



# Teacher Guide - 'i\_e' saying /igh/ and 'o\_e' saying /oa/ - Level 5 Week 6 Workbook

The pupil workbook is designed to provide your children with opportunities to consolidate and practise the core phonics skills they have learned during their daily phonics teaching. Once children are familiar with the structure of the workbook, they should be able to work through most of the activities independently, while you spend time working with those children who would benefit from further adult support.

## Lesson 1

### Read the common exception words.

Reading common exception words - Encourage children to identify and colour the tricky part of the common exception word to read it. This strategy mirrors how the common exception words are taught during the lesson PowerPoints so children should be familiar with this.

### Write the common exception words.

Writing common exception words - Encourage children to identify and colour the tricky part of the common exception word. Write the word below on the lines, saying each letter name as they write. There are further opportunities to practise these spellings throughout the week.

### Read and match.

Reading decodable words - Depending on the children's stage of development, encourage them to read or use their blending skills to sound out and read the decodable words and then draw a line to match it to the corresponding picture. There is a fourth 'spare' word that does not have a corresponding picture to ensure that children are reading all of the words and not just the first two. There is a space underneath for the children to draw a picture to represent the 'spare' word.

## Lesson 2

### Read the sentences.

Reading sentences - Encourage children to use their blending skills to sound out the decodable words and read the common exception words in each sentence. Tick the sentence that matches the picture.

### Spell the words.

Spelling decodable words - Encourage the children to look at the picture and say the word (it will contain the focus grapheme). Count the phonemes in the word and write a grapheme to represent each phoneme. Encourage the children to refer to their sound mat.

### Write the focus words.

Writing decodable focus words - This section of the workbook provides the children with an opportunity to practise spelling a selection of the focus words for the week at the same time as practising their handwriting.

### Read and match.

Reading decodable sentences - Depending on the children's stage of development, encourage them to read or use their blending skills to sound out and read the decodable words and then draw a line to match the sentence to the corresponding picture. There is a 'spare' image that does not have a corresponding sentence to ensure that children are reading all of the sentences.

### Lesson 3

#### **Read and match.**

Reading decodable words - Depending on the children's stage of development, encourage them to read or use their blending skills to sound out and read the decodable words and then draw a line to match it to the corresponding picture. There is a fourth 'spare' word that does not have a corresponding picture to ensure that children are reading all of the words. There is a space underneath for the children to draw a picture to represent the 'spare' word.

#### **Read the sentences.**

Reading sentences - Encourage children to use their blending skills to sound out the decodable words and read the common exception words in each sentence. Tick the sentence that matches the picture.

#### **Spell the words.**

Spelling decodable words - Encourage the children to look at the picture and say the word (it will contain the focus grapheme). Count the phonemes in the word and write a grapheme to represent each phoneme. Encourage the children to refer to their sound mat.

### Lesson 4

#### **Read the story.**

Reading longer texts - This phoneme-spotter story gives children the opportunity to read longer texts as well as applying their knowledge of sound families to reading. Encourage the children to read the story, sounding out and decoding the words, where appropriate. Once they have read the story once, they can reread the text to look for and highlight all of the words that contain the focus phoneme (regardless of the grapheme used). The graphemes used to represent that phoneme are shown at the top of the page. Common exception words that have been previously taught for reading are also included in the story.

#### **Sort the words.**

Sorting words according to grapheme used - Now that the children have found all of the words containing the focus phoneme in the previous activity, encourage them to sort the words according to the grapheme used to represent that phoneme.

### Lesson 5

#### **Write the sentence your teacher says.**

Dictated sentences - This is an adult-led dictation activity where the adult reads aloud each of the sentences that can be found in the table below.

When writing the words in the sentences, encourage children to say the word aloud, count the phonemes and write down the grapheme for each phoneme as they say it. Encourage them to think about which grapheme to choose by thinking about where the phoneme is in the word and what letter (if any) is following it, e.g. if the /igh/ phoneme is at the end of the word, it is likely to be 'y' (by, try, reply) or possibly 'igh' (sigh, high). Common exception words that have been previously taught for spelling are also included in the sentences. Encourage children to recall the tricky part of the word when spelling.

Children should then be encouraged to check what they have written by reading it back. Encourage children to work as independently as possible and to refer to their sound mats or your classroom phonics display for support.

	Dictated Sentences
1	The mole dug a hole.
2	I like to ride my bike back home.
3	I can pick up a pine cone in the wood.
4	She broke her arm when she fell on the stone.

### Additional Activities

#### **Write your own silly sentence.**

Writing sentences containing decodable words - This section of the workbook provides children with an opportunity for open-ended writing. Encourage the children to think of their own silly sentence or normal sentence that contains the focus GPCs. Children can refer to the sound mat below for support when spelling. Encourage the children to challenge themselves and check for appropriate punctuation.

#### **Practise spelling the focus words.**

Encourage the children to use the following steps to practise the focus words for the week.

1. Encourage the children to look at the word and say it aloud. For decodable focus words, encourage the children to break the word down into its individual sounds.
2. Children look and say the word as they write it (the word remaining in view). Again, for decodable focus words, children should break the word down into its individual sounds as they write them.
3. Children cover the word and write it.
4. They can check their spelling against the printed word.

Encourage the children to revisit any words they spelt incorrectly, identifying the part of the word they found difficult and repeating the 'cover and write' step again.

#### **Minibooks**

For further practice, children can complete the two reading minibooks and one writing minibook for the week.

#### **How confident do you feel?**

Self-evaluation - Encourage children to reflect on how confident they feel about using the focus sounds and common exception words for reading and spelling. Ask them to tick, circle or colour the face which best matches how they feel. Make a note of any children who indicate that they are less confident as they may need further consolidation.