# Year 1 phonics – lesson 8

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## Video transcript

Hello, you're joining Miss Simone for another year one phonics lesson, and we're up to lesson eight. So let's have a look at the homework that you had to do yesterday. Here's one I prepared earlier. So you had your words, and I wanted you to write the words, eat, say the sounds eat as you wrote them, and then dot and dash underneath the diagraphs, and the single sounds. So you should have eat, sea, beam, bead, and all of these [e] [a] words underlined. Make sure if you've done that, that you show someone at home, because I think you deserve a special treat for doing that work. I also asked you to have a go at writing this sentence, "The fish leaps from the sea.'  And then I said, can you draw a picture? And here is my picture. So unfortunately my writing's a bit small. 'The fish leaps from the sea.' And here's our little fish with a great big smile leaping out  of the blue green ocean, on a nice sunny day. So good job. I hope you enjoyed, doing that homework and drawing your fish leaping out of the sea.

It's time now, for us to do some phonological awareness. So I want you to turn your listening ears on. Now remember yesterday, I gave you some words so  I'd say seat, and then we'd find the first letter /s/ and touch ourselves on the head. Today we're going to try something a bit tricky. We're going to say a word. So we could start with say, farm, so say farm, farm. If we take away /f/, what's the word that's left? - arm, farm, arm. Okay, let's try that together.  So our first word is seat. Say seat, seat.  Say seat, without /s/,- eat. Try that again, seat, say seat, without /s/, eat. Good job! Our next word is chair, chair. Say chair, without /ch/, air.  Let's try that again, chair without /ch/ air. Good job! Our next word is band. Let me hear, band. Say band without /b/, and. Good job. Block, block, block without /b/, lock. Good job! One more time, block, block, without /b/, lock. Good job! Cry, cry, without /c/, rye. Next one, quit, say quit, quit without the /qu/, it. And our last one, road, road, without /r/, owed. Great job! Time now for some rhyming words and this is one of my favourite rhyming activities. You ready? Where I'm going to give you some nonsense words that are parts of the body, but I'm going to say them, a little bit incorrectly. So, for example, this is my binger, and you're going to say, 'Not binger, finger!" Are you ready? 'This is my binger. Not binger, finger!' Good job! 'This is my polder. Not polder, shoulder!' Good job! 'Here is my teck. Not teck, neck!' 'Here is my zee. Not zee, knee!' 'Here is my ked. Not ked, head!' 'Here is my garm. Not garm, arm!' And, 'here are my megs. Not megs, legs!. How did you go? Did you get all those rhyming words? I bet you did. That is a really silly funny game. I really enjoy it and I hope you did too.

Let's review some of our vocabulary. First of all, a phoneme remember phonic, phoneme, to do with listening. A phoneme is a single sound in a word. Let's say that together. A phoneme is a single sound in a word. Grapheme, - writing. A grapheme is a letter or a group of letters that represent a single sound. A grapheme is a letter or a group of letters that represent a single sound. Great work. Digraph, this is our expert topic, after all the work we've been doing. A digraph is two letters together that represent one sound, again, - a digraph is two letters together that represent one sound. Great work. A syllable, is a beat in a word. Great!

We are going to review some of the digraphs and other sounds that we learnt so far this year, but also some from last year. So, let's go. Remember, we'll read the letters say the key word and say the sound. This is a recent one. I've mixed them up, so if you memorize the order from yesterday, think again. Are we ready? [o] [y], boy, /oi/, [a] [i], rain, /ai/, [c] [k], duck, /ck/, [o], orange, /o/, [t] [h] thumb /th/, [t] [h] feather, /th/, [c] [h], cheese, /ch/, [w] [h], whale. /wh/ [q] [u], queen. /qu/, [o] [i], coin, /oi/, [a] [y], play, /ay/ at the end of a word, [s] [h] shell, /sh/, [h], hat, /h/, [p], pig, /p/, [n] [g], ring, /ng/, [b], bed,/b/,- remember /b/ straight line, /b/, double [ee], feet /ee/, [y] at the end of a word /ee/, happy, /ee/, [e] [a], eat, /ea/. And we'll practice some words we can't  always sound out. Are we ready? - as, said, do, for, his, her, we, be, me, she, he, so, was, no, go, all, one. If they are a bit tricky, remember you can rewind, and play that again and have another go.

Time now for us to review some of the  digraphs that we've just been learning. So, here are the digraphs we're going to review. So say them as I write them, [e] [a] says /ea/, [o] [y] says /oy/, at the end of a word, [o] [i] says /oi/ in the middle of a word, like coin, [y] says /ee/ at the end of a two syllable word like happy, funny. And our new one that we just learnt is double [e] [e] also makes the /ee/ sound. So let's have a look, at some words. Let's have a look together. So our first word, I can see, the digraph we've just learned [e] [a] says /ea/, /t/ /ea/. I'd like a cup of tea. /t/ /ea/, /b/-/oy/,- it's that key word isn't it? /b/-/oy/, boy, /oi/-/l/, oil, /d/-/r/-/ea/-/m/, dream. Say that one with me, /d/-/r/-/ea/-/m/ dream.  Good. Let's read these words together, tea, boy, oil, dream. Let's read them more fluently,- tea, boy, oil, dream. Great reading. /b/-/oi/-/l/, boil, /f/-/ee/-/t/. That's easy, that's our  key word, feet, /s/-/ea/-/t/,--seat, /s/-/ea/-/t/, /t/-/ee/. tee, oh, tee, tee, - what? Hang on, I'll come back to it. Let's read this row together, boil, feet, seat, tee. Hold that thought. I'm coming back. Let's finish our words first. /t/-/oy/, toy, /t/-/r/-ea/-/t/. We know that one. She left it at the beach,- treat. /w/-/i/-/n/-/d/-/y/, windy, windy, /e/-/n/-/j/-/oy/, enjoy. Let's read this row, toy, treat, windy, enjoy. And let's read it fluently, - toy, treat, windy, enjoy. And our last row, /s/-/oy/, soy, /v/-/e/-/r/-/y/, very, /s/-/oi/-/l/ soil. And our last one, /m/-/ea/-/t/, /m/-/ea/-/t/, meat. Good job. Let's quickly talk about these words and then we'll do a little bit of reading. So do you remember yesterday, I talked to you about homophones? So a homophone, I've got this awesome picture, a homophone is two or more words that sound the same, but have a different meaning, and yesterday I drew a little picture with using the word see with two eyes, and we also have ocean which is this sea. It's got the [e] [a] sea in it. The words I just had up on our board we had tee and we had tea. Now this tea, I'll tell you how I remember. If I put the /t/ on the end I eat, when I have tea, or my dinner. Sometimes we call tea, dinner don't we? So tea has got to do with eating. This tee isn't a very common word. So if you know someone or if you've ever seen someone play golf, you know when they play golf they've got a little plastic thing, push it in the ground, pop the ball on it. That's called a golf tee. So it's not a very common word, but it's a homophone and we've got so many. I'm going to show you one more really fast  and then we're going to move on. This is the one I talked about yesterday as well. So here we have the double /ee/ so meat again. I remember this because people eat meat. This one I remember because the two /ee's/ met each other became great friends, went on a holiday together, ended up investing, sharing a dog. It was a lovely story. These are our homophones. So very important to remember, and if you're ever not sure which, which spelling - is it, is it double [e][e] or [e][a], you can say, - is  it feet? /ee/ as in feet or /ea/ as in eat? - and someone can tell you, and you can work it out really easily.

Let's have a really quick look at some words here. I want you to have a look at a word in the first line. This is something that I do when I sleep. I might go and visit a tropical island or fly. If you're lucky, you can fly when you do this. Let's have a look. When I'm asleep, tea, boy, oil, dream. Do you have a dream sometimes when you sleep? Flying dreams are the best. (um) Let's find another word. When it's not still outside. When you, if you hang your sheets out to dry. They're dry in minutes because it's very what. Have a look in the third row. It's very windy. That's right! Very windy. Great reading.

It's time now for us to do some writing together.  So let's pause. We'll go and get organized and I'll see you back here in a minute. Are you ready?  I'm going to make an /r/ sound this time you ready /rrrrrrrrrr/.

Time for some words to spell. So let's get ready. I'll give you a little spelling sound bank for you to write at the top of your page.  So these are the digraphs you're going to need. I'm going to need [e] [ a], we're going to need /ch/, [c] [h] says /ch/, going to need [o] [i] says /oi/ in the middle of a word, we need [o] [y] says /oy/ at the end of a word, and we're going to need [y]  says /ee/ at the end of a two-syllable word. And our first word is, peach. Say that with me, peach. Who loves to eat a juicy peach? I do. Let's say it together, peach, peach.  Let's sound out the word, /p/-/ea/-/ch/, /p/-/ea/-/ch/, /p/-/ea/-/ch/, /p/-/ea/-/ch/. You have a go at writing peach. If you're not sure, you can watch me, but I want you to make sure you say it, as you write it. You ready? - p/-/ea/-/ch/, peach. Give yourselves a tick if you said that word correct. I wrote that word correctly. Good job!  Our next word is boil. Say it with me, boil /b/-/oi/-/l/. Is the /oi/ at the middle or in the end, at the end of a word? It's in the middle, isn't it? You have a go at writing, boil. If you're not sure, you can watch me. /b/-/oi/-/l/, boil. Good job! Give yourselves a tick. Our next word is toy, /t/-/oy/. Say it with me toy, /t/-/oy/. The /oy/, is at the end of the word. Let's go, /t/-/oy/, /t/-/oy/, toy. One of the best things in the world. Give yourselves a tick if you got it right. If you didn't, that's okay. Just pause, fix it up, and then have a tick. Our last word is windy. Can you say that with me? - windy, windy. Let's sound it out, /w/-/i/-/n/-/d/-/y/. Got that /ee/ on the end of the word, windy, /w/-/i/-/n/-/d/-/y/. You have a go at writing windy. If you're not sure, you can watch me, /w/-/i/-/n/-/d/-/y/, windy. Give yourselves a tick. Great spelling.

It's time now for us to move on to our new digraph for today. And our new digraph today, is, /oo/. So our new digraph, is double [o], moon, /oo/. Can you say that with me? - double [o] moon, /oo/. Good job!. Can you stand up? Let's get your air writing fingers ready. I'd like two fingers. We ready?- [o], [o], says /oo/ moon. Again, [o], [o], says /oo/ moon, [o], [o], says /oo/ moon. If you did that three times with me, that is really great, because what writing that in the air and saying it all at the same time, that helps it get really stuck in your brain. So if you didn't I want you to. Going to give you one more chance. Quick, let's do it one more time. [o], [o], says /oo/, moon. Very important you join in with all of these actions. It's time now, if you're not standing up already, it's time to stand up have a jiggle and a stretch. And it's time for some Kung  Fu words. We're going to do some Kung Fu blending with the /oo/ sound. Our first word is boo, boo, /b/-/oo,/, boo. Good job! Our next word is moon, moon, /m/-/oo/-n, moon. Our next word is zoo, zoo, /z/-/oo/, zoo. Our next word is soon, soon, /s/-/oo/-/n/, soon. And our final word is spoon, spoon. Ready?- spoon, /s/-/p/-/oo/-/n/, spoon. Great work.

And it's time now, for us to read some words that have the /oo/ sounds in them. So let's have a look, at some words together. I use my green marker this time. So let's have a look. I can see lots of double [o's] in these words. So remember /oo/, moon. So if we have /b/-/oo/-/t/, /b/-/oo/-/t/,/b/-/oo/-/t/, boot Good job. /n/-/oo/-/n/, not moon, but noon. Noon's another word for midday. We have lunch around noon, noon. Let's have a look at our next word, /s/-/p/-/oo/-/n/, spoon. That was one of our blending words wasn't it? Here's our key word moon. Let's read those words together, boot, noon, spoon, moon, - and quickly, boot, noon, spoon, moon. I love this word, /b/-/oo/,- when you give someone a scare, boo. /t/-oo/-/t/, toot, toot. Can you make a toot, toot, noise? Let me hear, toot, toot. Good job. What's the word?- toot. Look at the next one, /b/-/r/-/oo/-/m/, broom. What word?- broom, /s/-/c/-/oo/-/p/. Let's read that one together, /s/-/c/-/oo/-/p/ scoop. Scoop the ice cream in the bowl.  Let's read this line with this row, boo, toot, broom, scoop, - and quickly, - boo, toot,  broom, scoop. Great reading. Last line, /b/-/l/-/oo/-/m/, bloom, /z/-/oo/-/m/, zoom, /g/-/l/-/oo/-/m/-/y/. That's a great word, gloomy,- gloomy and dark and  spooky. Oh and a nice easy one to finish off, /m/-/oo/, moo. What word?- moo. Let's read this row together, bloom, zoom, gloomy, moo, - and quickly, - bloom, zoom, gloomy, moo. Fantastic reading. So if I smashed glass on my kitchen floor and I wanted to quickly clean it up. What's the first thing I might grab? Have a look in the second row. Would I grab a boo, or a toot? Would I grab a broom? Yes, that's what I'd grab, a broom. I hope you'd probably get a grown-up to come and help you, if you smashed a glass, because that's very nasty. How about, what do we call it when spring begins,  and it's been cold, and wet, and grey, and suddenly little buds of flowers start to open? Another word for little flowers starting to open is in this row. Can you see what it is? - bloom. We talk about the roses starting to bloom and lovely things beginning (to blue) to bloom. There's one more word. I can think of, this is a noise that an animal makes, a farmyard animal. It's in the last row. Can you make that sound for me? Let me listen. Let me listen. Moo! Did I hear any moos going on? Any cows in the audience today? I hope so. Great reading.

Next, let's do some spelling. So please, grab your something to write with, and your paper, and let's have a go. On the top of your page I'd like you to write today's digraph. Say it as you write it, double [o] says /oo/, moon. Okay, our first word is, boot. Um, I put the dog's blanket in the boot, because it was stinky. Can you say boot with me? boot, boot. Let's sound it out, /b/-/oo/-/t/. Let's write our dots, /b/ and our dash, /oo/, /t/, /b/-/oo/-/t/. You have a go at writing boot. If you can't, you can watch me, /b/-/oo/-/t/. There you go. If your boot looks like mine, give yourselves a tick. Our next word is our keyword, moon. Say it with me, moon, moon. Let's sound it out. /m/-/oo/-/n/, moon, /m/-/oo/-/n/. You have a go at writing moon. /m/-/oo/-/n/, moon. Does your moon look like my moon? Give yourselves a tick. Our next word is, spoon, spoon. Say it with me, spoon /s/-/p/-/oo/-/n/, /s/-/p/-/oo/-/n/, spoon. You have a go writing spoon. Say it as you write it, /s/-/p/-/oo/-/n/ spoon. If your spoon looks like that, give yourselves a tick. And our last word is tooth. Can you say that with  me? - tooth. Let's say the sounds, /t/-/oo/th/. That's the soft /th/ isn't it? Let's go. /t/-/oo/th/. You write it and say the sounds as you write./t/-/oo/th/. Does your tooth look like that?  If it does give yourselves a tick, and if it doesn't, fix it up, and then give yourselves a tick. Great work.

Now it's time for some fluency reading. So let's pop this out of the way. I have our sentences written up here on the board. Let's see if we can read them together. I /s/-/c/-oo/-/p/, scoop all the food, food with one, /s/-/p/-oo/-/n/. Let's read that again. I /s/-/c/-oop all the /f/-ood, food with one /s/-/p/-/oon/, spoon. Let's read it more fluently. I scoop all the food with one spoon. Good job. Now let's read it as if we were reading it in a book. I scoop all the food with one spoon. Can you read it like that with me? I scoop all the food with one spoon.  That's lovely reading. Got another sentence. I like this sentence. I think it's cute. The /c/-/a/-/t/, cat was in a /b/-/a/-/d/, bad mood. The cat was in a bad mood on the roof.  Oh, hope it wasn't stuck on the roof. That'd be enough to put you in a bad mood wouldn't it? Let's read that again, just slowly. The /c/-/at/, cat was in a /b/-/ad/, bad, /m/-/ood/, mood, on the /r/-/oof/, roof.  The cat was in a bad mood on the roof. Good. Let's read that as if we were reading it in a story. The cat was in a bad mood on the roof. Can you read that like that, with me. The cat was in a bad mood on the roof. Great reading. Sounded very fluent.

Now I'd like you to do some writing. I'm going to give you a dictation sentence. You need your pencil, or your pen, and your paper and get ready. Our sentence is, 'We will all scoot from the zoo at noon'. Listen again, "We will all scoot from the zoo at noon." Okay, get your pen and paper ready. At the beginning of a sentence we always need a capital. So who's the sentence about? It's about us. So we're going to start the sentence off with, we. What will we do? We will all scoot.  Can you write that with me? We will all scoot. We will all scoot. We will all scoot. That's got our /oo/ sound in it. s/-/c/-/oo/-/t/, / s/-/c/-/oot/. We will all scoot. Where are we scooting from? From the zoo. It's got our digraph. When are we going to scoot from the zoo? We're going to scoot from the zoo at noon. We will all scoot from the zoo at noon.  Let's write that, at noon. I think that deserves an exclamation mark. Let's read that sentence together. We will all scoot from the zoo at noon. One more time. We will all scoot from the zoo at noon. Great reading.

So today we learnt a new digraph, double [o] says /oo/, like in moon. Looking for this double [o], moon, /oo/. Let's write that in the sky again, [o] [o] says /oo/, [o] [o] says /oo/. One more, [o] [o] says /oo/. Good job. I'm going to give you a little bit of homework. I'll explain what you do, and at the end of the video you'll have a nice clear image of this to copy. So what I'd like you to do, is read each word. So you'll see the word here, /b/-/oo/-/t/, /b/-/oo/-/t/. Then what I'd like you to do on a piece of paper is write /b/-/oo/-/t/. Then I'd like you, to dot and dash the word /b/-/oo/-/t/. Keep going, noon, /n/-/oo/-/n/, and keep going with the rest of your words. When you've finished, this is a fun one. I told you I like this sentence, - 'The cat was in a bad mood on the roof. ' I'd like you to write that sentence and draw a picture of a grumpy cat on a roof. Do you think you could do that? I look forward to seeing that tomorrow, and seeing you tomorrow, and having another lesson. So see you  later alligator. Have a great rest of the day.

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