit is funny!" Can you read it like that? You ready? 'That toy rabbit is funny!" Good job. Great reading, and now it's time for you to do some writing with me. We're going to write a whole sentence together because you are rock and roll writing stars. Let's go. So listen to the sentence. The boy can win a toy. Can you say that sentence with me? The boy can win a toy. Let's count the words. The boy can win a toy. Six words. I can hear our /oy/ sound.  One more time. The boy can win a toy. Good job. So, I remember at the beginning of a sentence we always need a capital letter. What's our sentence about? Our sentence is about a boy. Let's write that. The boy, the boy - what about the boy? What can he do? He can win? Let's write that. The boy can win. What can he win? He can win a toy? Okay let's write a toy, and at the end of our sentence, we need a full stop. Great writing. Let's read the sentence together. The boy can win a toy. Good job. Let's read it together - The boy can win a toy. Good job. You check your sentence. If it looks like mine, you can tick every word if you want to. If it doesn't that's okay, you can pause it and have another go. Today we've learnt to spell a new sound the /oy/ sound at the end of a word.  We learnt to read and write the diagraph /oy/ [o] [y] says /oy/ at the end of a word. Let's write that together. You ready? [o] [y] says /oy /at the end of a word. [o] [y] says /oy/ at the end of a word. Okay, great work.

I'll see if, no I won't. We've got homework, so here's what I'd like you to do. I'm going to start the same as last week so I'd like you to have a look at each of the words on this list, say the word /b/-/oy, Then on your paper, I want you to write  /b/-/oy/ and then dot, dash, dive, /b/-/oy/ and read it again, - boy, soy, soy, /s/-/oy/ soy, joy, joy, /j/-/oy/, /j/-/oy/ joy, and keep  going for the rest of the words. When you finish that on another piece of paper, I'd like you to write this sentence, "That toy rabbit is funny!" and then I would like you to draw a really funny picture of a toy rabbit for me. I look forward to seeing that tomorrow. Have a wonderful rest of the day and see you later alligator. I'd like you to write this sentence 'That toy rabbit is funny!"

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