# Year 2 phonics – lesson 41

View video at: <https://youtu.be/6VmLgBYav18>

## Video transcript

Hello my name is Louise and here we are for lesson 41 of Year 2 phonics. You know what to do at the start. Let's go with that phonological awareness. First word today is drink. Tap and say and I'll pull down the tiles. Let's go!

/d/ /r/ /ĭ/ /n/ /k/

Blend and say...drink. Okay we need to change out that vowel sound and we're going to change drink to drank. Find what needs to be swapped...drink - drank.

Down comes the , now blend and say drank. Okay, drank to prank. Hmm.. Can you see that chunk there? /d/ /r/ /ă/ /n/ /k/

What do we need to do? - drank to prank /p//l//ă//n//k/

Read through.. prank. Okay, prank to plank.

Right, I bet you can do it faster than my fingers are going on this board. Okay blend and say, plank. Okay is there one more? Plank to plans. Okay, spot it?

That Blu tack is hard today! Okay, blend and say ...plans.

Well done! We have that phonological awareness all warmed up ready to go into our grapheme deck. Today for our grapheme deck, as soon as it comes up, I would like you to say it in time with me. So, today is more together, rather than you repeating after me. And if it has two phonemes for the grapheme, remember the order that we have learnt them in. Are you ready? Let's get started.

/ou/ /ōō/

/k/

/ōō/ /ŏŏ/

/ŏŏ/ /ū/

/ē/ /ī/

/er/

/f/

/ē/

/ō/

/ōō/

/ch/

/ē/

/air/

/kw/

/z/

/s/

/air/

Great job! Hopefully they are starting to become really automatic for you now and you are recognising whether it has one phoneme or two phonemes with that grapheme. Excellent work!

Next step, it's our definitions. Say along with me. I'll give you the prompt word and then you say the definition along with me this time.

Phoneme: a phoneme is a single sound in a word.

Grapheme: a grapheme is a letter or a group of letters that represent a phoneme.

A digraph: two letters together that represent a single sound. Trigraph: three letters together that represent a single sound.

Quadgraph: four, four letters together that represent a single sound.

Syllable: a syllable is a beat in a word, it must have a vowel sound in it.

And vowel r combination: Do you remember that one? That needs a little bit further explanation. So, it's a syllable that has at least one vowel followed directly with the letter r. Examples are your r's and your errs. Excellent, well done!

Coming to our learning intention for today. Our learning intention today, we are going to use the grapheme [w][r] to represent the phoneme /r/ to read and write words. So, here we have it, we have our grapheme today. It is two letters together representing one sound. So, we have the letter [w] [r] representing that phoneme /r/.

There's an interesting story about this grapheme today. You will do a lot more work in this in your vocabulary lesson this week. But this spelling has been around for a long time. It actually comes from the Germanic Old English variant of the English language and the really fascinating thing about this grapheme is that it's used to describe, at the start, describe words that have a twisting or a bending or a distortion motion in them. We'll get to that.

First though, we have to do our sky writing. So we know that big body movement is really important. So get up out of your seat at home. Make sure, you know, you shake it out. Get ready to get those two fingers together and we want really big movements. We say the letters [w] [r] as we write and then we blend to the /r/phoneme. Got it! Let's do it together. Ready?

[w] [r]; /r/ again [w] [r]; /r/. One last time [w] [r]; /r/.

Okay, you've got that arm warmed up now, we want to do a little check on our penmanship, old-fashioned for writing. So, here we go! Make sure that you have nice even letters together. Say them as we write. I'll do the first one, then you pause and I'd like you to write it three times. First one, watch.

[w] [r]; /r/

Pause. Write it three times.

Excellent! Let's go and try it now in a link script just in case you're ready for that. You can choose remember at home. If you would like to stay with print, please do so, but if you would like to give the link script a go, let's have a try. Watching first please. So, it is [w] little hook there, [r] and we get that little hook of the [r] ready to join the next letter. It's not really that different today, is it? Can you just see here, it's just a tiny little link at the top of these two letters. So, how about you pause me again and you try linking it three times? Pause me.

How'd you go? Now remember, when you link your letters like this, it helps build that unit in your brain. So, today when we're reading and writing make sure you're doing that [w][r]; /r/ in your head.

Okay, let's talk about now, the other graphemes we know that represent that phoneme /r/.

Here we go. Perhaps your name starts with this letter -/r/. We just have the single spelling, one letter as in rabbit here. Excellent! So, now we have two graphemes representing that same phoneme. Very good!

Our prompt word for this grapheme is write. [w][r]prompt word - write. Imagine you're writing now. Just write down a list of something you would like to do on the weekend. Now, keep writing, imaginary writing and look at your wrist. What is it doing as I'm writing?

What's my wrist doing? It's twisting, it's rotating, it's bending. It's not quite distorting because it's a regular action but do you see that link between the [w] [r] and the /r/ because I'm writing and I'm using that twisting motion.

That's something to really take note of in today's lesson when we come to our next part which is words to read. Obviously all of our words today have the /r/ [w] [r] spelling at the beginning.

We always know that we decode first, read a couple of times for fluency and then we check on our vocabulary. Ready to read our [w][r] /r/ words?

Here we go! I do need you to tap and say at home so make sure your fingers are up. Decoding first, let's go.

/r//ă/ /p/, wrap

Together on /r//ĭ//s//t/, wrist

/r//ī/ t, write

/r//ŏ//ng/, wrong

Let's do that one together. I just want to check your tap and say. Fingers up for me, let's go.

/r//ŏ//ng/, wrong

Very good! There's only three phonemes in that word.

Next row

/r//ĕ//n//ch/, wrench

/r//ĕ/ /k/, wreck

/r/ /ē/ /th/, wreath

/r//ĭ//n//k//l/, wrinkle

Last one. You might not know this word. I'm going to tell you this word first because it's not, it's an unusual one. You might not have heard this word, writhing. Now let's tap and say together /r//ī//th//ĭ//ng/, writhing.

It means to twist and turn and wriggle around usually when you're in pain. New word, repeat -writhing, writhing, excellent! Next one.

/r//ĭ//ng//er/, wringer

/r//ĭ//g//l//ĭ//ng/, wriggling

Compound word here. So let's just do the first part.

/g//ĭ//f//t/, gift /r//ă//p//ĭ//ng/, wrapping

Together, giftwrapping. Well done!

Okay, so we tapped and we said the phonemes, we blended through to read our words. Now you can read along with me. Let's do it together.

wrap, wrist, write, wrong,

wrench, wreck, wreath, wrinkle

writhing, let's do it again that one, writhing, wringer, wriggling, giftwrapping. Excellent!

I would now like you to pause the video and I'd like you to read through these words two times on your own. Pause.

Okay, so we've done our decoding, we've done a couple of read-throughs for fluency. We have some vocab to go through here. Did you notice how I went write/wrong over here. The meaning of this write is not right as in correct. Remember prompt word, our wrist is wriggling around and moving so this is write as in writing. Wrong -okay, wrist -body part, wrap- yes you probably know all of those ones. Now, something here in this second row is a word, it's a Christmas decoration that people put on their front doors around Christmas time and it's wrapped up in lots of Christmas baubles or leaves or decorations. Can you find what that word would be?

It is a.... wreath. Repeat... wreath. Excellent!

Okay, next one that I'm thinking of. Can you finish this sentence or think of the word that would fit in this sentence?Violet was in agony and she was.........in her bed. Hmm, so remember when you're in pain and you're wriggling and squirming and twisting all around, what's that word?....writhing... writhing.

So, Violet was in agony and she was writhing in her bed. Excellent!

Last one for today. Can you see a body part? We've already talked about this a lot today. So a body part, row one, first row, .... wrist. Excellent!

They are our words to read.

You know what happens next, word to write. Here we go.

Now it's really important that you're ready at home. You have a book in front of you. You have a pencil or something to write with. You might prefer to write with a pen or a pencil, it doesn't really matter. Whatever helps your wrist move smoothly to make your handwriting neat.

With our words to write, I say the word. We tap and say the phonemes. We write the right graphemes here. I should use the word correct graphemes today so we don't get muddled up, and then we write the word at the end.

You need to be doing this with me along at home. So, I'll go slow so that we can do it together. If you don't have boxes that's okay. Remember you can just leave big gaps in between each of those phoneme graphemes. Are you ready?

Our first word today, let's start with wrap. Tap and say with me; /r//ă//p/. Let's write together. You ready on your paper? Let's go?

/r//ă//p/ and the word is wrap. Write and say the whole word over here. Ready on your page now?

/r//ă//p/; wrap

Wrap, yeah my /p/, I'm making it sound really loud but we know that I should only actually be making it really soft like /p/ (mouthed) it's only a puff of air that sound... wrap.

Okay, this is the wrap when I fold paper and you know when you're gift wrapping something like a birthday present.

Next word for today, is write [w] [r] write. Let's go, tap and say. Oh, I've got to get that pencil out of my hand./r//ī/ /t/.

Split vowel here. Let's go.

/r//ī/ /t/

Now, what do I need to do? We know that we need that split vowel back here, write.

Please write the whole word saying those phonemes as you go.

/r//ī/ /t/, write

Next word. Next word is wrench. Now we didn't talk about the vocabulary about wrench. Wrench is a tool. We're going to talk about it on vocab day though. It's a tool that twists something. So, wrench, tap and say; /r/ /ĕ/ /n/ /ch/, wrench.

Let's write;/r/ /ĕ/ /n/ /ch/ , wrench.

Write the whole word; /r/ /ĕ/ /n/ /ch, wrench.

Can you remember what it is? okay last word for today wreath that was that Christmas decoration that people put in their doors-wreath, /r/ /ē/ /th/

Now it's /ē/ as in eat. Let's go

/r//ē//th, wreath. Whole word now please

/r//ē//th, wreath.

Excellent!

I think we're coming to the end of our lesson today. So, we have to review our learning. What was our new grapheme today? Let me find it over here. Here's our new grapheme [w] [r], /r/. Say with me [w] [r],/r/. Prompt word: write.

Do you remember what the little story is about where these words came from? Old Germanic and they usually are found at the start of words that involve twisting, bending or distorting.

Excellent, thank you for our lesson today but before we go, independent task time. Let me just clean up the board and I'll pop up our independent task for today. I'd like you to take a really good look at the illustration, the graphic, that's on this poster. Let's have a look here - independent task.

So, many of the words involve an action of twisting, bending or distorting.

Have a look at this picture here. We can see that there is a snake twisting and bending and distorting its body to wrap around this stick. Now this person is wrangling a stick to make the snake cling onto the stick so he can probably put him in a safer spot than where he is now. So this is called wrangling. When you're twisting or turning or moving something and also it's the action of the snake. What we would like you to do for your independent task today is to choose a number of these words, see how many you can get, to describe this illustration. Good luck with that independent task. I'm sure it's going to be a really interesting passage that you're about to write.

I'll see you next time.

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