# Year 1 phonics – lesson 7

View video at: <https://youtu.be/at9LzaXIbfY>

## Video transcript

Hello again, and my name is Miss Simone, and we're continuing with year one phonics lessons, and we are up to lesson seven. So let's have a look. Here's my homework from yesterday. So these are our [o] [y] at the end of a word makes an /oi/ sound words. So I cheated a bit. I used to print out, and I've dot and dashed underneath, and I can read all of these words. Let's read them together really fluently, - boy, soy, joy, toy, coy, enjoy, troy, employ, joystick. Excellent reading. The other thing I asked you to do, was have a go at drawing and writing this sentence. So let's read this sentence again. 'That toy rabbit is funny!' Are you ready to meet the toy rabbit that's hiding behind this page? I have to warn you, he's a little bit coy. Do you remember what coy means? A little bit shy. So let's have a look. Here he comes, here he comes! Oh no! He just whispered to me. He's a bit coy. Hang on, hang on, it's all right, it's all right, they're nice. Oh no! Come on. It's okay. They're really nice. You ready? There he is. There's our funny toy rabbit. Did you draw a funny toy rabbit at home as well? I hope you did. I can't wait to see it. And it's time now for us to move on with our lesson. So you can go now. You can go and have a little rest. We'll pop him away.

So we're going to begin with some phonemic awareness. So I'd like you to turn your listening ears on, and we're going to start off with some initial sounds. So time for some phonological awareness. Switch your listening ears on, and let's start. So we're going to be listening for the initial sound in the word that means the first sound that we hear again. So if I said, rabbit, /r/ is the first sound we hear. So our first sound is, seat. Say, seat. seat. /s/. Good job. Our next word is boil. Say boil. /b/ Good job. Band, band, /b/, chair, chair /ch/, block, block /b/, not /bl/. We just want the first sound. Let's do that again, block, block /b/, cry, cry, /c/,quit quit /qu/, road, road /r/. Good job. We're going to play the same game as yesterday now. So I want you to listen, and if the words rhyme I want a thumbs up. If they don't rhyme, I'd like a thumbs down. Are you ready? So if I said, clap, lap, they rhyme. If I said, in, lap, they don't rhyme. You ready? So our first two words are, in, lap. Let me hear them, in, lap. They don't rhyme. Okay, our next two words are, hit, fit. Let me hear you, hit, fit. Yes they rhyme. I can see lots of thumbs up. Excellent work. Our next words, teach, beach. Let me hear you, teach, beach. Yes, they rhyme. Great work. Our next two words, fast, slow. Let me hear you, fast, slow. Do they rhyme? No way! Next two words, cry, try. Your turn, cry, try. Yes, they rhyme. Great job. Jump, bump,- jump, bump, yes they rhyme. Excellent, and our last two words are, gold, boat, gold, boat. They don't rhyme. Great work.

Time now, for us to review some of the sounds that we've learned before. We're going to start with a letter that you may have seen before. It has the stick, so remember we talked about this previously. When I see this stick I'm going to close my mouth, press my lips together. Okay so the name of this letter, [b] bed, /b/. Can you do that with me? [ b] bed /b/. Good job. [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/, [t] [h] feather /th/, [c] [h] cheese /ch/, [n] [g] ring /ng/, [w] [h] whale /wh/, [a] [i] rain /ai/, and [a] [y] at the end of a word [a] [y] play /ay/, [o] [i] coin /oi/, [o] [y] boy /oy/, and that was the sound we learned in our last lesson. It's a great word.

We're going to practice some words that we can't always sound out. They don't always look the way we think they're going to, when we try and read them. So this word is a, I, the, is, as, said, do, for, his, her, we, be, me, she, he, so, was, no, go. If you weren't sure with some of those words, you can rewind that part of the video and have a few more practices. So it's time for us now to review some of the digraphs that we've been learning over the previous few days. So we're going to have a look at some [o] [y] words. It says /oy/ at the end of a word. [o] [i] says oi in the middle of a word. We have [y] at the end of a word says /ee/. We have [a] [y] at the end of a word says /ay/, and we have double /ee/ making the /ee/ sound. So let's have a look at our first word. /j/-/oy/-joy, /s/-/oi/-/l/, soil, /r/-/u/-/s/-/t/-/y/, /r/-/u/-/s/-/t/-/y/, rust, and we can put an /ee/ on the end and make rusty. Good job. /s/-/t/-/ay/, stay, stay. Let's read them together,- joy, soil, rusty, stay, - quickly,- join, soil, rusty, stay. See a diagraph here and here. /s/-/l/-/ee/-/p/, /s/-/l/-/ee/-/p/, sleep, /g/-/r/-/ee/-/d/-/y/. This got two of our new sounds in it and our new diagraph double /ee/ and our new [y] at the end says an /ee/ - greed-y. Can you say that with me? - greedy. Good job. /p-/ay/-/s/ - pays. Again the /s/ is acting like a suffix. So our word is pay, and that's why we have the [a] [y] on the end. /t/-/oi/-/l/-/s/. What word? - toils. Good job. Let's read this row again, sleep, greedy, pays, toils, and more quickly,- sleep, greedy, pays, toils,. Great reading./p/-/oi/-/n/-/t/, /oi/-/l/-/y/, Say it with me oily. Good job. /j/-/oy/-/s/-/t/-/i/-/ck/,- joy-stick, /h/-/a/-/n/-/d/-/y/-handy- and look, hand, handy. That means that's convenient. Let's read these words again,- point, oily, joystick, handy, and quickly,- point, oily, joystick, handy. And our last row - enjoy, /e/-/n/-/j/-/oy/, enjoy, /w/-/ee/-/p/, weep, /b/-/oi/-/l/-/i/-/ng/, boiling, /e/-/m/-/p/-/l/-/oy/, employ. Give someone a job. Let's read this row again, - enjoy, weep, boiling, employ. Good job, and quickly,- enjoy, weep, boiling, employ. Okay, so, can you find me a word, that ah, this is someone who wants everything. I want all the chocolates. I want all the red smarties. I want all the mangoes. They're being super what? Let's have a look in this row. Are they being super asleep? No! Are they being super greedy? They are. They're being super greedy. So if that's the word you guessed, - good job. I want you to find a word in the top row, and sometimes this happens if you're using a shovel or something made of metal, and you leave it outside in the rain, and it goes all brown and powdery and gets all over your fingers, because it's got rust on it. How do we describe it? We'd say the shovel is rusty. You've got it! Great job.

Okay it's time now for you to do some spelling words. So I'd like you to go and get a piece of paper, and something to write with. I'll make a silly face. You're ready to pause me, and you can go and get that stuff. Okay, excellent work. I'm going to get rid of this. So, the sounds that we're going to be writing today, include these diagraphs. So write them down, and say the sounds with me, [o] [y] says /oy/ at the end of a word. [o],[i] says /oi/ in the middle of a word, [y] says /ee/ at the end of a word, two syllable word, double /ee/ says /ee/ inside a word, and lastly, [a] [y] says /ay/ at the end of a word. So our first word is, ploy, ploy. Say that one with me, ploy, ploy. Let's sound it out, /p/-/l/-/oy/. ploy. So a ploy, is like a tricky or cunning plan. I have a ploy to get everyone drawing rabbits. I will set rabbit drawing homework. That's my cunning ploy. My cunning plan. Let's say that word one more time, ploy, ploy, /p/-/l/-/oy/, /oy/ is at the end. Let's go. /p/-/l/-/oy/. You have a go at writing ploy. If you're not sure you watch me, /p/-/l/-/oy/. Give yourselves a tick if your ploy looks like mine. Our next word is gusty. The gusty wind blew all night. Gusty, say it with me, gusty, gusty. Let's sound it out, /g/-/u/-/s/-/t/-/y/, gusty. Good job. Let's go. /g/-/u/-/s/-/t/-/y/. You have a go at writing it on your own. If you're not sure, you can watch me, /g/-/u/-/s/-/t/-/y/, gusty. Good job. Do you know what? This is what I love about this sort of stuff. I could change that to a /d/ and now I've got dusty! That's the beauty of spelling. Once you learn the pattern you can spell lots of different things. Our next word is spoil. Spoil, say it with me, spoil, spoil. /s/-/p/-/oi/-/l/, Got that /l/ sound on the end. So we know we need this [o] [i] spelling for /oi/. Let's write the dots, /s/-/p/-/oi/-/l/. You have a go at writing the word, /s/-/p/-/oi/-/l/, spoil. Give yourselves a tick, and our last word is study, study. Say it with me study, study, /s/-/t/-/u/-/d/-/y/. Got that /ee/ on the end. /s/-/t/-/u/-/d/-/y/. You have a go at writing study on your page. If you're not sure how, you can watch me. /s/-/t/-/u/-/d/-/y/. Give yourselves a tick if it looks like mine. If it doesn't, you can pause, and fix it, and make them all look like mine. Great work. I'm going to get rid of this now.

It's time for some new learning, and you'll never guess. We've got another new diagraph. English is full of diagraphs, that's why it's important that we learn, a diagraph is when two letters represent one sound, and here is our new diagraph [e] [a], eat /ea/. Can you say that with me? [e] [a] eat /ea/. Good job. So the spelling [e] [a] is another way to spell the same double /ee/. So remember we've already got double /ee/ says /ee/ in feet. Now we've got [e] [a] says /ea/ in eat, and we also had [y] says /ee/ at the end of a two-syllable word, but we won't worry about that one. These are the two we're focusing on today. So it's time to start off with some sky writing. So get your sky writing fingers ready.

 You can stand up if you like, because you're going to have to stand up for the next part anyway. You ready. Give yourselves a wiggle. Are we ready? [e], [a] says /ea/, [e], [a] says /ea/. Great writing. Okay, time to stand up for some Kung Fu words. I hope you're already. Standing up because you're super organized. So remember, we bow with the word, we punch out the sounds, and we bow with the word again. Let's start with tea. Say the word tea, tea, /t/-/ea/, tea. Next word sea, sea, /s/-/ea/, sea. Next word, each, each, /ea/-/ch/, each. Next word, least, least, /l/-/ea/-/s/-/t/, least, treat, treat, /t/-/r/-/ea/-/t/, treat. Great work.

Okay, we're going to learn a new word today. This word is homophone. I'm going to write it here. So homo, means same, and phone means sound. So if I said the word, see and sea, for example, I could say I went to Glenelg, and when I was there I could see the sea. Can you hear how see and sea are exactly the sound same sound? Okay, but if we're looking, here's my eyeball and there are my eyelashes, and I'm looking at the sea. They're different words. This one is see, and this one is sea. Can you see they sound the same don't they, but they look different see, sea. They've both got a diagraph in them. So sometimes if you're doing some spelling, you might get a little bit stuck, and think, hmm, nice to meet you. How do I spell meet? You can say to someone, is it /ee/ like feet or /ea/ like eat, and they can tell you. If it's pleased to meet you, it's like two little /ee's/ meeting up together. They're saying, 'Hello, hello /ee/ hello /ee/ nice to meet you, but over here, we have this meat. This is meat that some people like to eat, like beef or chicken or pork. Meat eat meat, and here we have the two little /ee's/ nice to meet you. That's a homophone. Let's go back now to focusing on our [e] [a] words. We're going to read some together. Our first word, eat. That's easy. That's our key word isn't it, eat, /s/-/ea/, sea, - where I like to swim. /b/-/ea/-/m/ I'm sending brain beams to help with your brain work, /b/-/ea/-/m/, /b/-/ea/-/d/ bead. Let's read these together, eat, sea, beam, bead, - more quickly, eat, sea, bean, bead. Great reading. Let's have a look down here. /s/-/t/-/ea/-/m/, steam. What word? - steam. Good job. /b/-/ea/-/t/-/s/, /b/-/ea/-/t/-/s/, beats, and that's like beats on a drum. /ea/-/s/-/t/, /ea/-/s/-/t/, Good job. east /ch/-/ea/-/p/ cheap. Oh, let's read this row again, steam, beats, east, cheap,- and more quickly, steam, beats, east, cheap. Next row, /s/-/ea/-/t/, /t/-/ea/-/ch/, /t/-/ea/-/ch/, teach. Oh, I like this one, /p/ea/-/n/-/u/-/t/. pea- pea- nut, peanut. And our last word, /t/-/ea/-/p/-/o/-/t/ tea-pot. Good job. Let's read that row, seat, teach, peanut, teapot,- and more quickly, seat, teach, peanut, teapot. Fantastic work. If I want to buy something but I don't want to spend a lot of money, I want to find a meal that doesn't cost a lot. What's another word in this row that describes something that doesn't cost very much? Steam, beats, east, cheap. Could it be cheap? I want a cheap meal, or a cheap car. Good job. How about, oh, something that I'm trying to do right now. I am trying to,- not seat, teach. Yes, I'm trying to teach right now. Great work.

 It's time now for you to do some spelling. So you need to go and grab your pencil and your pen, and come and sit down with me. While you're doing that, I'll get ready here. On the top of your page and I want you to say it as you write it. I want you to say [e] [a] says /ea/. Let me hear [e] [a] says /ea/. Good job. Okay our first word is clean, clean. Let's say it together, clean, clean /c/-/l/-/ea/-/n/, /c/-/l/-/ea/-/n/, /c/-/l/-/ea/-/n/. You have a go at writing clean. If you're not sure you can watch me. Ready, /c/-/l/-/ea/-/n/, clean. Good job. I'm going to change colour. Some people don't see green very well. Let's have a go. Our next word is, leaf. Can you say that with me? - leaf, /l/-/ea/-/f/, and we're going to use this sound or these letters to spell the /ea/ sound -/l/-/ea/-/f/. You have a go on your own, - /l/-/ea/-/f/. Oh, we forgot, nearly forgot. Give yourselves a tick if you've got clean and give yourselves a tick if you got leaf. Okay, good work, and next word, and this is one of my favourite places to visit in summer and winter really. Beach, can you say beach with me? Beach. Let's say the sounds together /b/-/ea/-/ch/, /b/-/ea/-/ch/. Have a go at writing beach. Off you pop,- /b/-/ea/-/ch/. Lovely, give yourselves a tick, and our last word is team. We're a team aren't we, today learning our [e] [a] words. Let's say that word together,- team, team, Good job./t/-/ea/-/m/, /t/-/ea/-/m/, You have a go at writing team. /t/-/ea/-/m/, team. If your team looks like mine, give yourselves a tick. Wow! You've done some awesome writing today.

Time now, for us to read some sentences together. Time for us to read some passages to build our reading fluency. So let's have a look here together. She, she /l/-/e/-ft, left her oh here's our diagraph, /t/-/r/-/ea/-/t/, treat. She left her treat. I wonder where she left it? - at the /b/-/ea/-/ch/. Where did she leave it? At the beach. Let's read that sentence together. She left her treat at the beach. Good job. Now how would you feel if you left something at the beach and you got home. Would you be a bit sad. I'd be pretty sad. So let's read this sentence as if we're reading a story and we're describing it's a little bit sad. You ready? She left her treat at the beach. Can you do that with a little, let me see little sad faces. Are we ready? She left her treat at the beach. One more time, because you look so cute. She left her treat at the beach. Poor little bunny. She'll get it back. They'll go and get it back. Okay? Let's have a look at our next sentence. So I'm trying to save paper. The fish leaps from the sea. Let's read that slowly together. The fish leaps from the sea. Good job. Now let's read this one as if we're a bit surprised, because fish are normally in the water. You don't often see them above the water. We ready? The fish leaps from the sea. Can you read it like that with me? You ready? The fish leaps from the sea. One more time. The fish leaps from the sea. Great reading.

And now it's time for you to write a sentence. So let's get your pen and paper out, and let's get ready. While you're waiting you can write an [e] [a] at the top of your page because that's the tricky new diagraph that we're using today. Okay, listen to our sentence. I'm standing on bits of paper. We ready? Let us eat a treat. Yum-Oh! You ready? Let us eat a treat. Can you say that with me? Let us eat a treat. Let's count the words. Let us eat a treat,- five words. Let's go. The beginning of our sentence, we always need a capital letter, and our first word here is let. Who are we going to let? - us, let us What are we letting us do? Let us eat, eat. Sorry my text is getting a bit, that's better. Let us eat a treat. Good job. Let's read that together. Let us eat a treat. Maybe you can have something to eat when we finish this lesson. It might be nearly morning tea time, so you've worked very hard today. I think we've all worked very hard today. I think we all deserve a treat, a little pat on the back, or a little run around outside in a while.

The sound we learnt today is [e][a] eat treat. So let's do a little tiny bit of sky writing again. [e] [a] says /ea/ treat, [e] [a] says /ea/ treat. One more time, [e] [a] says /ea/ treat. Great work.

Now we've got a little bit of homework, for you to do. Perhaps after you have eaten a treat, maybe a nice apple, or a banana, some sultanas, - making me hungry. So, here's our homework. The first thing you need to do is read the words in the list, eat, then on your page I want you to write the word eat. When you've written it, I want you to underline the diagraph, and put a dot and read it again eat. sea /s-/ea/, /s-/ea/ sea and keep going through all of those words. When you've finished, I'd like you to read this sentence. The fish leaps from the sea, and I'd like you to draw a picture of a fish leaping out of the sea and write the sentence. I'll see you tomorrow. I hope you have a wonderful rest of the day. See you later alligator.

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