

Pupil Workbook

Level 6 Week 1

Name: _____

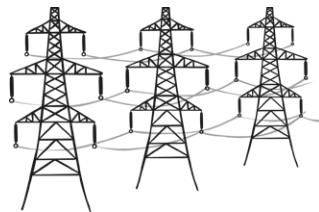
1. Write the common exception words.

Which is the tricky part of the word? Why is that part tricky? Colour the tricky part in a different colour. Write the word two more times.

door

floor

2. Spell the words.



3. Answer the questions.

Read these silly questions and answer them by circling 'yes' or 'no'.

Could a pylon eat a fly?

yes no

Would a spy use a magnifying glass?

yes no

Could a python fly in the sky?

yes no

igh

ie

i_e

i

y

1. Read and match.

Read the clues and draw a line to match the clue to the correct picture.

Clue 1

You might see me fly in the sky or flutter by your window. I need to dry my wings before I can fly.

What am I?



Clue 2

I fly through the sky at a very high speed. I can fly higher than the pylons.

What am I?



Clue 3

I am a shy animal. I like to have a supply of grains and fruits. I live in a dry burrow, not a pig sty. Some people identify me as a rat.

What am I?



Clue 4

I use a magnifying glass to look for clues. I apply what I know to work out why something has happened. I reply to secret letters. If you ask me if I am a spy, I will deny it.

Who am I?



1. Read the story.

Highlight all of the words that contain the /igh/ phoneme.

igh ie i_e i y

In the tropical rainforest, we went looking for a wild tiger. The moon was bright in the night sky as we used our binoculars to spy for footprints. We tried to find a clue for five days but we did not find a thing. We were so sad that we cried and cried. It got so cold at night that we had to use dry wood to make a fire. We tried to be careful so we didn't make the plants die from the heat.

At last, we spied a tiger! It crept right by our camp and then out of sight. It had taken a long time but it was amazing to see a wild tiger.

2. Sort the words.

Sort the words from the story into the table.

igh	ie	i_e	i	y

The /igh/ Sound Family				
igh	ie	i_e	i	y

1. Write the common exception words.

Which is the tricky part of the word?

door

floor

2. Write a word that uses each grapheme.

Use the spelling rules to help you decide how to spell each word. Fill in the table below. Can you think of a word for each box? Check your spellings with a dictionary.

Use igh when...	Use ie when...	Use i_e when...	Use i when...	Use y when...
<ul style="list-style-type: none"> • it is in the middle or end of a word. • it is followed by 't'. 	<ul style="list-style-type: none"> • it is at the end of words. • it is a suffix. 	<ul style="list-style-type: none"> • it is in the middle of a word. This is the most common /igh/ sound. 	<ul style="list-style-type: none"> • it is at the start. • it is in words of 2 or more syllables. 	<ul style="list-style-type: none"> • it is at the end of a word. It can sometimes be used in the middle of a word.

igh

ie

i_e

i

y

1. Write the sentence your teacher says.

Think carefully about which graphemes to use to spell the words.

How confident do you feel?



Level 6 Week 1 Additional Activities

Focus: **y** saying /igh/

The /igh/ Sound Family

igh

ie

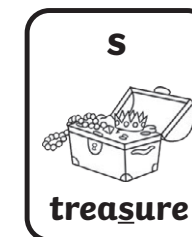
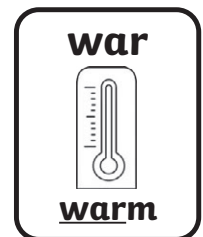
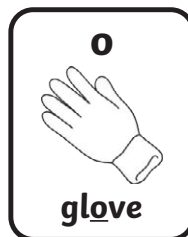
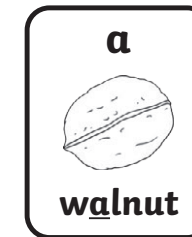
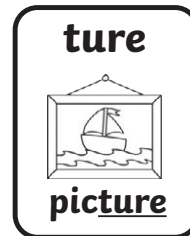
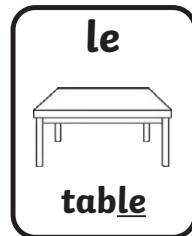
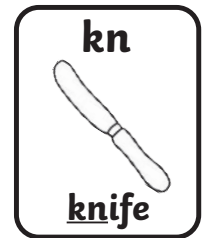
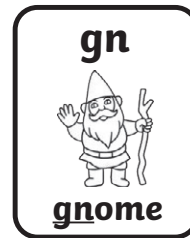
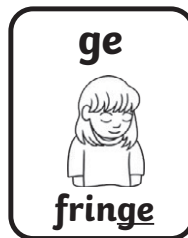
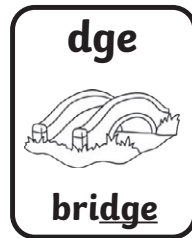
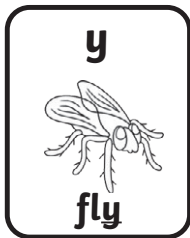
i_e

i

y

1. Write your own silly sentence.

Use words containing the **y** grapheme.



Level 6 Week 1 Additional Activities

Focus: **y** saying /igh/

The /igh/ Sound Family

igh	ie	i_e	i	y
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2. Practise spelling the focus words.

Look and Say	Look, Say and Write	Cover and Write	Check
by			
dry			
shy			
fly			
spy			
reply			
pylon			
python			
door			
floor			