

/igh/ Sound Family Sheet



Level 6

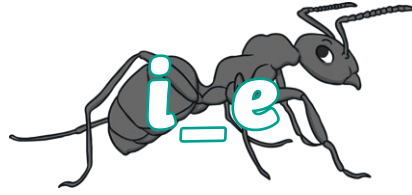
We know there are lots of different graphemes that can be used to represent the /igh/ sound.

These graphemes are likely to be used when the /igh/ sound is...



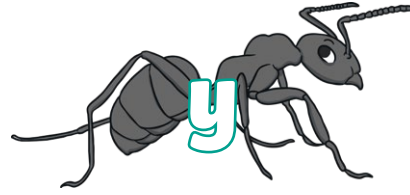
- at the end of a word;
- in the middle of the word and is followed by 't'.

high
bright



- in the middle of the word. (This is the most common form.)

wide
slide



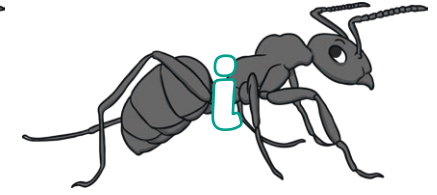
- at the end in short words;
- in the middle of some less common words.

my
try
python



- in tie, pie, lie and die;
- all other uses are in suffixes when the sound is at the end e.g. cried.

pie cried
lie fried



- at the start of the word;
- in words of two syllables or more.

iris
item
silent



y saying /igh/

A Close Call



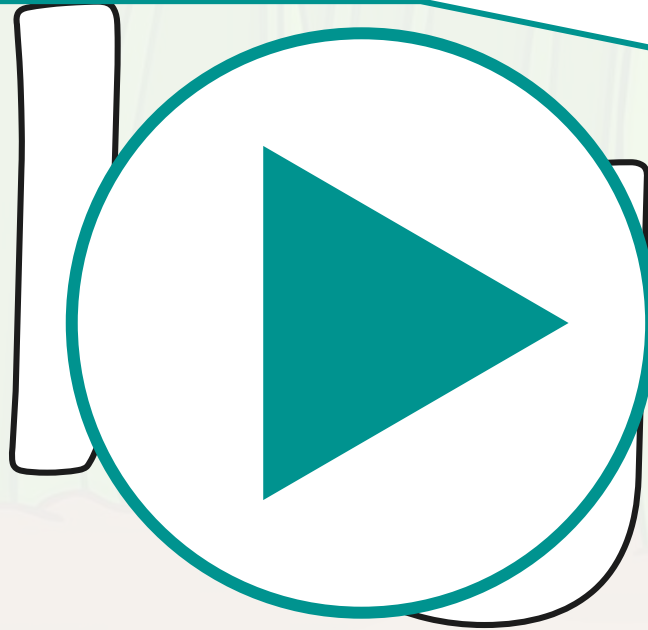
Let's practise reading some of this week's focus words.



पुस्तिका



Now, we're going to practise spelling some of this week's focus words. Listen to the word and write it down. Think carefully about the new grapheme we have learnt for the /igh/ sound.



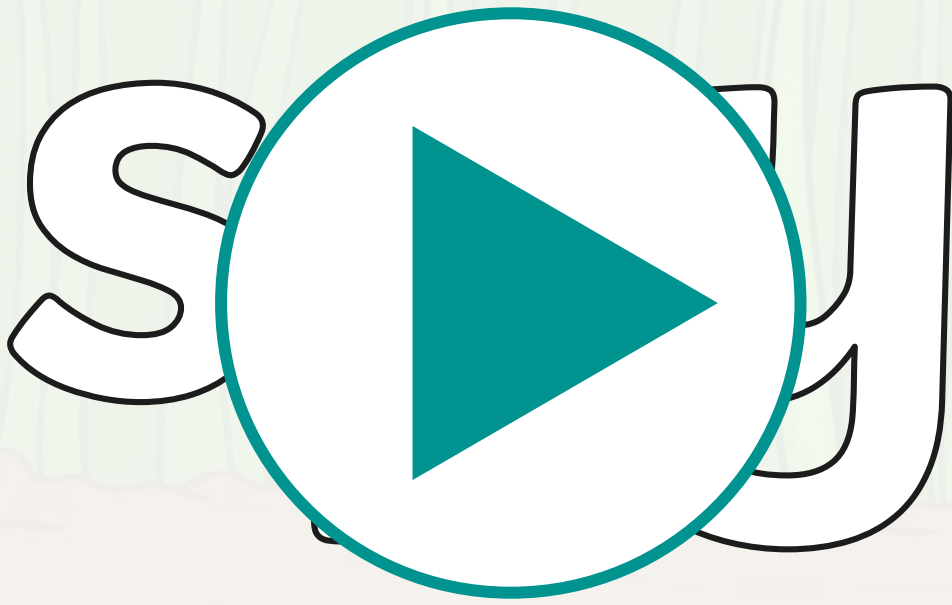
Check





Check





r  y



Check



Now, we're going to practise spelling one of our common exception words.

Which is the tricky part of the word? Think about your colour-coded word that you wrote in our earlier lesson.

d o r



Check



Now, we're going to practise spelling our second common exception word.

Which is the tricky part of the word? Think about your colour-coded word that you wrote in our earlier lesson.

flor



Check



Today, we are learning to spell words containing **y**
saying /igh/.



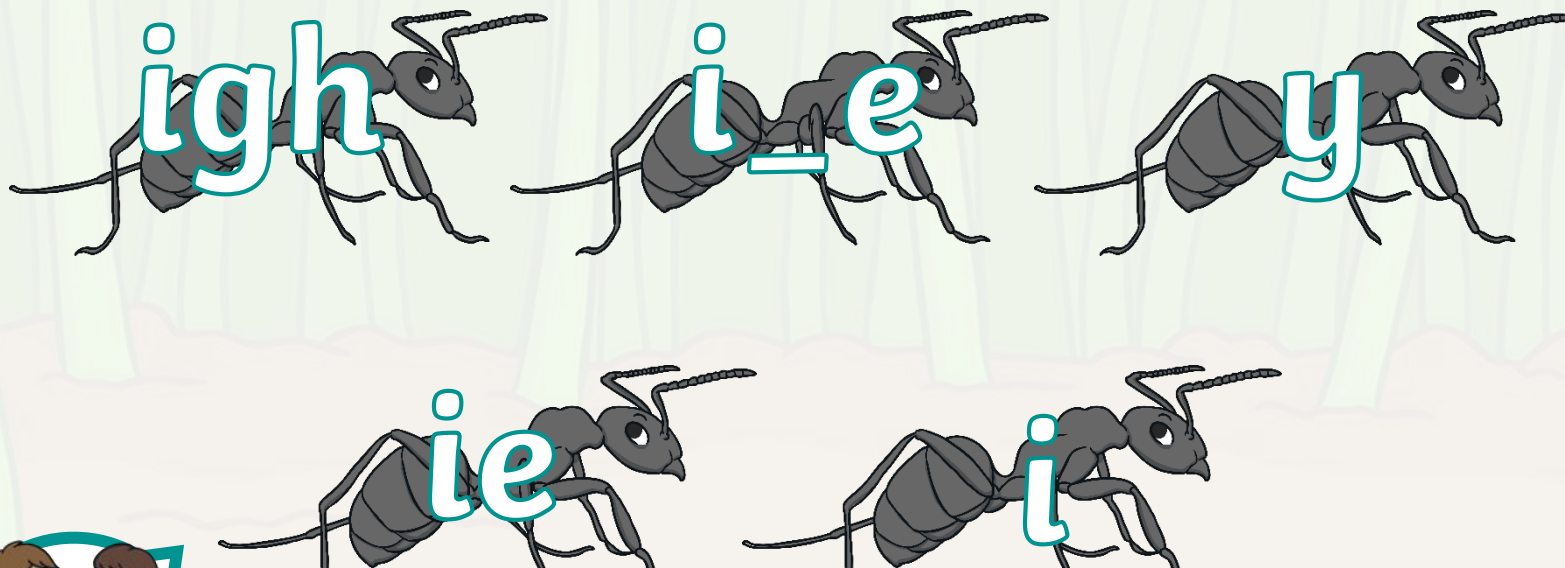


Kit, Sam and Ben had shrunk and were on a minibeast adventure. The ants that they had been talking to suddenly started to move again!



Ben squeezed himself into a gap in the grass and barked. “Good plan, Ben,” shouted Kit as he and Sam squashed in too. The ants marched right past them.

Kit and Sam see a family of ants. They are the /igh/ family. They show us the different ways that we can spell the /igh/ sound.



Using your learning from our last lesson, what are the rules for each spelling of the /igh/ sound? Can you think of a word that would belong to each spelling of the sound family?

Check



In our last lesson, we learnt that these graphemes are likely to be used when the /igh/ sound is...



- at the end of a word;
- in the middle of the word and is followed by 't'.

high
bright



- in the middle of the word. (This is the **most common** form.)

wide
slide



- at the end in short words;
- in the middle of some less common words.

my
try
python



- in **tie**, **pie**, **lie** and **die**;
 - all other uses are in suffixes when the sound is at the end, e.g. **cried**.
- pie**
lie
cried
fried

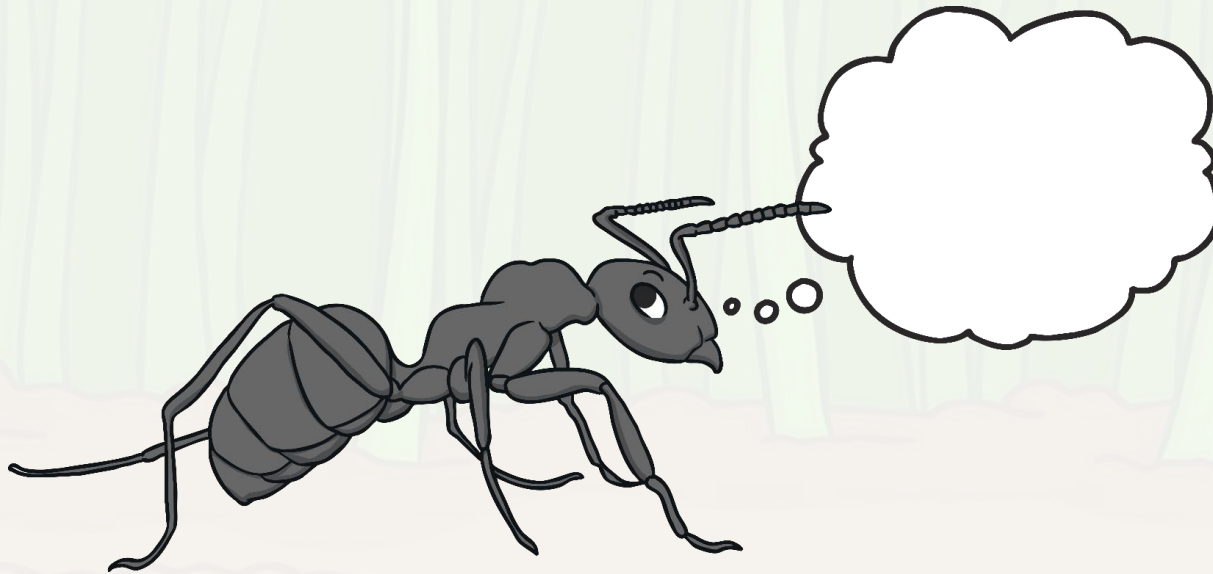


- at the start of the word;
- in words of two syllables or more.

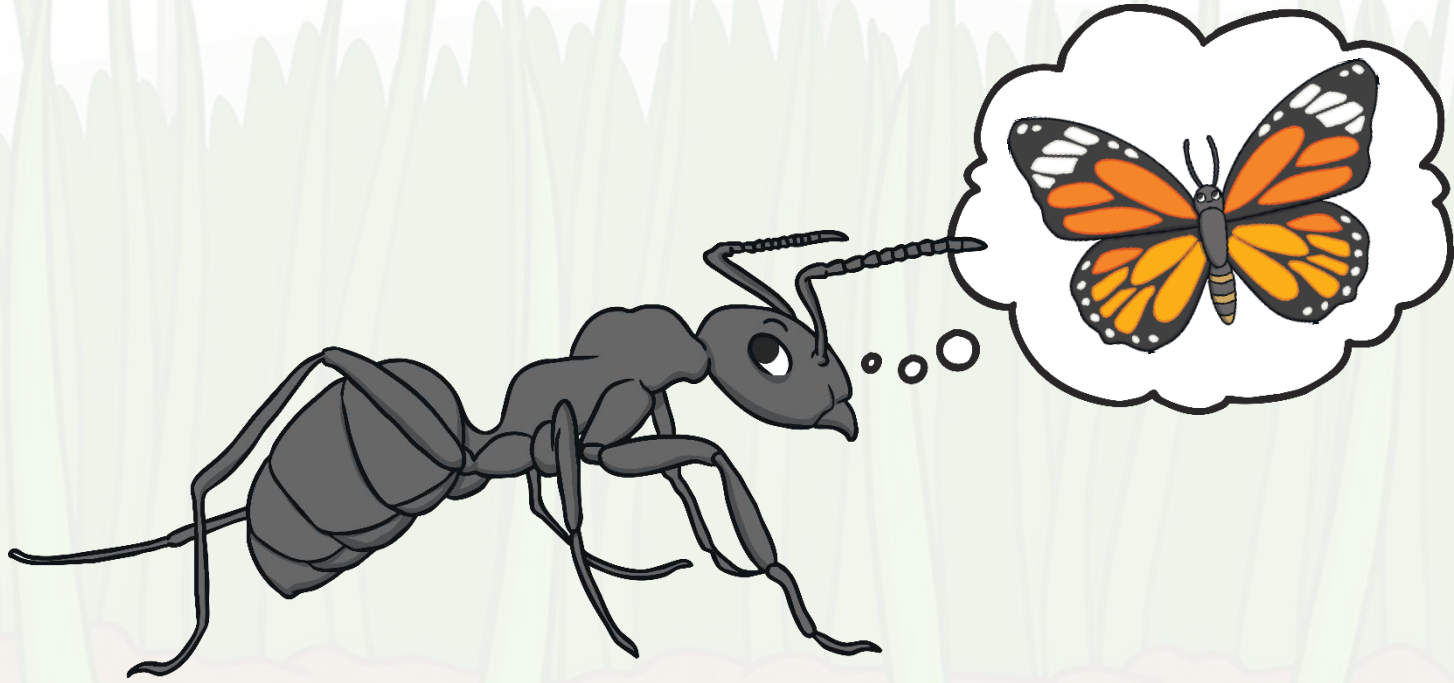
iris
item
silent

The /igh/ Family

The **y** ant is scratching words into the soil. Can you help it to spell these words? Write the word on your whiteboard.



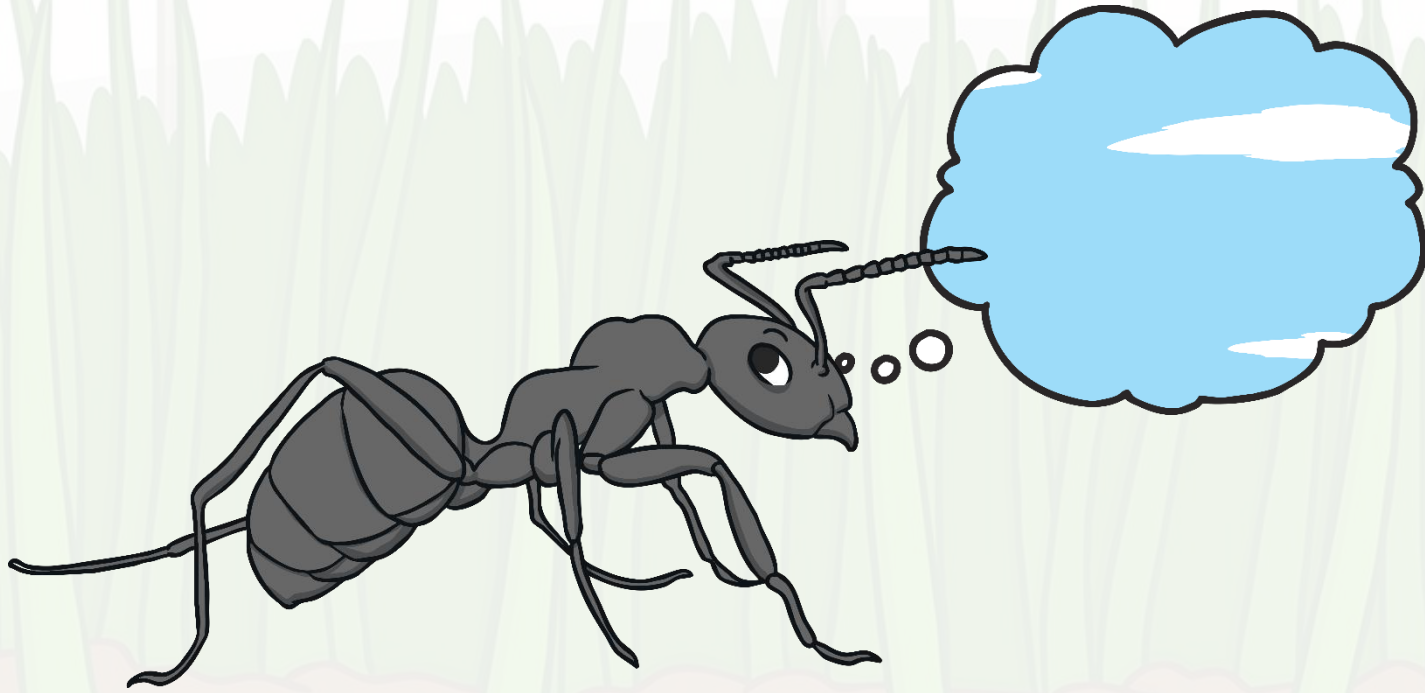
You could play 'Sticky Note Splat' instead. Ask the children to write the words from the following slides on sticky notes or pieces of paper, instead of on their whiteboards. When they have written the word, they can 'splat' it on the table or wall.



butterfly

Check

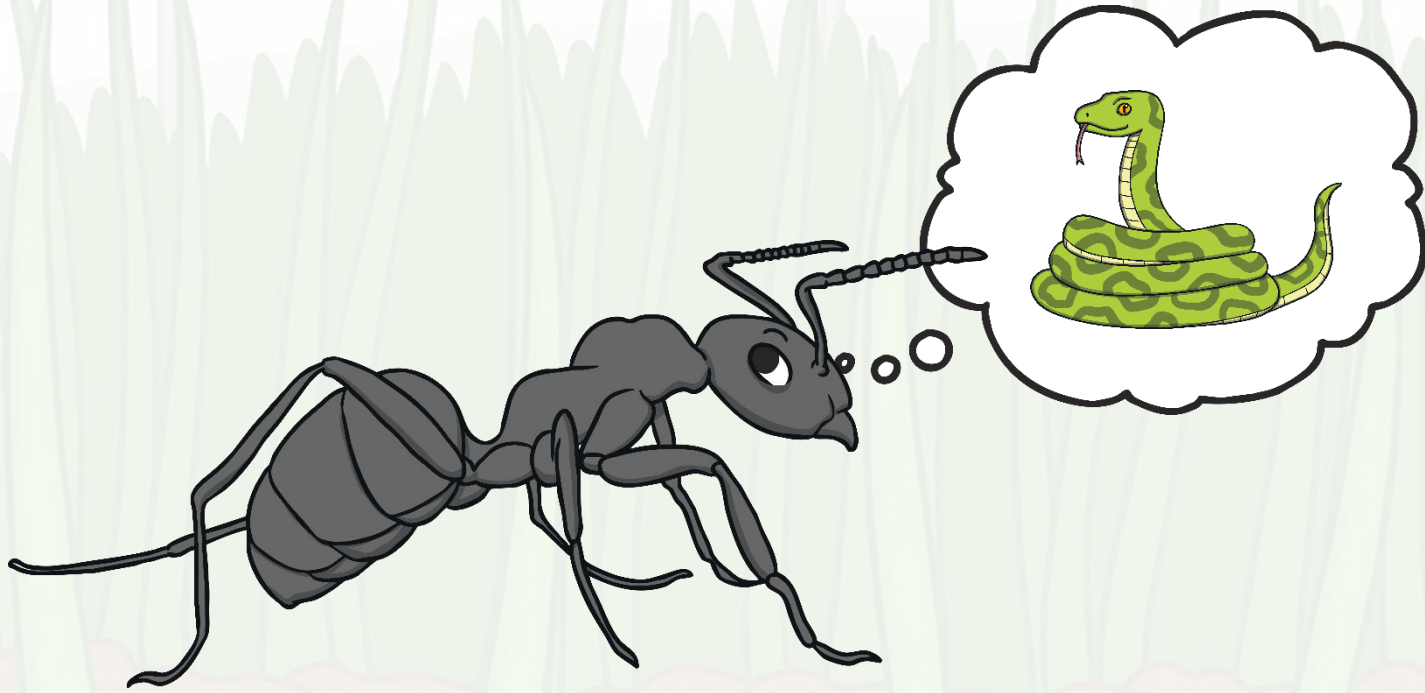




sky

Check





p _____

Check



The other ants in the /igh/ family have joined the **y** ant. Can you help them to spell these words? Think carefully about which grapheme to use to represent the /igh/ phoneme.

night

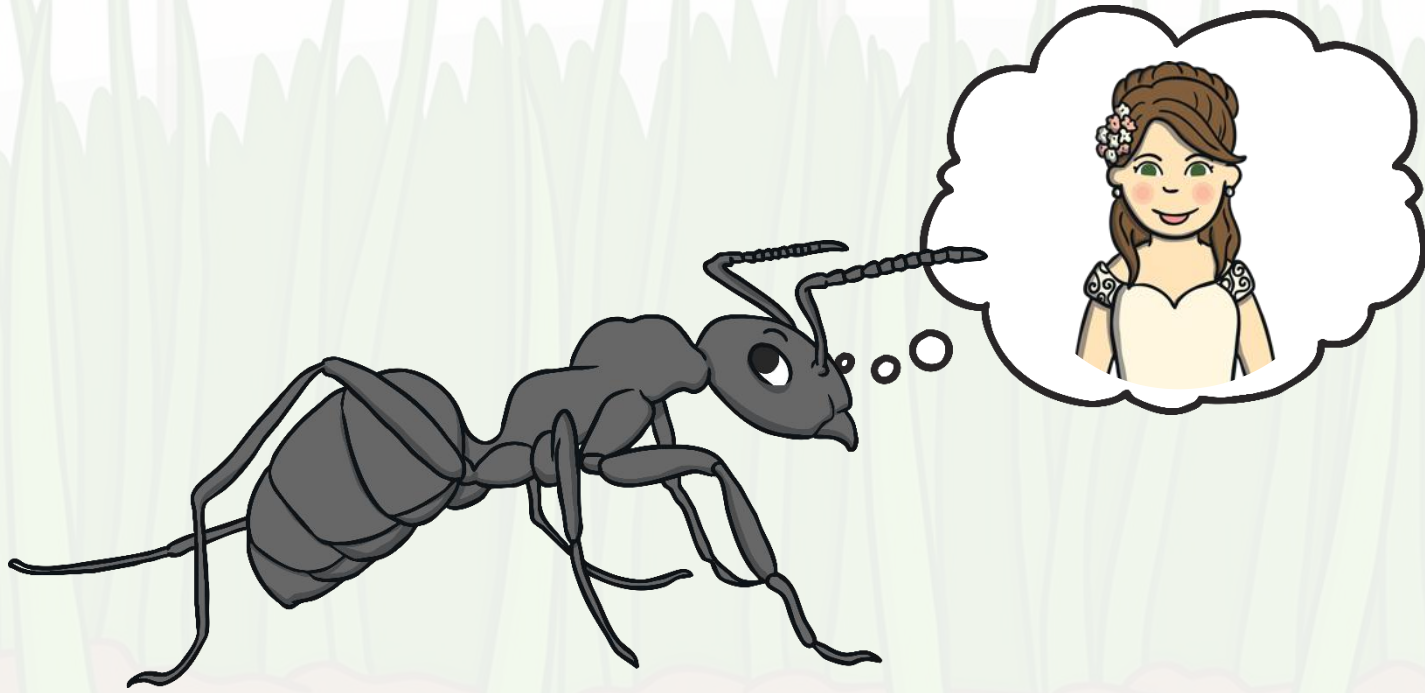
You may wish to refer back to slide 13 or print the slide for the children to refer to. Encourage the children to think about where the sound is in the word, how many syllables it has and what letter comes next.



Click me for Kit's teaching tips!

Check

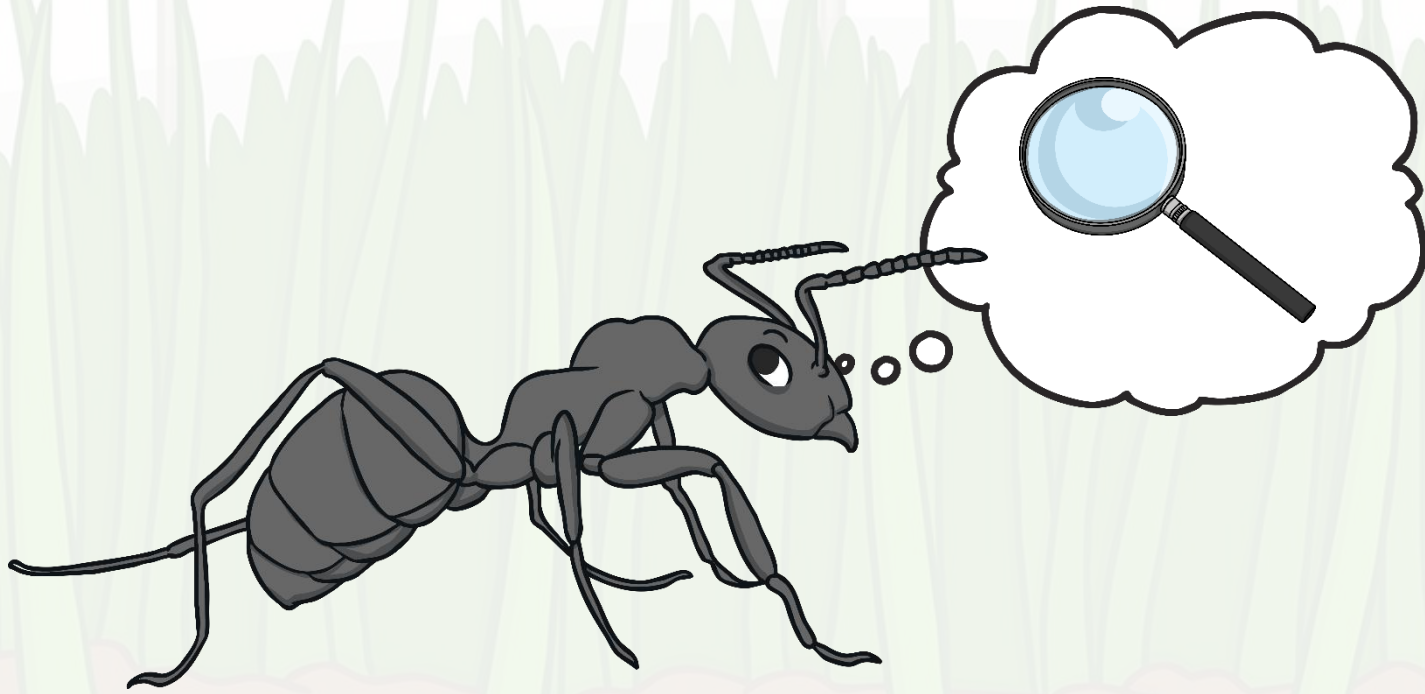




bride

Check

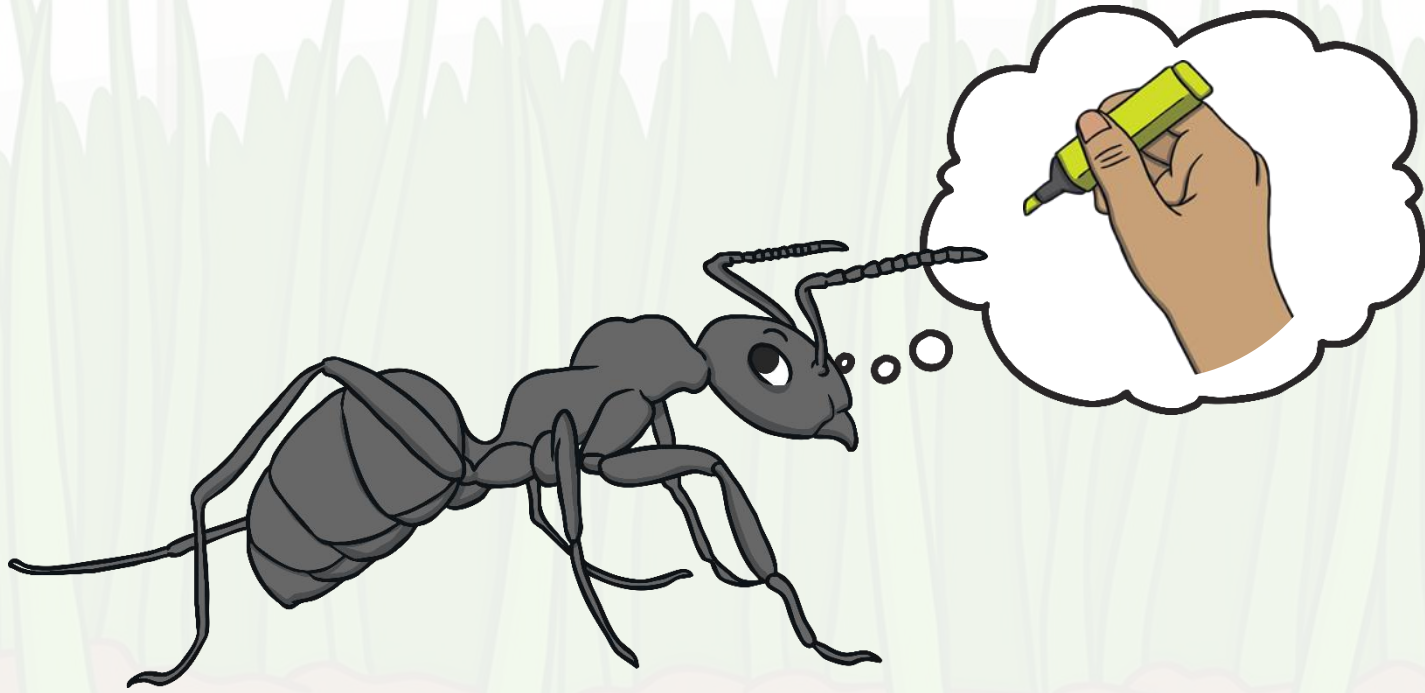




magnifying glass

Check





highlighter

Check





Think of a sentence with your talk partner to describe what you can see in this picture - use as many words with the /igh/ phoneme as you can. Write it down. Think carefully about which grapheme you might need to use for the /igh/ sounds.

Suggestion



You may wish to discuss the picture and identify any elements representing /igh/ words, to support children to construct an oral sentence or you can use the audio suggestions.

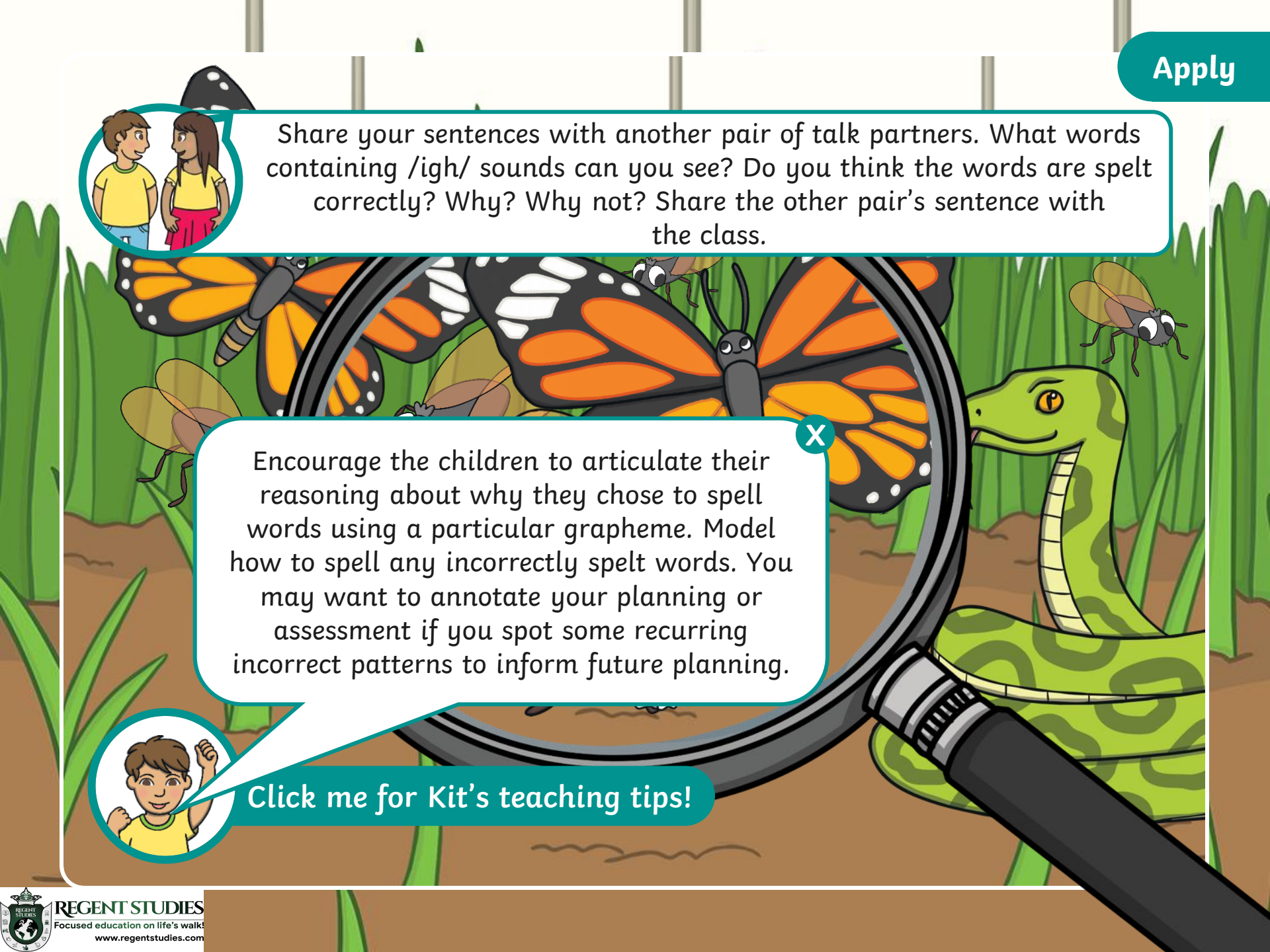
Suggestion



Click me for Kit's teaching tips!



Share your sentences with another pair of talk partners. What words containing /igh/ sounds can you see? Do you think the words are spelt correctly? Why? Why not? Share the other pair's sentence with the class.

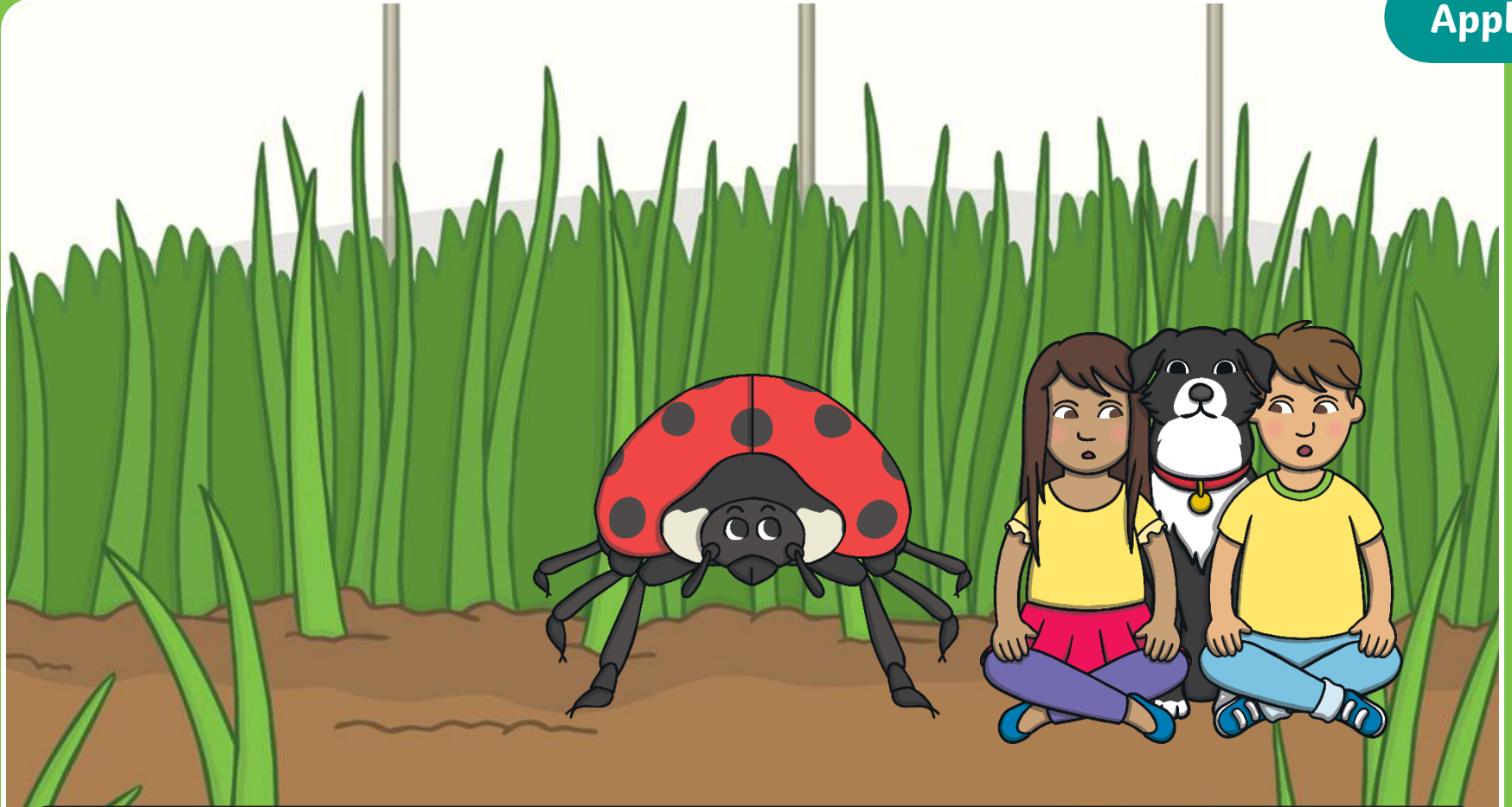


Encourage the children to articulate their reasoning about why they chose to spell words using a particular grapheme. Model how to spell any incorrectly spelt words. You may want to annotate your planning or assessment if you spot some recurring incorrect patterns to inform future planning.

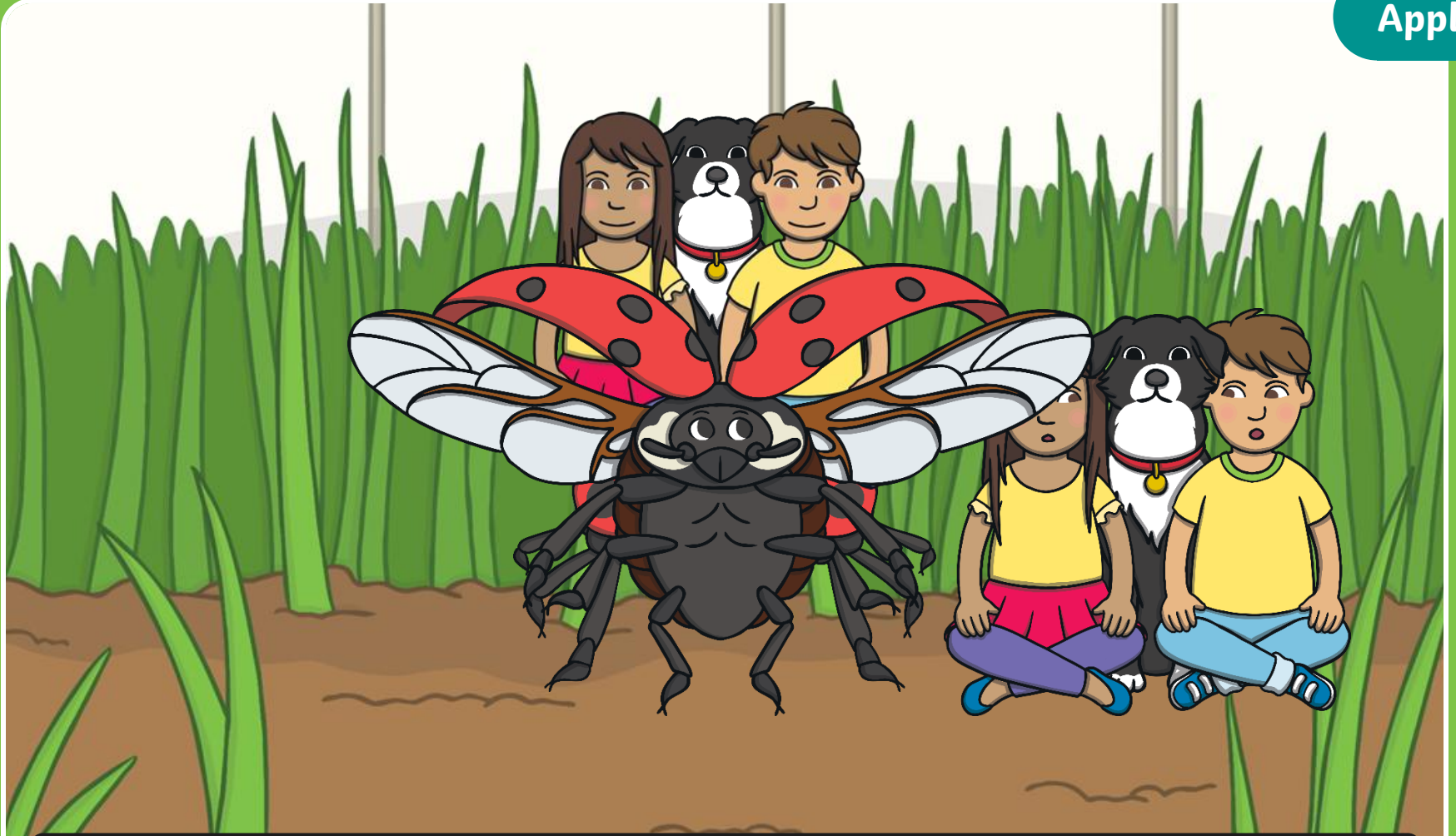
X



Click me for Kit's teaching tips!



Eventually, the last ant marched past. “Phew!” said Kit. Suddenly, a friendly face appeared through the grass beside Kit and Sam. It was a ladybird!
“Hello! Would you like to come for a ride?” she asked.



“Should we go for a fly with the ladybird?” Kit asked.
“It sounds like it could be fun!” said Sam. They climbed on to the ladybird and off they went!

Today, we have learnt to
spell words containing

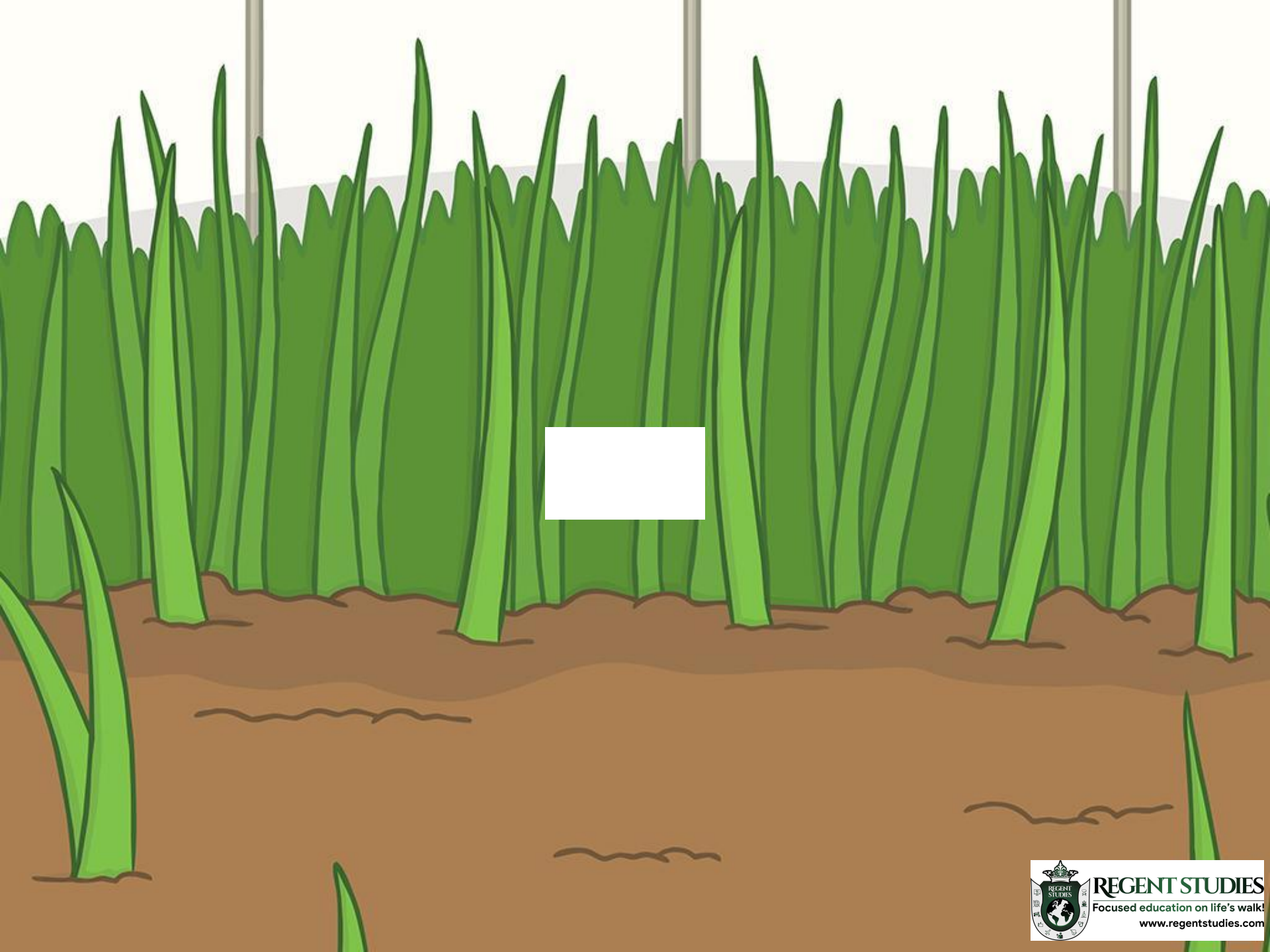
y

saying /igh/



The adventure
continues next lesson!





[White rectangular box]



REGENT STUDIES

Focused education on life's walk!

www.regentstudies.com

Date:

Group:

Level 6 Week 1

Learning Objective/Success Criteria:

- To read words containing y saying /igh/.
- To read and sort words containing different spellings of the same phoneme.
- To spell words containing y saying /igh/.
- To identify the different GPC for /igh/ and when these graphemes might be used.
- To write and correctly punctuate sentences.

Focus Graphemes:

'y' saying /igh/

Grammar Focus:

Using a capital letter at the start of a sentence and full stop at the end.

Common Exception Words (Spelling):

door, floor

Focus Words: by, dry, shy, fly, spy, reply, pylon, python

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Prep List	Balloon, if playing Balloon Toss in 'Practise'	Physically Active Phonics Quick Game - Sound Family Word Sort (alternative to PowerPoint Practise activity) Print /igh/ Sound Family Word Cards	Sticky notes or pieces of paper (optional alternative) Print /igh/ Family Sound Sheet		Minibooks
Revisit & Review	Revise Level 5 GPCs and reading Level 5 common exception words (CEW).	Revise reading and writing this week's focus words containing 'y' saying /igh/.	Revise reading and writing this week's focus words containing 'y' saying /igh/ and spelling CEW 'door' and 'floor'.	Revise reading and writing this week's focus words containing 'y' saying /igh/.	Revise reading and writing this week's focus words containing 'y' saying /igh/ spelling CEW 'door' and 'floor'.
Teach	The Secret Door Introduce reading words containing 'y' saying /igh/. Discuss when this grapheme might be used in words.	Shrunk! Read and sort words that contain graphemes from the /igh/ Sound Family. Identify different graphemes that can represent /igh/ and when the different spellings are likely to be used.	A Close Call Introduce writing words containing 'y' saying /igh/ and other graphemes representing /igh/. Recap when the graphemes are likely to be used.	The Minibeast Party Identify missing punctuation. Grammar Focus Using a capital letter at the start of a sentence and full stop at the end.	A Minibeast Adventure Introduce Spelling Strategy and how to improve sentences.
Practise	Balloon Toss or match the ant to the correct leaf by reading the 'y' saying /igh/ words.	PAPh Quick Game - Sound Family Word Sort or read words containing different graphemes that represent /igh/ and sort according to grapheme.	Write the word that the ant is showing in picture form. Choose the correct grapheme and spelling to represent the /igh/ phoneme for each word.	Correctly punctuate the sentences for the Minibeast Party invitation.	Play 'Basic to Brilliant'. Improve a sentence with a talk partner. Swap sentences and improve again. Repeat.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Apply	Read the sign containing 'y' saying /igh/ words and work out the clue.	Play 'Silly Questions' and read words containing different graphemes representing the /igh/ phoneme.	Write a sentence containing 'y' saying /igh/ words and other graphemes representing /igh/.	Write and correctly punctuate dictated Silly Sentences.	Write an interesting sentence to accompany a picture, making sure that is correctly punctuated and well spelt.
Follow-Up Activities	<p>Ants and Leaves to practise reading and writing words containing 'y' saying /igh/.</p> <p>Insect Bingo Boards to practise reading words containing 'y' saying /igh/.</p>	<p>Labels and Sentences - y saying /igh to read and write labels and sentences for the various GPC for /igh/.</p> <p>The /igh/ Sound Family Word Sort to practise identifying the different graphemes that represent the /igh/ phoneme.</p>	<p>The /igh/ Family to spell words and write sentences containing different graphemes that represent the /igh/ phoneme.</p> <p>/igh/ Sound Family Roll and Write to choose the correct grapheme to spell words containing the /igh/ phoneme.</p>	<p>Minibeast Party Invitation to practise using capital letters and full stops.</p> <p>/igh/ Alternatives Stations Party Game to practise choosing the correct grapheme for words containing the /igh/ phoneme.</p>	Reading Minibook and Writing Minibook to apply and practise reading and writing skills.
Assessment	Can children read words containing 'y' saying /igh/?	Can children identify different graphemes that can represent the /igh/ phoneme?	<p>Can children spell words containing 'y' saying /igh/?</p> <p>Can children spell words containing the /igh/ phoneme and make correct grapheme choices?</p>	<p>Can children start their sentence with a capital letter and use a full stop at the end?</p> <p>Can children write sentences containing the focus words?</p>	Can children write interesting sentences that are grammatically correct, correctly punctuated and with plausible spelling choices?

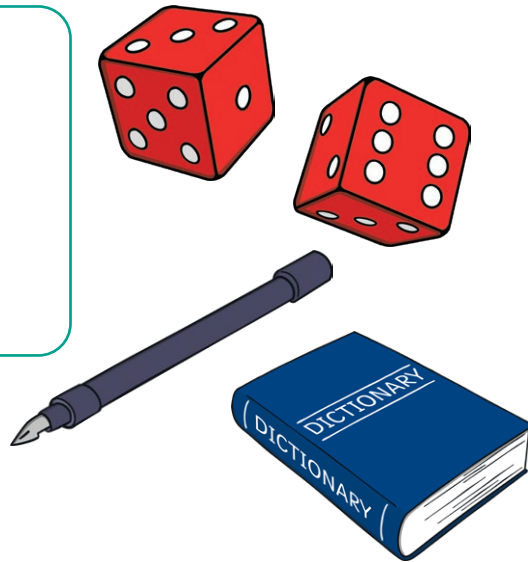
/igh/ Sound Family Roll and Write



Level 6

You will need:

- dice
- pencil or pen
- dictionary









Roll the dice to get a number. Write a word for each spelling of the /igh/ sound family for that number.

To help you think of a word for each spelling, think carefully about:

- where the /igh/ sound is in a word;
- how many syllables it has;
- what letter follows the /igh/ sound.

You could use the [/igh/ Sound Family Sheet](#) to help you think about when each grapheme is likely to be used.

Once you have filled your grid, use a dictionary to check the spellings of your words.

	igh	i_e	ie	i	y
					
					
					
					
					
					

Roll and Write Mat

The /igh/ Family



Level 6

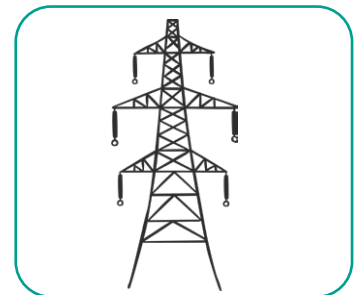
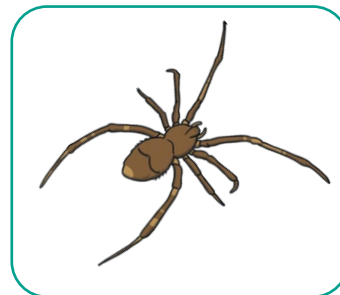
Write the four other graphemes that can represent the /igh/ sound.

igh



Write labels for these pictures. Think carefully about which grapheme to use for the /igh/ sound. Think about where the sound is in the word, how many syllables it has and what letter follows the /igh/ sound.

You could use the /igh/ Sound Family Sheet to help you think about which grapheme to use.



Now write three sentences, using some of the words from above. You might even be able to use more than one of the words, containing the /igh/ sound, in your sentence.

1. _____

2. _____

3. _____