# Year 2 phonics – lesson 47

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## Video transcript

Hello my name's Louise and here we are for lesson 47 of year 2 phonics. Let's get that phonological awareness activated. Now pause the camera if you would like to play along at home and you can pop all of these letters onto a sticky note or just a cut up piece of scrap paper is fine. I bet you were able to pull down the graphemes and change them out quicker than I can do it with the blue tack. So, let's go! Are you ready?

Okay, our first word is blink. Let's go, it's a race!

/b//l//i//n//k/

Who won? Probably you. The word is... read through... blink. Okay, we're going to change blink to slink. Go!

Did you get it? Excellent! Also you can just be writing these words down. As soon as I call out the next word you can be writing that word down as we play along. Okay, next word. We're going to change slink to stink. Go!

How'd you go? /s/t//i//n//k/ - stink.

All right, next word. Stint, as in a short amount of time. Stint -got it?

You're faster than me! Okay, let's tap and say. /s//t//i//n//t/- stint- means a short amount of time.

Last one for today. stint to stunt, stunt /s//t//u//n//t/ -stunt.

Well done, you're all activated.

Let's jump into our grapheme deck. Okay, grapheme deck, let's go!

/oy/

/s/

/ee/

/oa/

/ur/

/ōō/ /ŏŏ/

/ch/ /sh/

/aw/

/ore/

/ng/

/igh/

/k/ /s/

/ō/ /ou/

/ĭ/ /ī/

/s/

Excellent!

Definitions. Are you ready? Say along with me starting with phoneme. So a phoneme is a single sound in a word.

A grapheme is a letter or a group of letters that represent a single sound in a word, single phoneme.

Syllable; syllable is a beat in a word. Must have a vowel in it.

And a digraph is two letters together that represent a phoneme.

Trigraph; three letters together that represent a single phoneme.

And quadgraph; four letters together that represent a single phoneme. Excellent!

So today's learning intention follows on from yesterday. So our phoneme this week is the phoneme /n/. What was the first way? The first way we learned the grapheme [n] for the phoneme /n/.

In our lesson yesterday we learnt this new one [k n]- /n/. Guess what? It doesn't stop there folks, there's another one! We are learning today the grapheme [g n] - /n/. Say it with me [g n]-/n/

Just like yesterday, with this one, it comes from many, many, many hundreds of years ago where these graphemes the [k]and the [g] used to be pronounced. Old English from old Germanic languages. So it was /k//n/- /k//n//ife/ and /g//n/- /g//n//ome/. But over time, pronunciation changed and now the [g] has become silent and this grapheme represents the phoneme /n/. Let's say that together [gn]-/n/

I'm listening to you now. Go!

Very good job! So all the words that we see today in our reading and writing will have either the [gn] for/n/ and then later in the week, we're going to build it up, like we do. So, later in the week you're going to have both of these graphemes for words for reading and writing in our weekly review lesson.

Today [g n]-/n/. Handwriting, sky writing. Are you ready? Two fingers. You need to be standing up, we need big body movements okay, locks it away in our processor for handwriting. So two fingers, in whichever is your writing hand, and let's go. So follow along with me. It's like we're going to do a letter [a] first. So, get ready to go up and around. Okay, so

[g][n] - n, together again [g] [n]- /n/, [g] [n]- /n/.

Ready for our handwriting. Follow along. Have you got your pencil and paper ready, whiteboard? Okay, follow along

[g] [n]- /n/, watch again, [g] [n]- /n/, last time, [g] [n]- /n/

Actually, I like these two better. I like these two better because this part is a little bit more like an almond shape and that's really good. That's what we want. This one is a little bit fat and puffy and that's not really what we want in our handwriting. So I'm actually going to give myself a tick over here. They're my favourites. How did you go? Do you want to see how we link it? It's unusual this time. So we'll show you. You ready? Find out where the trick is. [g] [n] - /n/

There is no linking today. These letters do not link. So there's not a link to learn today. When a letter ends below the line we don't link it to the next letter. so, you only really need this one today.

So when you're handwriting make sure you've got nice oval almond shapes here, not too puffy and not too big and round.

Okay, time for our words to read. Here we go! On our chart you can see today that the letters [gn] - /n/ phoneme are all color-coded for us. So they're standing out. First row; let's tap and say, decode together. Ready?

/n//o//m/ - gnome, it's our key word, gnome.

Now you tap and say. I really do need you up with those phoneme fingers because it locks the spelling pattern into our brain. So, you do your phoneme fingers and I'll tap along here. You ready?

/n//aw/ - gnaw

/n//a//t/- gnat

/n//ar//l/ - gnarl

/n//u/ - gnu

Now, this is a scooping one because it's a multi-syllabic word. So let's look at the first syllable, knight /n//i//t/ knight, /h//oo//d/, hood, together knighthood.

/n//ea//d/ - knead

/n/i/t//w/ear/ Do you remember that one? [ear]- it's a trigraph, it's those three letters, well it's actually not a trigraph, it's like an r-controlled one but it's three letters for that one /air/ sound. So, let's do that one again. /n/i//t//w//ear/- knitwear.

And last one, last row /n/o/k//i//ng/- knocking, /n//ar//l//d/ - gnarled, /n/u//k//l/s/ - knuckles, /n/a//sh//d/- gnashed.

So let's read through all together, same time.

gnome, gnaw, gnat, gnarl, gnu, knighthood, knead, knitwear, knocking, gnarled, knuckles, gnashed.

So you can see we have some of our [gn]-/n/ grapheme and we also have some of our [kn]-/n/ grapheme, all representing that /n/ phoneme.

Now I would like you to pause the camera and read through these words a couple of times on your own for fluency. Go! How'd you go? Excellent!

Now some of these words are quite unusual and we're going to unpack the vocabulary a little bit differently today. Do you know what a gnat is or a gnu? I didn't, I had to look them up, particularly the gnat.

Here we go, here are some pictures to help us remember what these words actually mean. This is an action, it's a verb, it's gnaw. And we can see here, there's a beaver or an otter and they have really amazing sharp teeth and gnaw means to bite or chew or nibble with your teeth. Gnaw- it's the action of what's happening here.

Gnu: So down here you can see that this is a very large African beast and it's from the water buffalo family. So gnu, unusual that word. Remember it when you're playing word games. Our next one is gnual. It's got that r-controlled in there; /n//ar//l/.

And gnarl means to be in a very twisted state or to be distorted. So if you look here, in this tree, you can see that the branches and the roots and the actual body of the trees is really twisted and distorted. So that's gnarl.

Our next one is the gnat. Now I had to look this up because I didn't know what a gnat was. But it's like a mosquito. It's actually really, really tiny and it's a two winged flying insect. So that's a gnat.

Knead and knead is to work dough. So it could be bread dough or pizza dough or scone dough and it's to work that dough with your hands. So that's knead. And this one here; gnashed. Now gnashed is an interesting word because you can't actually show it in a still picture because it's an action of teeth grinding or striking together. So, can you gnash your teeth for me? Could you hear that? That was better than my wry smile last week let me tell you. Gnash is with a striking action.

So, they are our [g n]- /n/ and [k n]- /n/ words. Excellent!

Time to move on to our words to write.

Okay, it is time for words to write. Now remember the phoneme that you're going to hear in all four of these words today is [g n]- /n/. So I don't want to trick you. I'm going to pop that there, so if you need a prompt, you can use that. So, words to write. Have you got a whiteboard or your book ready? Now you can do it along with me or you can pause if you would like a bit more time to write the full word. You ready? First word for today is gnome. It's our key word. So tap and say

/n//o//m/- split vowel o

You ready? Let's do it together. /n//o//m, now it's a split vowel so we link that back. How'd you go?

Full word; gnome - /n//o//m/- gnome.

Next word today is gnawing, gnawing. So can you picture that beaver with his teeth and he's nibbling or chewing on something.. gnawing. So let's tap and say /n//aw/ (as in saw)

/n//aw//i//ng/- gnawing. Have a go on your own if you'd like to. Pause or follow along with me. Let's do it!

/n//aw/ as in saw- ing -/i//ng/. Full word /n//aw/i//ng/ - gnawing

Next word is gnarled. Picture that tree, the trunk and the roots and the branches were all twisted - gnarled. Hearing that past tense at the end. /n//ar as in car, /l//id/. -[ed] past tense.

Okay, have a go on your own or follow along with me. Full word. /n//ar//l//id/ - gnarled. Excellent!

Last word for today, gnashed. Remember that striking action of the teeth coming together. Tap and say /n//a/sh/d/ -past tense again [ed]. Let's go nashed.

Let's read these down together. Let's go!

gnome, gnawing, gnarled, gnashed. If you're not happy with your handwriting, see this [g] here ,see how I've come and I've nearly touched it off the top there. Not happy with that one. While we're taking a break, I'm going to practise that one again. So, you can practice your handwriting again anytime you would like.

Well we've come to the end of our lesson today. So what was our learning intention? Let's go back and review.

Our learning intention today was this new graphene [g n] - /n/ repeat. Excellent!

It's one of those words that used to be pronounced /g//n/, but over time the pronunciations change so we just say /n/ now. Excellent! Independent task today.

Our independent task today. So, we have three words in our independent task today; gnarled, gnash and gnaw. They all actually have different meanings to describe similar things. So, if we're talking about something that's gnarled, it's that twisting or distorting state. You can also have a gnarly smile which means that you're not really smiling, it's like a grimace. It's where your twisting and distorting your mouth. So, it's got two meanings here. So it's like the tree or it can be to twist or turn your mouth. Just like gnash, remember gnash is the striking or the grinding together of your teeth. Can you do it for me? I'm watching. It's pretty gruesome, pretty fierce. I like it! So, we've got gnarl and gnash and now gnaw. So, imagine you're eating a lollipop or a chop bone - something that you would have to actually nibble away with at your teeth. Do you think it's something that you like to eat, that you gnaw? A piece of pineapple? Maybe! Now show me, okay I like it, very good! So what you need to do today is you are going to illustrate or find some pictures that demonstrate these action words. Excellent!

Well thanks for joining in today. I'll see you next time.

**End of transcript.**