


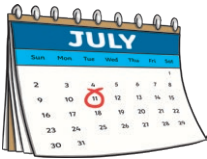










# Ants and Leaves



Level 6

Can you match the words with **y** saying /igh/ to the correct picture?

fly 	
shy 	
cry 	
sky 	
dry 	
July 	



## Challenge

Read the sentences. Can you work out which insect the clue is describing?

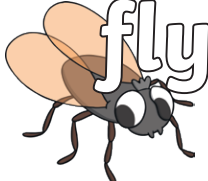
Some people may cry when they see me.

I use my clear wings to fly.


My shell keeps me dry.

One day, I will be a butterfly.


I try to lift heavy leaves.




fly




spider



ants



snail

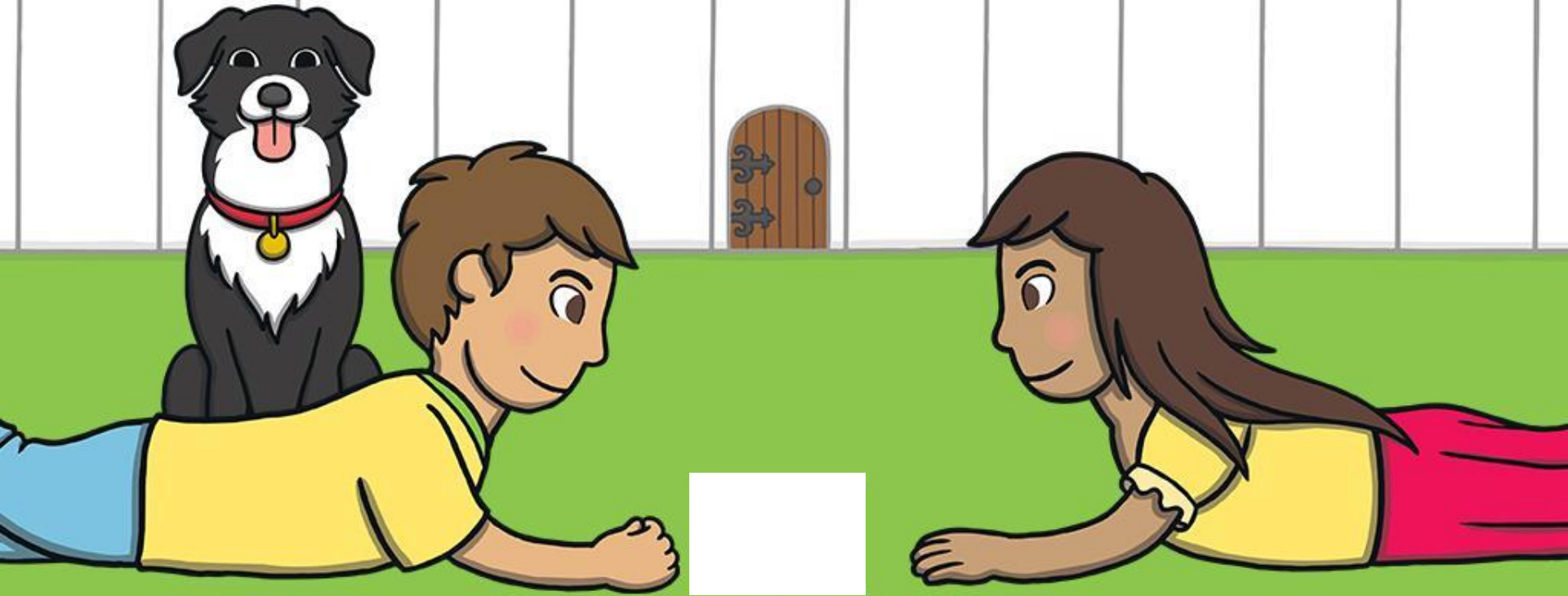


caterpillar

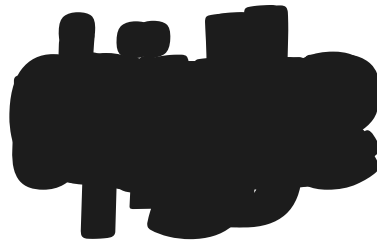


y saying /igh/


# The Secret Door



Let's practise Sam's Sounds and Common Exception Words!



We are going to learn to spell some new Common Exception Words.



You will need paper and coloured pencils or pens or whiteboards for this part of the lesson.



Click me for Kit's teaching tips!



Time to practise by writing the word.

door

Practise

Play





Time to practise by writing the word.

floor

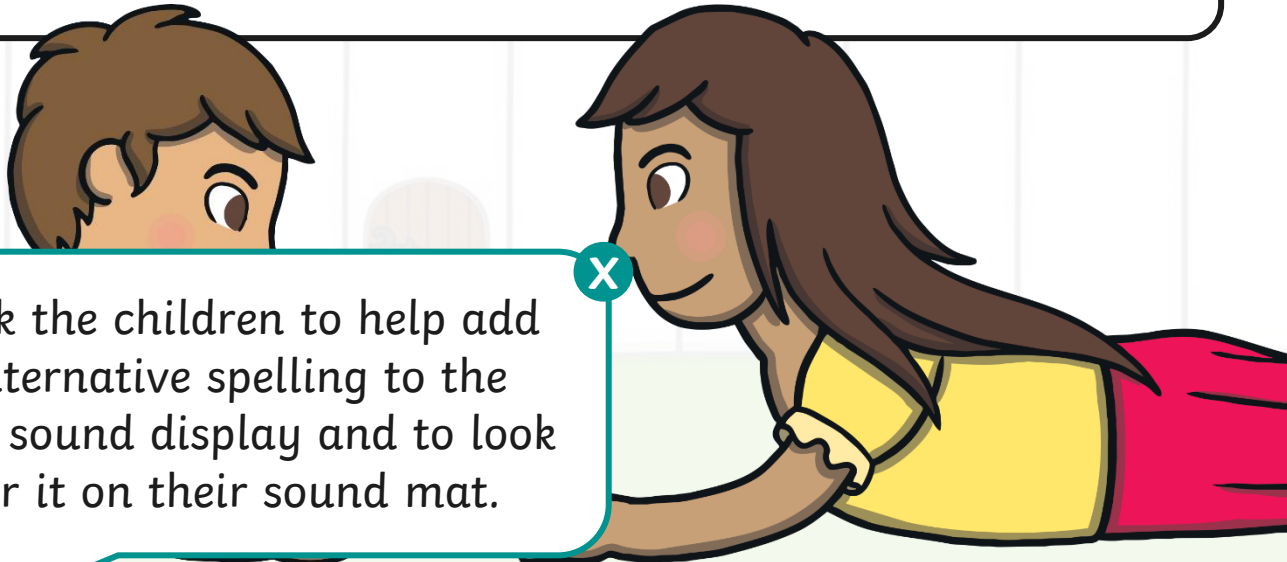
Practise

Play



Today, we are learning to read words containing

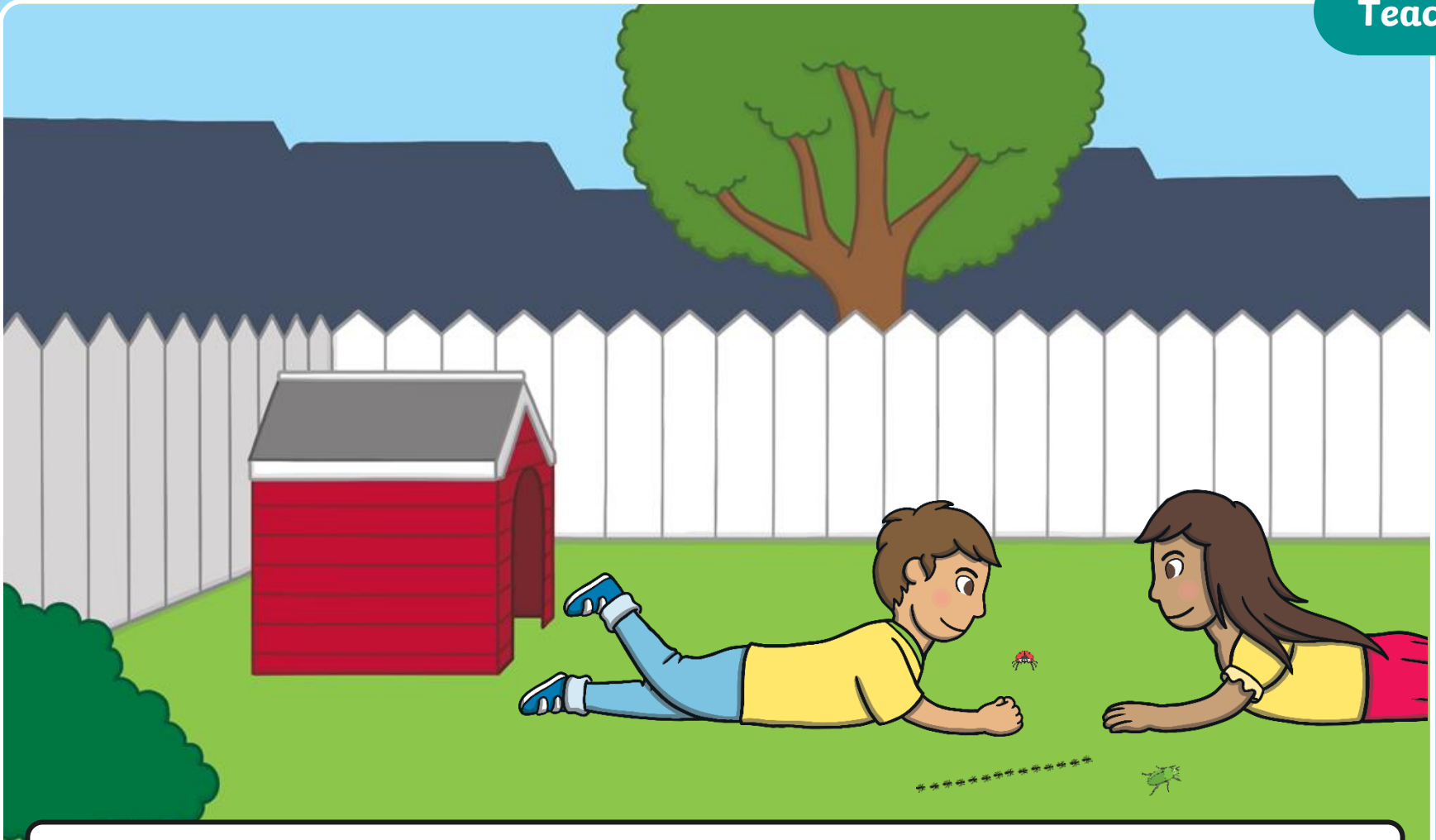
**y** saying /igh/



Now ask the children to help add this alternative spelling to the growing sound display and to look out for it on their sound mat.

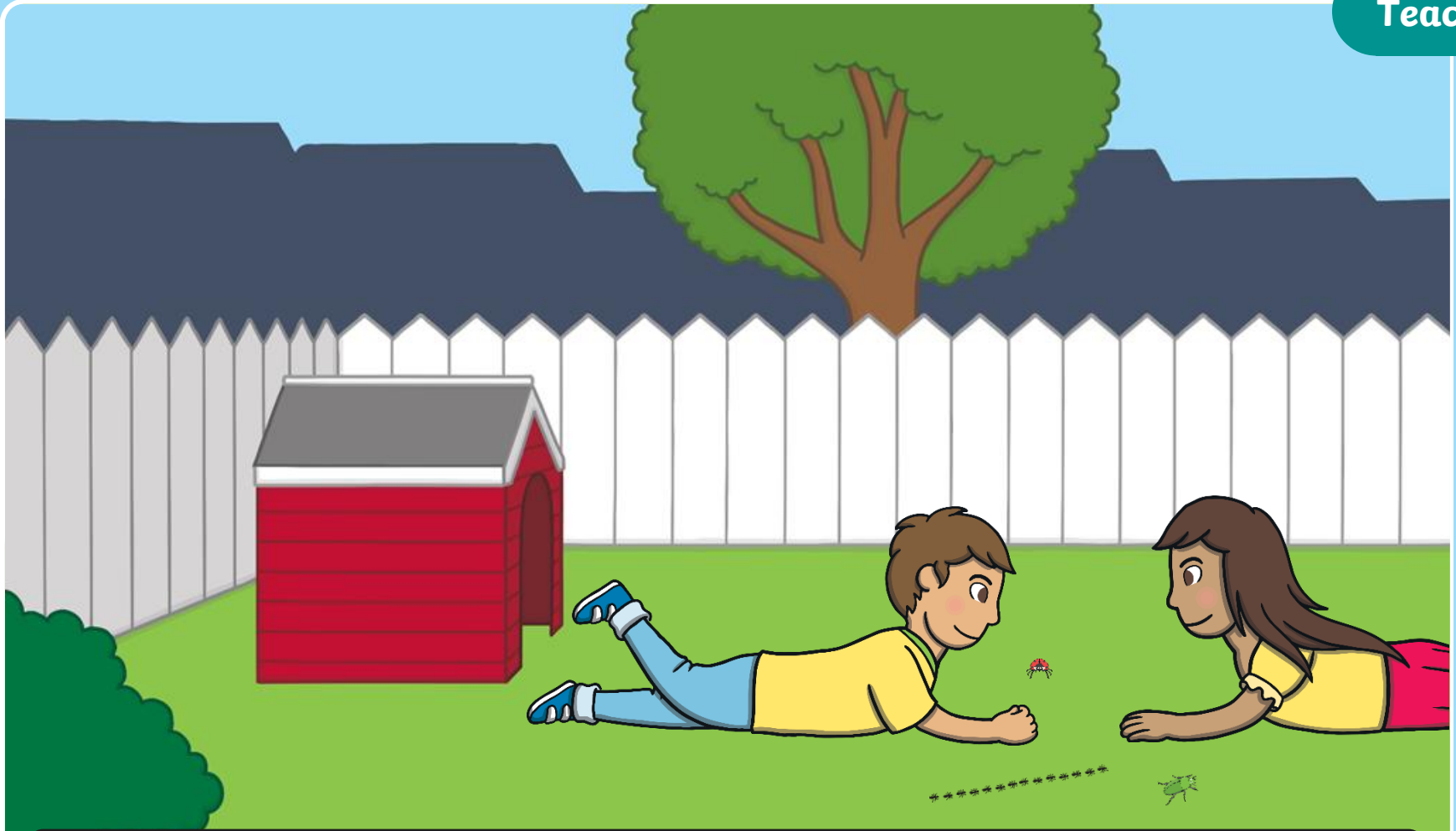


Click me for Kit's teaching tips!



It was the last day of the summer holidays and Kit and Sam were lying in the grass, looking for insects.  
“Look at the line of ants carrying bits of leaves.” said Sam.





“Yes,” said Kit. “Look, a beetle and a ladybird – they are so tiny!” Kit and Sam sat and watched a butterfly flap lazily from flower to flower. “There really are a lot of insects in our garden,” said Sam.

In lots of short words and some other words, the **y** makes the /igh/ sound.

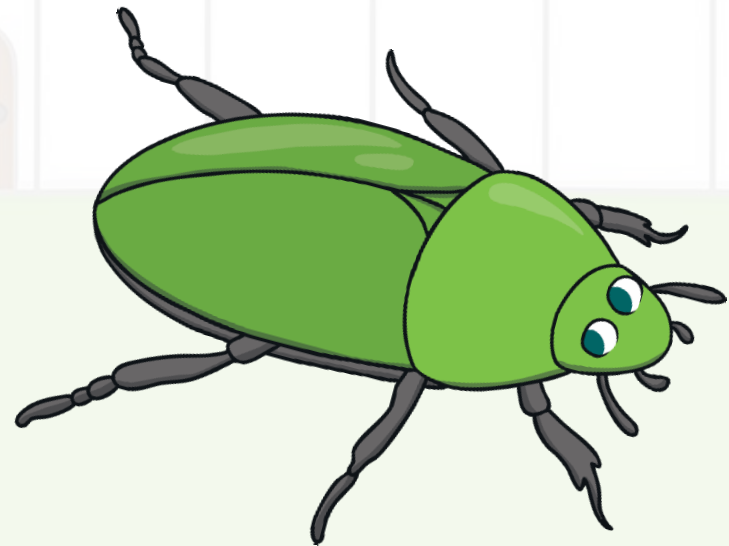
by  
my  
try



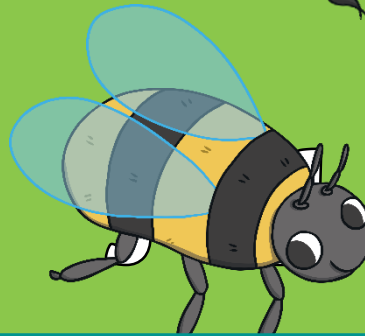
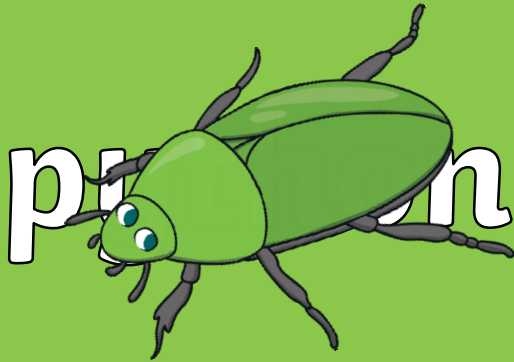
Can you and your talk partner think of another word that might have 'y' saying /igh/ in it?



Kit and Sam are watching insects. Can you read the words containing **y** saying /igh/? Click on the insects to reveal a word to read.



Click on the insects. Can you read the words that contain **y** saying /igh/?



What do you notice about where the /igh/ sound is in these words?

# Ants and Leaves

Help each ant to find their correct leaf. Show which ant should get the leaf by writing the number or showing it on your fingers.

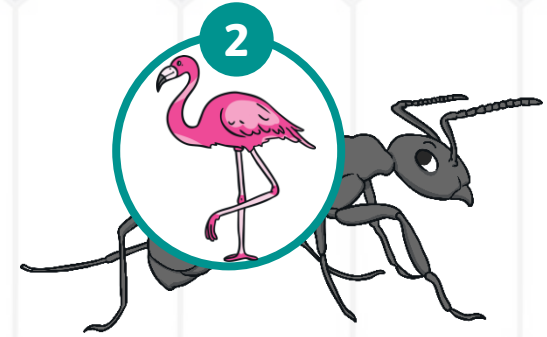
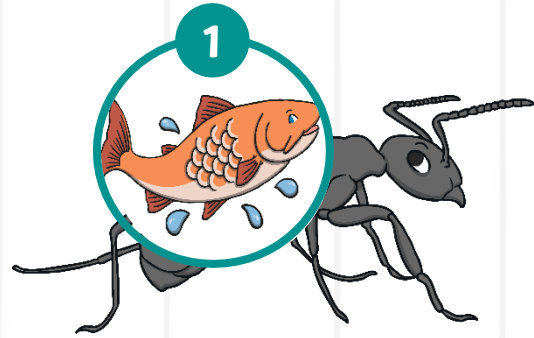
Instead of using the PowerPoint Practise slides, you may wish to do this activity physically by writing the words on balloons and throwing them to each other. Read and say the word your hand lands on when you catch the balloon.

X

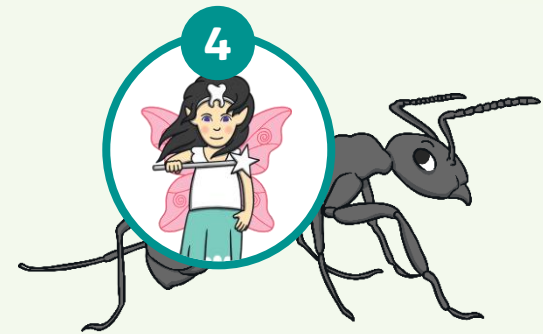
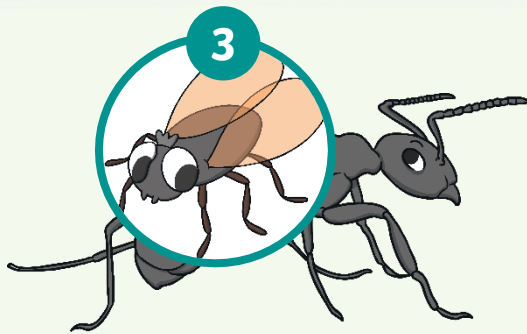


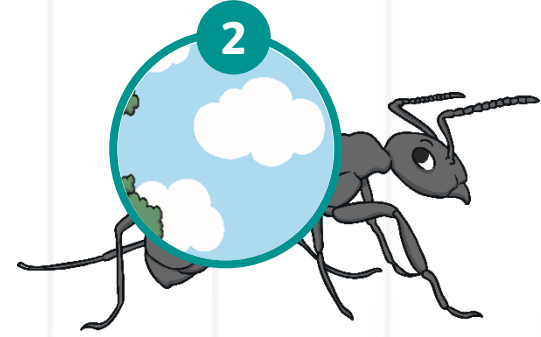
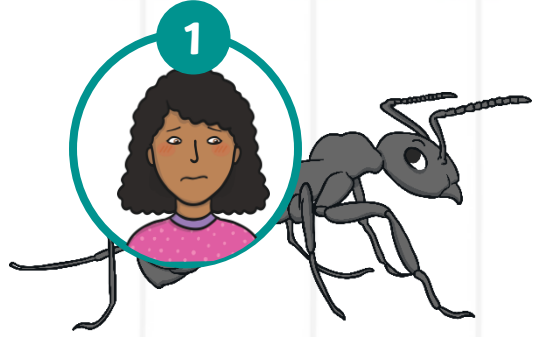
Click us for Physically Active Phonics tips!



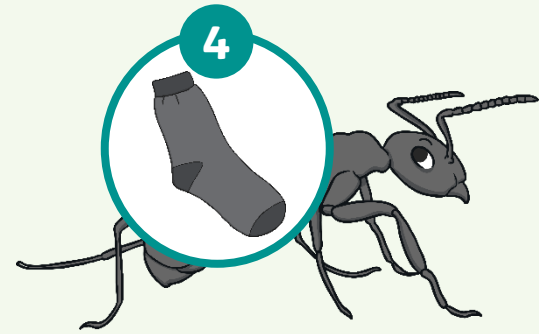
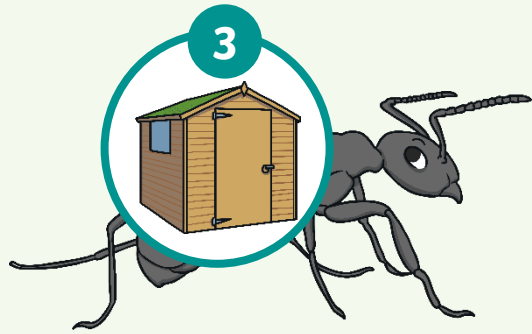


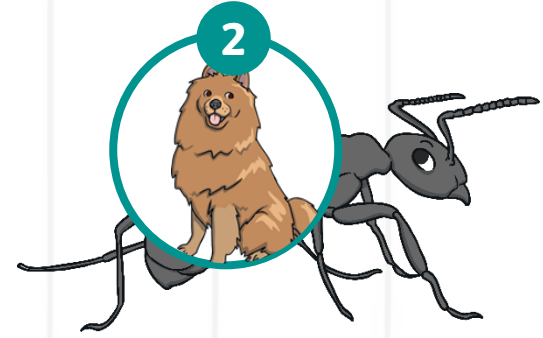
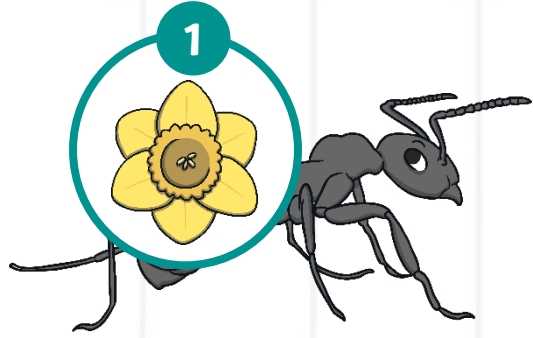
fly



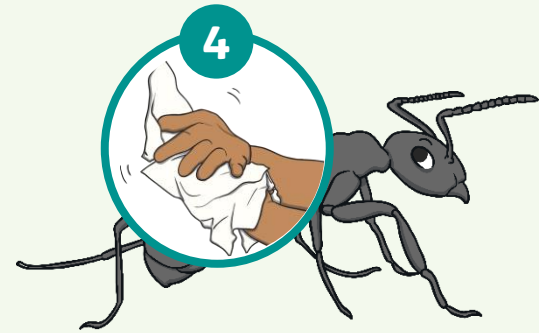
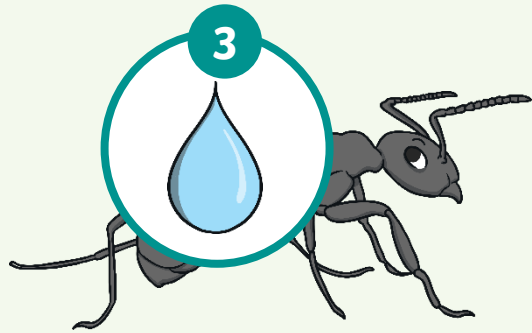


sky

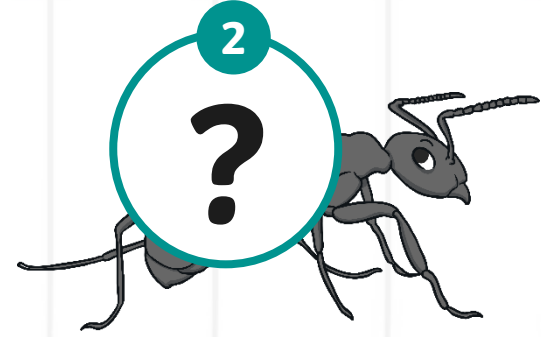
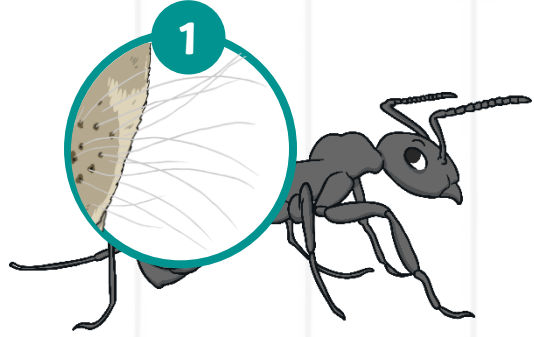




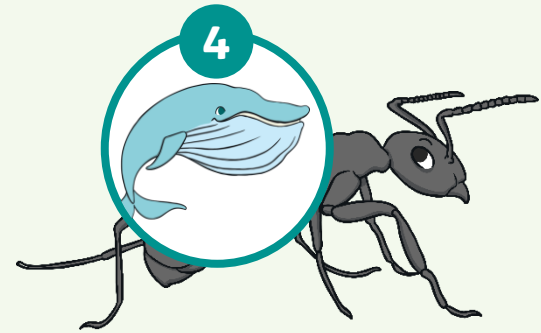
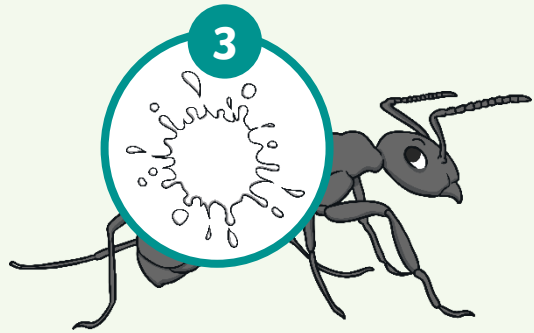
dry

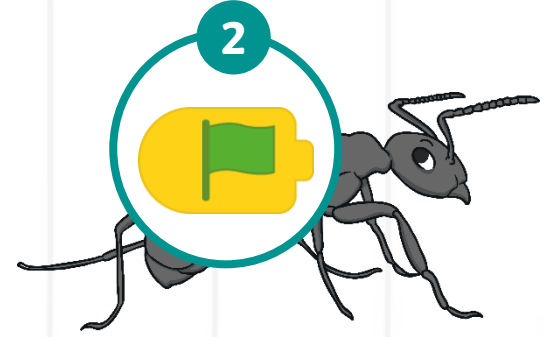
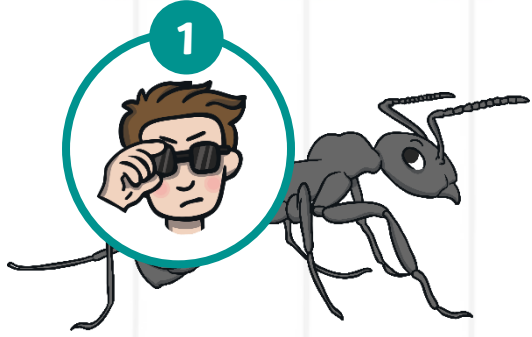




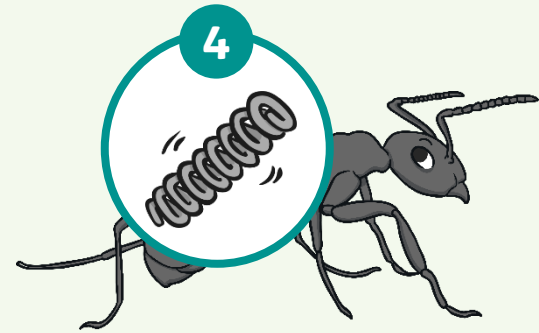


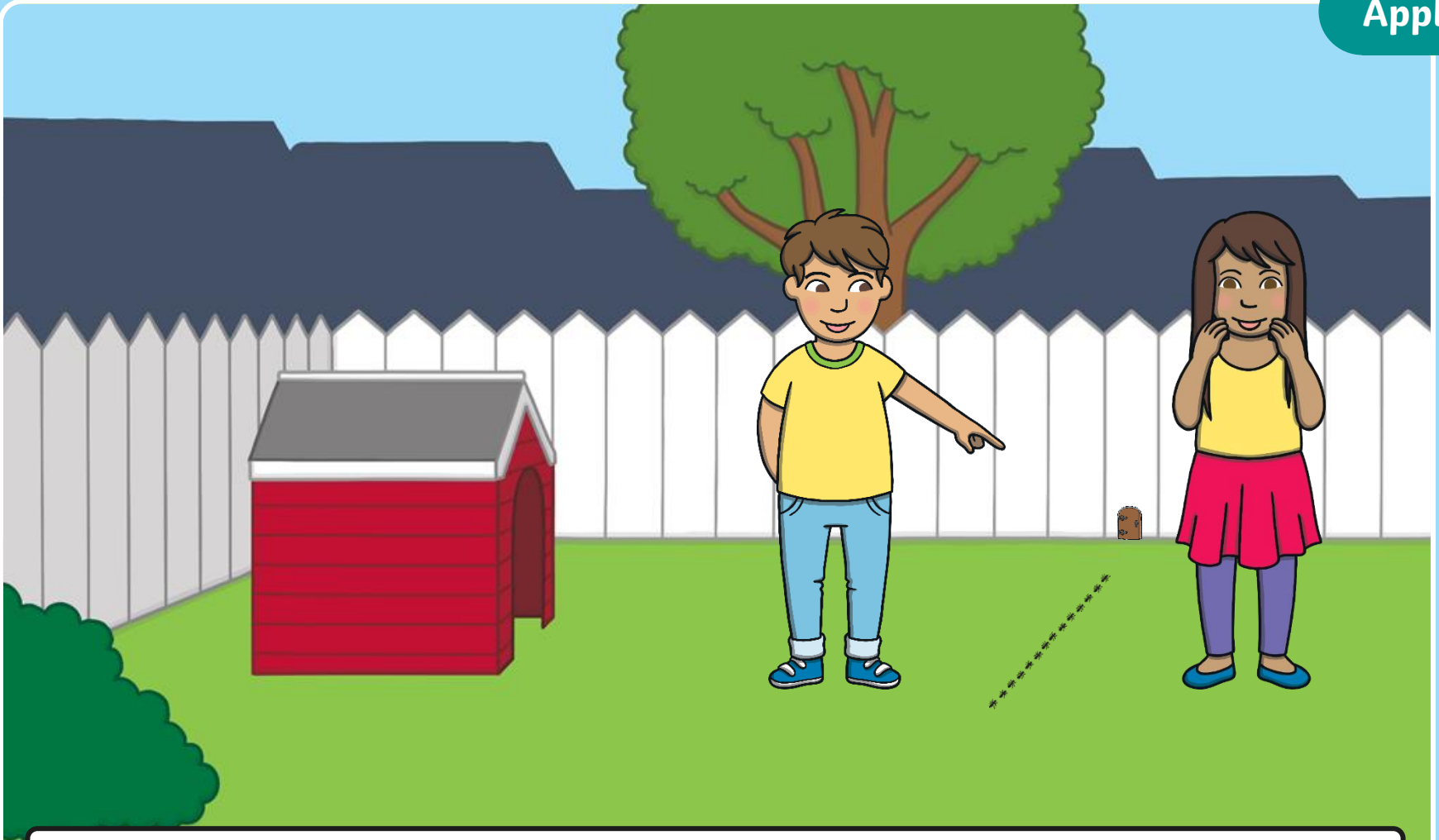
why



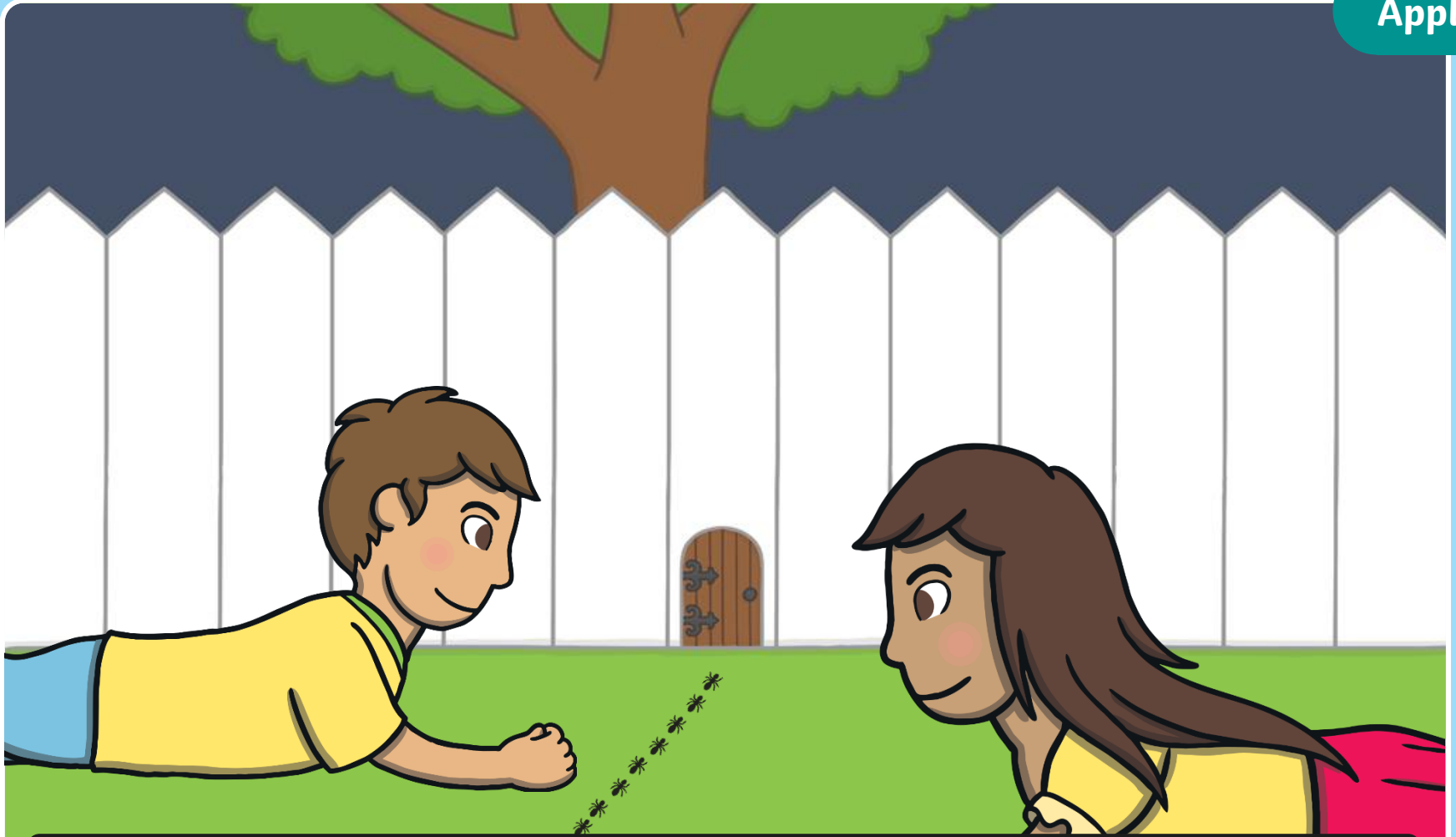


spy





Kit and Sam followed the trail of ants as they carried their leaves to a gap in the fence. “Hey Sam, there is a tiny door in the fence!” said Kit.



“You’re right!” said Sam. “I’ve never seen that before. I wonder where it leads?” They bent down.

“There is a sign on the front,” said Kit. “Let’s read it.”

Can you and your talk partner read the sign and spot any **y** saying /igh/ words? You could write the **y** saying /igh/ words on your board.

**Why not come inside the door  
And see what you can spy?  
Some of us are on the ground  
And some are in the sky.  
Some of us are big and brave  
And others are quite shy,  
But try to spot us where you can,  
Perhaps you'll learn to fly!**

Check





“I want to go in!” said Sam, excitedly.

“But we’re too big to fit through the door,” said Kit, thinking hard.

“Unless we use...”

“The magic map!” finished Sam.

Today, we have learnt...

y

saying /igh/



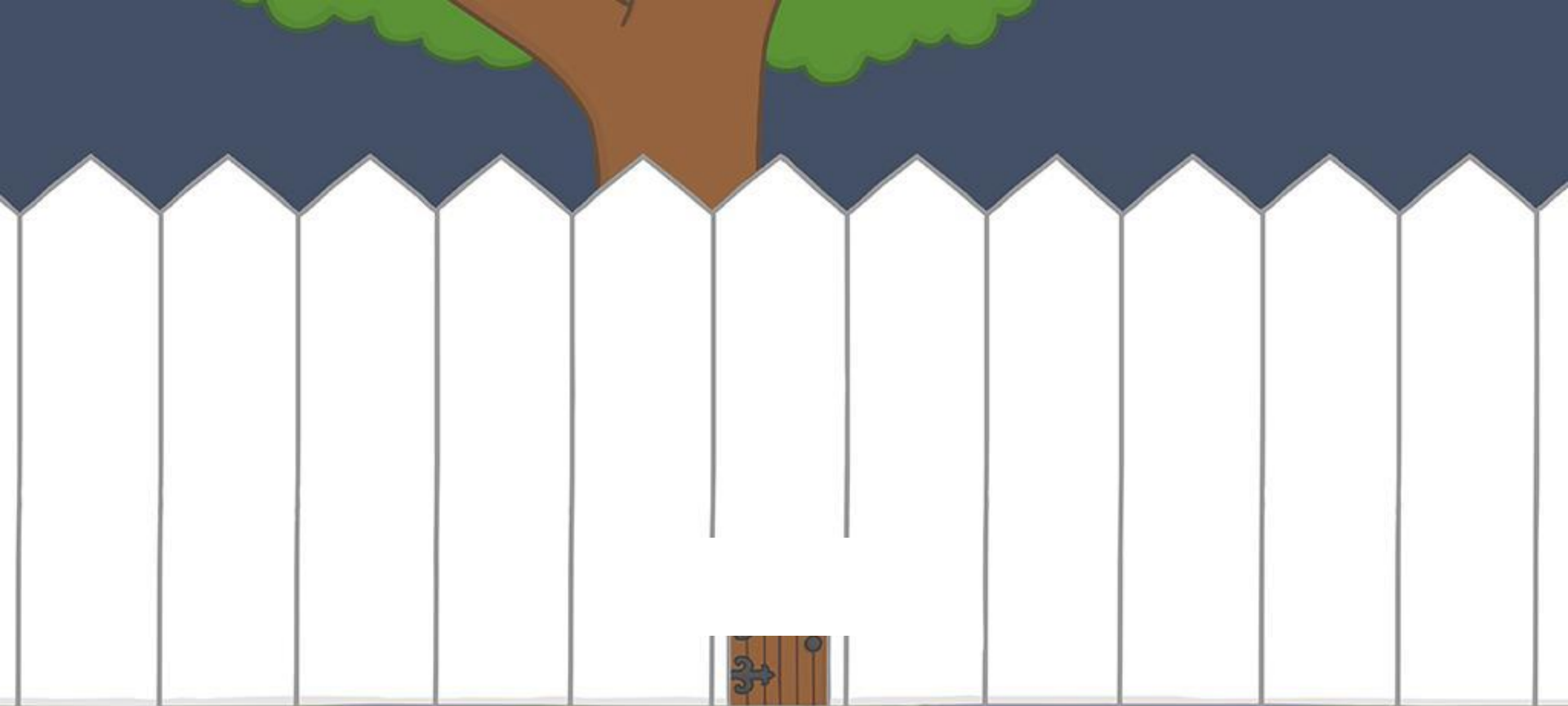
The adventure  
continues next lesson!



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This week, we have been learning to read and spell words containing **y** saying /igh/.



Level 6

## The /igh/ Sound Family

**y**

This spelling is usually used when the /igh/ sound is at the end of a word. It can sometimes be used when the /igh/ sound is in the middle of a word.

**dry**  
**reply**

**ie**

This is used in tie, pie, lie and die. All other uses are in suffixes when the sound is at the end, e.g. spies, cries, replied.

**tie**  
**pie**  
**lie**

**i**

This spelling is often used when the sound is at the start of the word and in words of two syllables or more.

**iris**  
**item**  
**silent**

**igh**

This spelling is used when the sound is at the end of a word or when the /igh/ sound is in the middle of a word and followed by a /t/ sound.

**sigh**  
**night**  
**bright**

**i\_e**

This spelling is used when the /igh/ sound is the middle a word.

This is the most common spelling.

**hide**  
**life**  
**shine**



## Common Exception Words

We have been learning to spell the common exception words **door** and **floor**.

## Grammar

Every sentence must begin with a capital letter and end with a full stop, e.g.

**Let us see what we can spy.**

## Word List

**by**

**dry**

**fly**

**spy**

**shy**

**reply**

**pylon**

**python**

# y saying /igh/ Word Search



Level 6

v u q f g p t d r b j y  
s p z g p y f j e z b k  
s k y d p t w h p t h z  
c i m l l h v e l f w q  
o h m r o o s p y x u r  
k r k k k n f r m g u b  
y w a b i d d s f j e j  
h e y u u i b d y i y r  
d b c q o a i k z l z p  
h u w u h o u q f l q o  
b k w u t k q q u j n l  
g y n o m j a v p c s p



by  
dry

sky  
fly

spy  
reply

pylon  
python



Can you write a sentence using one of the **y** words above?

---

---

---

# Word Search Answers



Level 6

v u q f g p t d r b j y  
s p z g p y f j e z b k  
s k y d p t w h p t h z  
c i m l l h v e l f w q  
o h m r o o s p y x u r  
k r k k k n f r m g u b  
y w a b i d d s f j e j  
h e y u u i b d y i y r  
d b c q o a i k z l z p  
h u w u h o u q f l q o  
b k w u t k q q u j n l  
g y n o m j a v p c s p

by  
dry

sky  
fly

spy  
reply

pylon  
python

Can you write a sentence using one of the **y** words above?

---

---

---

## Spelling Pattern

y

saying /igh

by dry

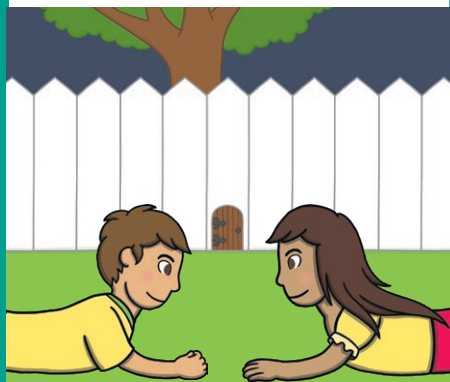
shy fly

spy reply

pylon python

Common  
Exception Words

door floor



## Spelling Pattern

y

saying /igh

by dry

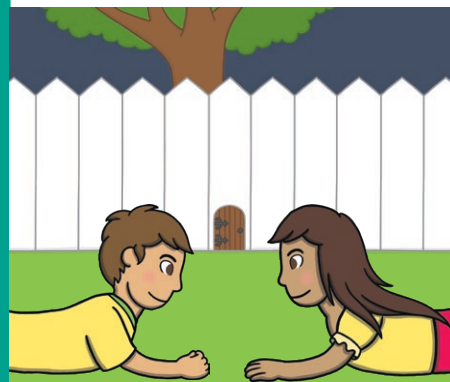
shy fly

spy reply

pylon python

Common  
Exception Words

door floor



## Spelling Pattern

y

saying /igh

by dry

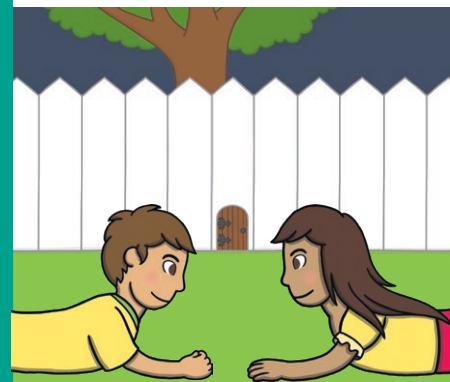
shy fly

spy reply

pylon python

Common  
Exception Words

door floor



## Spelling Pattern

y

saying /igh

by dry

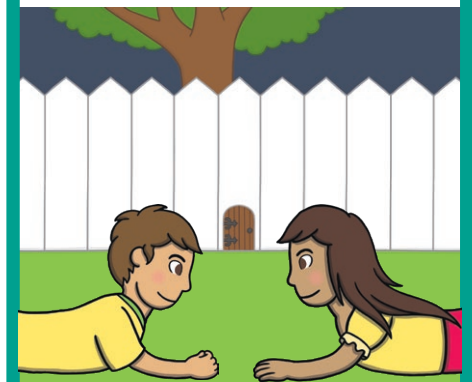
shy fly

spy reply

pylon python

Common  
Exception Words

door floor



# Level 6 Plan



Level 6

Week 1	Learning Objectives/Success Criteria
Date: DD/MM/YYYY	
Group: your text here	
<b>Focus Spelling Pattern</b> 'y' saying /igh/	
<b>Focus Decodable Words</b> by, try, dry, sky, fly, sly, spy, reply	
<b>Focus Tricky Words</b> door, floor (spelling)	
<b>Grammar Focus</b> capital letters at the beginning of a sentence and full stops at the end of a sentence	<ul style="list-style-type: none"><li>• Practise recognition and recall, and learn new pronunciations of grapheme 'y'.</li><li>• Learn to read and spell common exception words <b>door</b> and <b>floor</b>.</li><li>• Learn alternative spellings of phoneme /igh/.</li><li>• Practise reading sentences.</li><li>• Practise writing sentences.</li><li>• Learn to correctly add capital letters to the start of a sentence and a full stop at the end.</li><li>• Answer comprehension questions about a text I have read.</li></ul>



	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>
<b>Revisit &amp; Review</b>	Revise previously learned GPCs and common exception words.	Revise reading and writing some of this week's focus words.	Revise reading and writing some of this week's focus words.	Revise reading and writing all of this week's focus words.	Revise reading and writing all of this week's focus words.

<p><b>Teach</b></p>	<p><b><u>The Secret Door</u></b></p> <p>Teach spelling tricky words ‘door’ and ‘floor’.</p> <p>Introduce reading alternative pronunciation ‘y’ saying /igh/ words using story and activity.</p>	<p><b><u>Shrunk!</u></b></p> <p>Teach writing alternative spelling ‘y’ saying /igh/ words using story and activity.</p>	<p><b><u>A Close Call</u></b></p> <p>Teach the alternative spellings for /igh/.</p>	<p><b><u>The Minibeast Party</u></b></p> <p>Teach writing a sentence containing words with ‘y’ saying /igh/.</p> <p>‘The butterfly is on the floor.’</p> <p><b>Grammar</b></p> <p>Teach using a capital letter and a full stop within a sentence.</p>	<p><b><u>Shared Writing Book – A Minibeast Adventure</u></b></p> <p>Teach writing a sentence containing ‘y’ saying /igh/ words and capital letters and full stops.</p>
<p><b>Practise</b></p>	<p>Play Ants and Leaves – Read and match ‘y’ saying /igh/ words.</p>	<p>Play Muddled Letters – Choose the correct letters to spell the missing ‘y’ saying /igh/ words.</p>	<p>Play The /igh/ Family – Identify the correct spelling of words with the /igh/ sound.</p>	<p>Insect Party – Practise writing sentences containing ‘y’ saying /igh/ words with the correct use of capital letters and full stops.</p>	<p>Children work with a partner to write a sentence to answer a question about the story, using capital letters and full stops.</p>
<p><b>Apply</b></p>	<p>Text Detectives – Read text and spot the ‘y’ saying /igh/ words.</p>	<p>Error Checkers – Children identify and correct spelling errors in</p>	<p>Children help to identify and spell the missing ‘y’ saying /igh/ word</p>	<p>Sentence Scribes – Children write dictated sentences that contain</p>	<p>Create book together – Support children to write sentences to</p>



		<p>this week's focus words.</p>	<p>from the sentences.</p>	<p>this week's focus words and grammar focus – capital letters at the start of sentences.</p>	<p>match the pictures in the book. Try to include this week's spelling pattern and focus words.</p>
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<p><b>Follow-Up Activities</b></p>	<p><b>Ants and Leaves Activity Sheet</b></p> <p><b>Insect Bingo</b></p> <p>Home Learning: Send this week's <b>Focus Words Bookmarks</b> home to practise for a spelling test in the following week.</p>	<p><b>Muddled Letters Activity Sheet</b></p> <p><b>Butterfly Mobile Craft Activity</b></p>	<p><b>The /igh/ Family Activity Sheet</b></p> <p><b>/igh/ Pairs Card Game</b></p>	<p><b>Insect Hide and Seek Activity Sheet</b></p> <p><b>Word and Picture /igh/ Spellings Matching Game</b></p>	<p><b>A Minibeast Adventure Writing Mini Book</b></p> <p><b>A Minibeast Adventure Reading Comprehension Mini Book</b></p>
<p><b>Assessment</b></p>	<p>Can children spell tricky words 'door' and 'floor'? Can they read words containing 'y' saying /igh/?</p>	<p>Can children spell the 'y' saying /igh/ words?</p>	<p>Can children identify the correct alternative spellings of the /igh/ sound?</p>	<p>Can children write dictated sentences using the correct spelling of 'y' saying /igh/ words?</p> <p>Can children correctly punctuate sentences using a capital letter and full stop?</p>	<p>Can children write 'y' saying /igh/ words in a story?</p> <p>Can children read and answer comprehension questions about the text?</p>

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 punctuate sentences.

**Focus Grapheme:**

'y' saying /igh/

**Focus Graphemes:**

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
<b>Lesson Prep List</b>	Balloon if playing Balloon Toss in 'Practise'	<b>Level 6 PAPH Game Sound Family Word Sort</b> (optional to PowerPoint 'Practise' activity)  /igh/ Sound Family Word Cards	China teacup and teaspoon		Minibooks - optional follow on activity
<b>Revisit &amp; Review</b>	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 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/.
<b>Teach</b>	<b>The Secret Door</b> Introduce reading words containing 'y' saying /igh/. Discuss when this grapheme might be used in words.	<b>Shrunk!</b> Read and sort words that contain graphemes from the / igh/ Sound Family. Identify the different graphemes that can represent /igh/.	<b>A Close Call</b> Introduce writing words containing 'y' saying /igh/ and other graphemes representing / igh/. Recap when this grapheme is likely to be used.	<b>Grammar Focus</b> Using a capital letter at the start of a sentence and full stop at the end.  <b>The Minibeast Party</b> Identify missing punctuation.	<b>A Minibeast Adventure</b> Introduce Spelling Strategy and how to improve sentences.
<b>Practise</b>	Balloon Toss or match the ant to the correct leaf by reading the 'y' saying /igh/ words.	<b>PAPH Game Sound Family Word Sort</b> 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 for each word.	Correctly punctuate the sentences for the Minibeast Party invitation.	Play 'Boring to Brilliant'. Improve a sentence with a talk partner. Swap sentences and improve again. Repeat.
<b>Apply</b>	Read the sign containing 'y' saying /igh/ words and work out the clue.	Play 'Silly Questions'.	Write a sentence containing 'y' saying /igh/ words and other graphemes representing /igh/.	Write and punctuate dictated Silly Sentences.	Write an interesting sentence to accompany a picture that is correctly punctuated and well spelt.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Follow-Up Activities</b>	<p><b>Ants and Leaves</b> to practise reading and writing words containing 'y' saying /igh/.</p> <p><b>Insect Bingo Boards</b> to practise reading words containing 'y' saying /igh/.</p>	<p><b>Labels and Sentences - y saying igh/</b> to read and write labels and sentences for the various GPC for igh/</p> <p><b>The /igh/ Sound Family Word Sort</b> to practise identifying the different graphemes that represent the /igh/ phoneme.</p>	<p><b>The /igh/ Family</b> to write labels and sentences containing the / igh/ GPCs.</p> <p><b>/igh/ Alternatives Snap Game</b> to practise identifying the different graphemes that represent the /igh/ phoneme.</p>	<p><b>Minibest Party Invitation</b> to practise using capital letters and full stops.</p> <p><b>/igh/ Alternatives Stations Party Game</b> to practise choosing the correct grapheme for the /igh/ words.</p>	<p><b>Reading Mini Book and Writing Mini Book</b> to apply and practise reading and writing skills.</p>
<b>Assessment</b>	Can children read words containing 'y' saying /igh/?	Can children identify different graphemes that can represent the /igh/ phoneme?	Can children spell words containing 'y' saying /igh/?	Can children start their sentence with a capital letter and use a full stop at the end?  Can children write sentences containing the focus words?	Can children write interesting sentences that are grammatically correct, correctly punctuated and with plausible spelling choices.