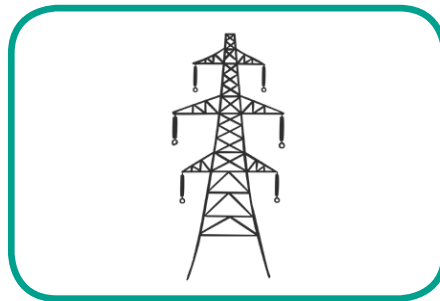
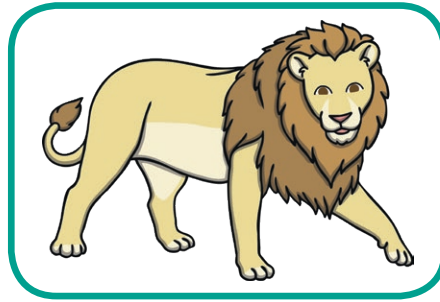


Labels and Sentences



Level 6

Write a label for each picture. Say each word and listen carefully to where the /igh/ sound is, how many syllables the word has and if it ends with a 't'. Which grapheme is likely to be the correct spelling in that word?



Choose 3 of the words and use them in sentences. Write them below. Try to choose the correct grapheme for each word.

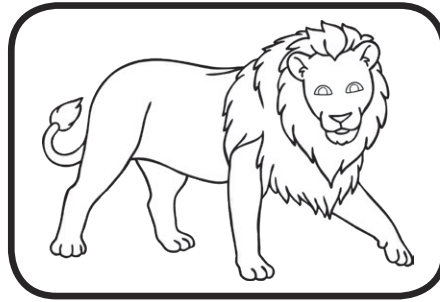
Labels and Sentences Answers



Level 6



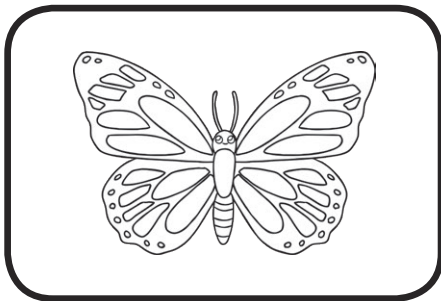
crying



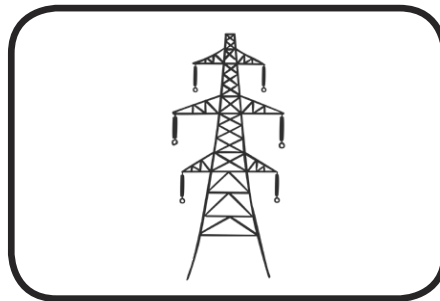
lion



fire



butterfly



pylon



spy



knight



y saying /igh/ Shrunk!



Let's practise reading some of this week's focus words.



pullup n



What do you notice about these words?

time

shy

reply

prize

bright

sigh

wild

All of these words contain the /igh/ phoneme even though they are spelt in different ways.

Check



Today we are learning to read and sort words containing the /igh/ phoneme.





Kit and Sam found a tiny secret door in their garden. They wanted to see what was inside. Sam ran into the house to get the magic map. “Take us through the secret door!” said Kit. The garden began to fade around them.



Kit, Sam and Ben found themselves on the other side of the secret door. They were surrounded by tall grass and enormous insects. They had shrunk!



“We’re tiny!” said Kit. “The insects are now really big! I’m glad you’re here, Ben.”

“We’re on a minibeast adventure,” said Sam. “Look at those giant ants! They are carrying leaves with words on.”

The ants have lined up and sorted some words. What is the rule for each spelling pattern? Click on the ant to reveal it.

igh

high
sigh

i_e

hide
wide

y

my
by

ie

tie
pie

i

item
wild

Used when the sound is at the end of a word or when the sound is in the middle of the word and is followed by a vowel.

Used when the sound is in the middle of a word. Most common words are...

At the end in some words and in the middle of some common words.

Only used in words like tie and die. All words are in suffixes and the sound is at the end.

Often used when the sound is at the start of the word and in words of two syllables or more. An exception is 'ice'.



Why have the ants sorted them like this? What should the heading be on each leaf?

Click on the leaf to reveal the heading.



Which line should each ant join? Why?

tight

prize

cry

pie

idea

tribe

This activity could be done physically by playing the **Sound Family Word Sort PAPH Game**.



Click us for Physically Active Phonics tips!





Which line should each ant join? Why?

tight

prize

cry

pie

idea

tribe

by

This activity could be done physically by playing the **Sound Family Word Sort PAPH Game**.

X



Click us for Physically Active Phonics tips!





Which line should each ant join? Why?

tight

prize

cry

pie

idea

right

tribe

by

This activity could be done physically by playing the **Sound Family Word Sort PAPH Game**.

X



Click us for Physically Active Phonics tips!





Which line should each ant join? Why?

tight

prize

cry

pie

idea

right

tribe

by

delight

This activity could be done physically by playing the **Sound Family Word Sort PAPH Game**.

X



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Which line should each ant join? Why?

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prize

cry

pie

idea

right

tribe

by

delight

fry

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Which line should each ant join? Why?

tight

prize

cry

pie

idea

right

tribe

by

idol

delight

fry

This activity could be done physically by playing the **Sound Family Word Sort PAPH Game**.

X



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Which line should each ant join? Why?

tight

prize

cry

pie

idea

right

tribe

by

idol

delight

fry

pylon

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Which line should each ant join? Why?

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tribe

by

die

idol

delight

hide

fry

pylon

This activity could be done physically by playing the **Sound Family Word Sort PAPH Game**.



Click us for Physically Active Phonics tips!





The ground began to tremble like a thousand boots were marching towards them.

“It’s the line of ants!” shouted Kit. “They are heading this way! Run!”

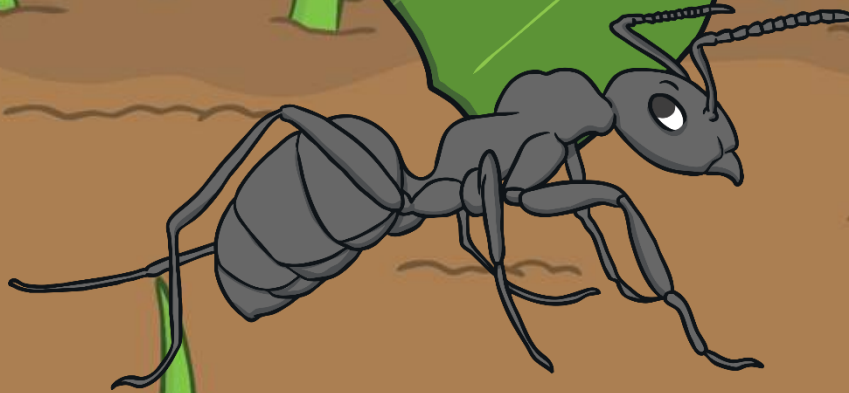
The ants surrounded Kit and Sam. “Who are you?” they asked. “Why are you here?” The ants had lots of questions for them. Read the questions on the leaves the ants are carrying.

To make this section more active, you could ask the children to read the question and then move to a corner labelled ‘yes’ ‘no’ corner to represent their answer.

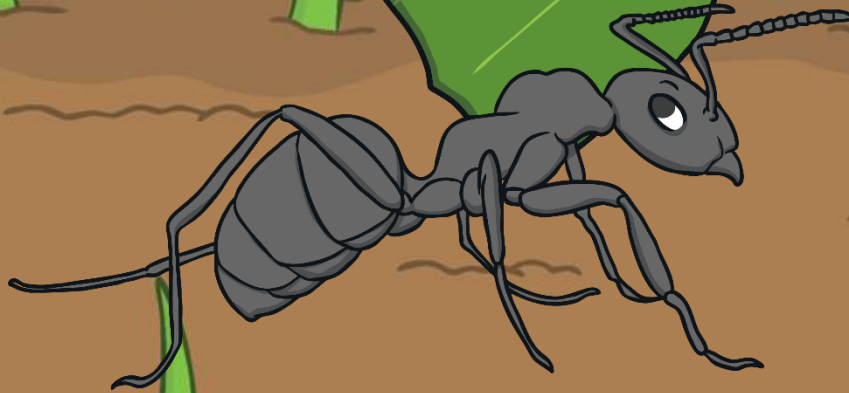


Click me for Kit’s teaching tips!

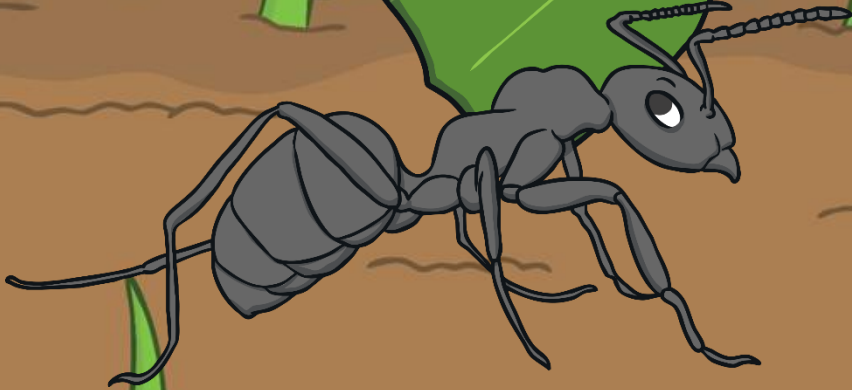
Can you
hover in
the sky?



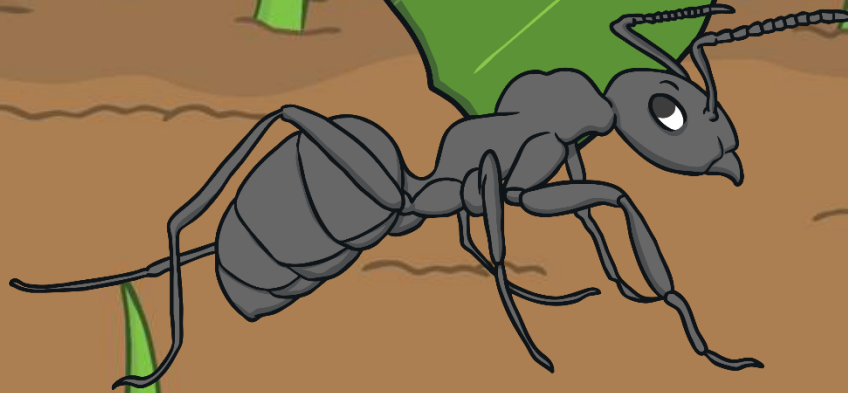
Are you
a kind
of fly?



Can you
cry?




Are you
a sly spy
for the
spiders?



Did you hatch from eggs in July?






Is your skin dry?

Kit and Sam notice another sign on the door.
Help Kit and Sam to read the sign.





**So, you try the secret door
And come inside to find;**

**Grass, sky and things to spy,
Great creatures here behind.
But beware who comes by;**

**An army dressed in nightshade black,
They seem to multiply.**

Today, we have learnt...

y

saying /igh/



The adventure
continues next lesson!



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Physical Activity Resource Disclaimer

We hope you find the information on our website and resource useful.

The description of any physical activity contained within this resource is intended as a general guide only. It may not fit your specific situation. You should not rely on the resource to be right for your situation. It is your responsibility to decide whether to carry out the activity at all and, if you do, to ensure that the activity is safe for those participating. You are responsible for carrying out proper risk assessments on the activities and for providing appropriate supervision. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking any activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising it for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.



Sound Family Word Sort

To move and sort cards in hoops.

Phonic Objective: To identify and sort different graphemes that represent the same phoneme.

Resources

- Sound Family Word Cards for focus grapheme
- Blank labels or squares of card or paper
- PE or sorting hoops - 1 per grapheme

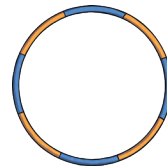
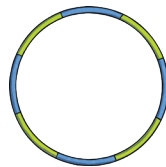
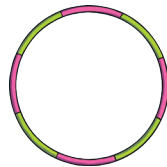
Large Group Activity - Quick Physically Active Phonics Activity

4-8 minutes

*Children to work in pairs for this activity to promote reasoning and discussion.

*Spread the hoops around the space or classroom.

1. Show the children the Sound Family Word Cards and read through them. Identify what the common phoneme is in all of the word cards.
2. **'Which graphemes have been used in the word cards to represent the phoneme?'** When the children have identified the graphemes, show them the grapheme labels and place one in each hoop.
3. Share the word cards between the pairs of children. **'The word cards have been blown around by the wind and have all been muddled up. Help them to get back to their grapheme family by reading the word and then sorting it into the correct hoop.'** As the children are reading and sorting the cards, encourage them to articulate what they notice about which grapheme is used depending on where the phoneme is in the word or what letters precede/follow it.
4. When the children have sorted the cards, stop and ask the children to walk around and check each hoop. As a class decide if the word cards have been sorted correctly.



Assessment

- Can the children read words containing graphemes that represent the same sound?
- Can the children sort the words according to the graphemes?

More Ideas to Try

- **Variation 1:** Instead of giving the children the words cards, divide the cards between the hoops at random. Ask the pairs of children to look in each hoop and correct any wrong word cards by sorting them into the correct hoop. Encourage the children to explain to their reasoning to each other.
- **Variation 2:** Use large sheets of paper instead of hoops. Write a grapheme and its rules on each piece of paper. Ask the children to try and think of one word that would belong to each group and to write it on the piece of paper. Discuss which are correct. Why? Why not?

The /igh/ Sound Family Word Sort



Sort the words according to their spellings. Write the words in the correct column. What is the rule for each grapheme?

igh

i_e

y

i

ie

This grapheme is usually used when...

<p>the sound is _____ of the word and usually followed by the letter ____.</p> <p>'sigh' and 'high' are examples of 'igh' being used at the end of a word.</p> <p>Rule breaker: height</p>	<p>the sound is _____ of the word. This is the most common spelling.</p>	<p>the sound is _____ and sometimes _____ of the word. please insert lines for children to continue writing where the underscores are.</p>	<p>the sound is _____ of a word or _____ of a word that has 2 or more syllables.</p> <p>Rule breaker: ice</p>	<p>There are only 4 root words that use this spelling when the sound is at the _____ or when a suffix has been added, e.g. cried, cries.</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

prize wild fright fly cry lion sigh pie tight idea reply shine
 pylon bride tie lied bike bright ripe delight drive python silent die fire

The /igh/ Sound Family Word Sort **Answers**



igh

i_e

y

i

ie

This grapheme is usually used when...

<p>the sound is in the middle of the word and usually followed by the letter t.</p> <p>'sigh' and 'high' are examples of 'igh' being used at the end of a word.</p> <p>Rule breaker: height</p>	<p>the sound is in the middle of the word. This is the most common spelling.</p>	<p>the sound is at the end and sometimes in the middle of the word. please insert lines for children to continue writing where the underscores are.</p>	<p>the sound is in the middle of a word or at the start of a word that has 2 or more syllables.</p> <p>Rule breaker: ice</p>	<p>There are only 4 root words that use this spelling when the sound is at the end of a word or when a suffix has been added, e.g. cried, cries.</p>
<p>fright bright</p> <p>sigh delight</p> <p>tight</p>	<p>prize ripe</p> <p>shine drive</p> <p>bride fire</p> <p>bike</p>	<p>fly pylon</p> <p>cry python</p> <p>reply</p>	<p>wild idea</p> <p>lion silent</p>	<p>pie lied</p> <p>tie die</p>