



y saying /igh/

# A Close Call



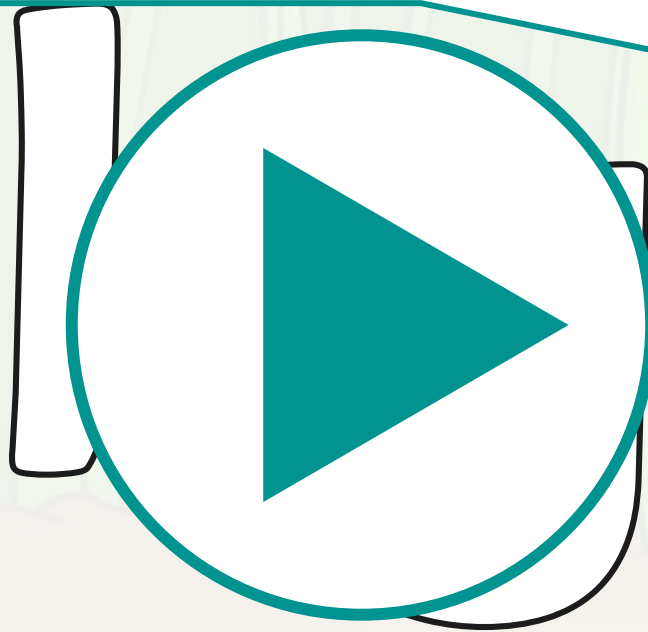
Let's practise reading some of this week's focus words.



pepito



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

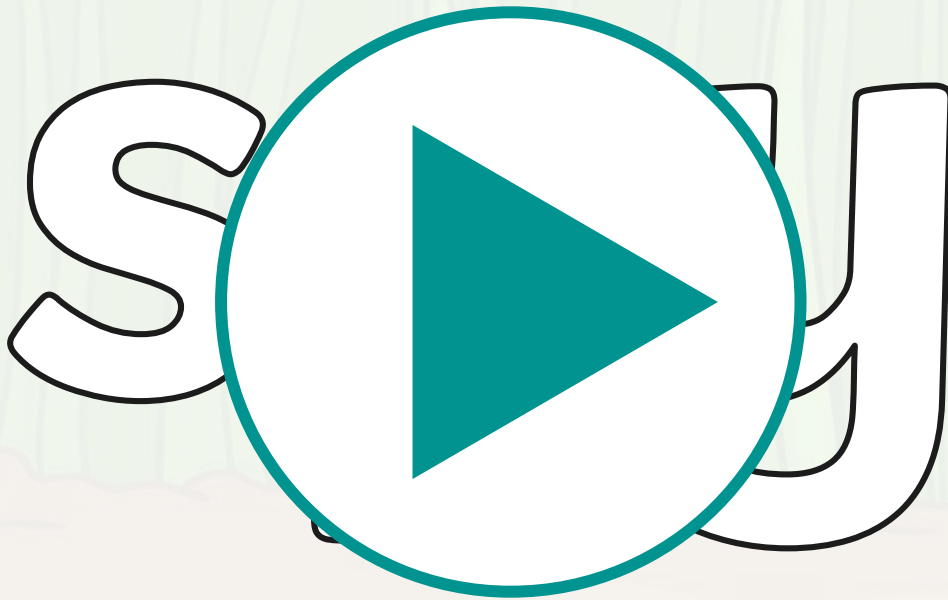




Check







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.

dor



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.

f l o r



Check





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



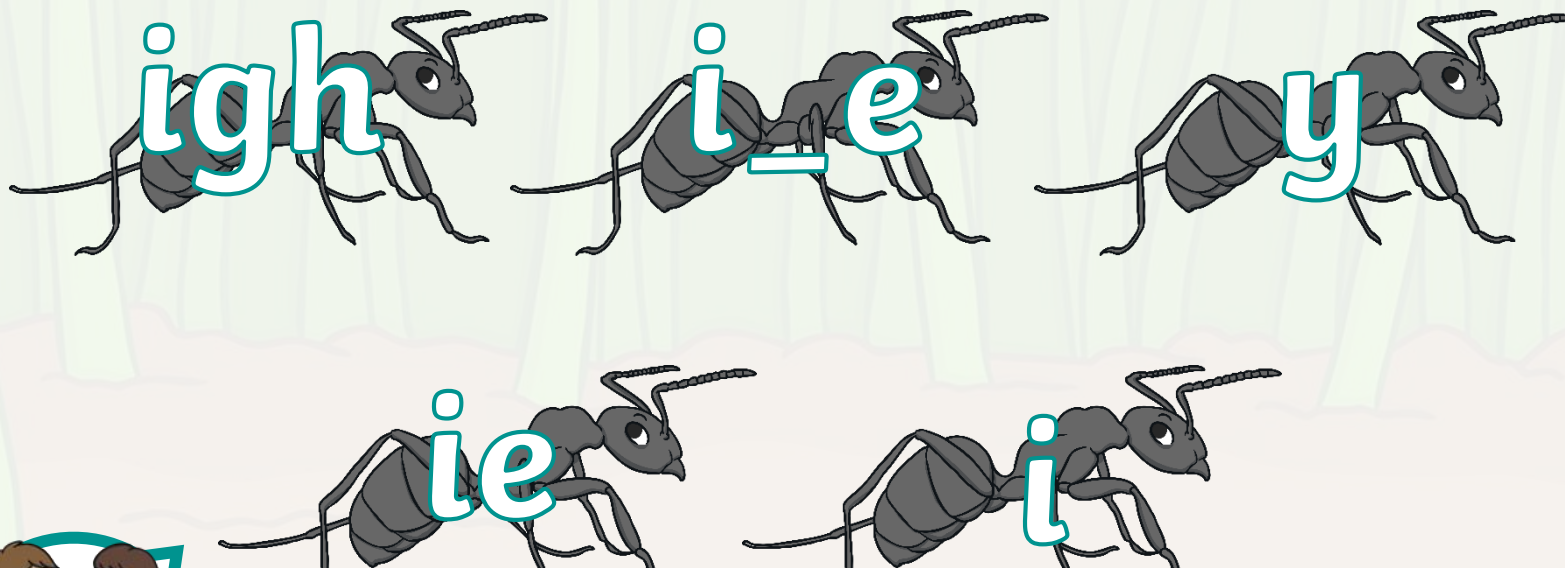


Kit, Sam and Ben had shrunk and were on a minibeast adventure. The ants that they had been talking to suddenly started to move again!



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 **Check** that would belong to each spelling of the sound family?





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



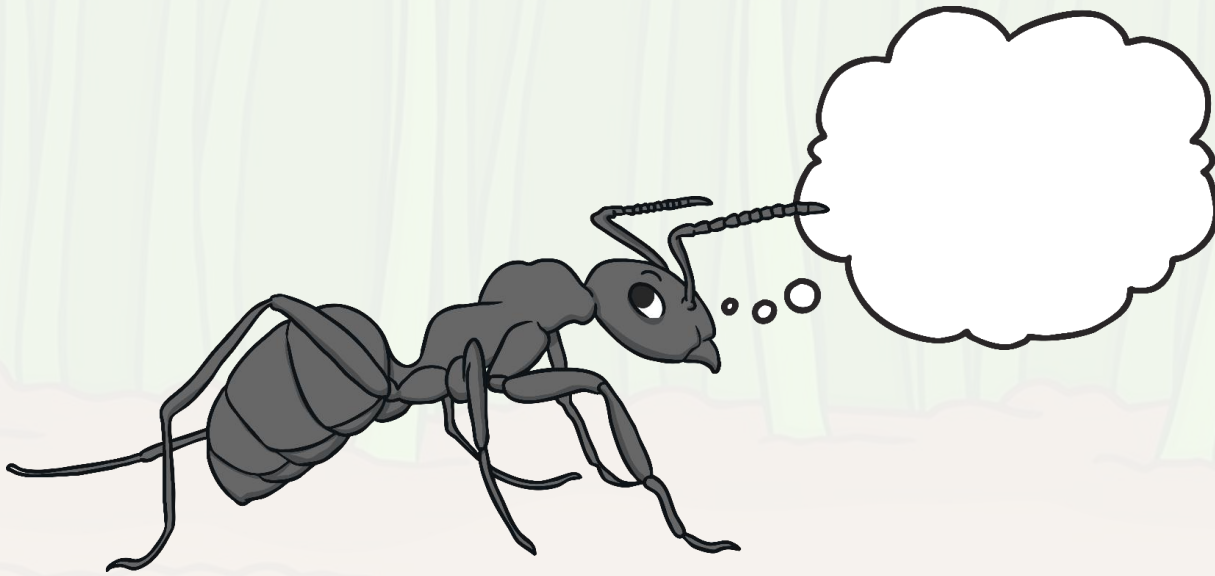
- at the start of the word;
- in words of two syllables or more.

iris  
item  
silent

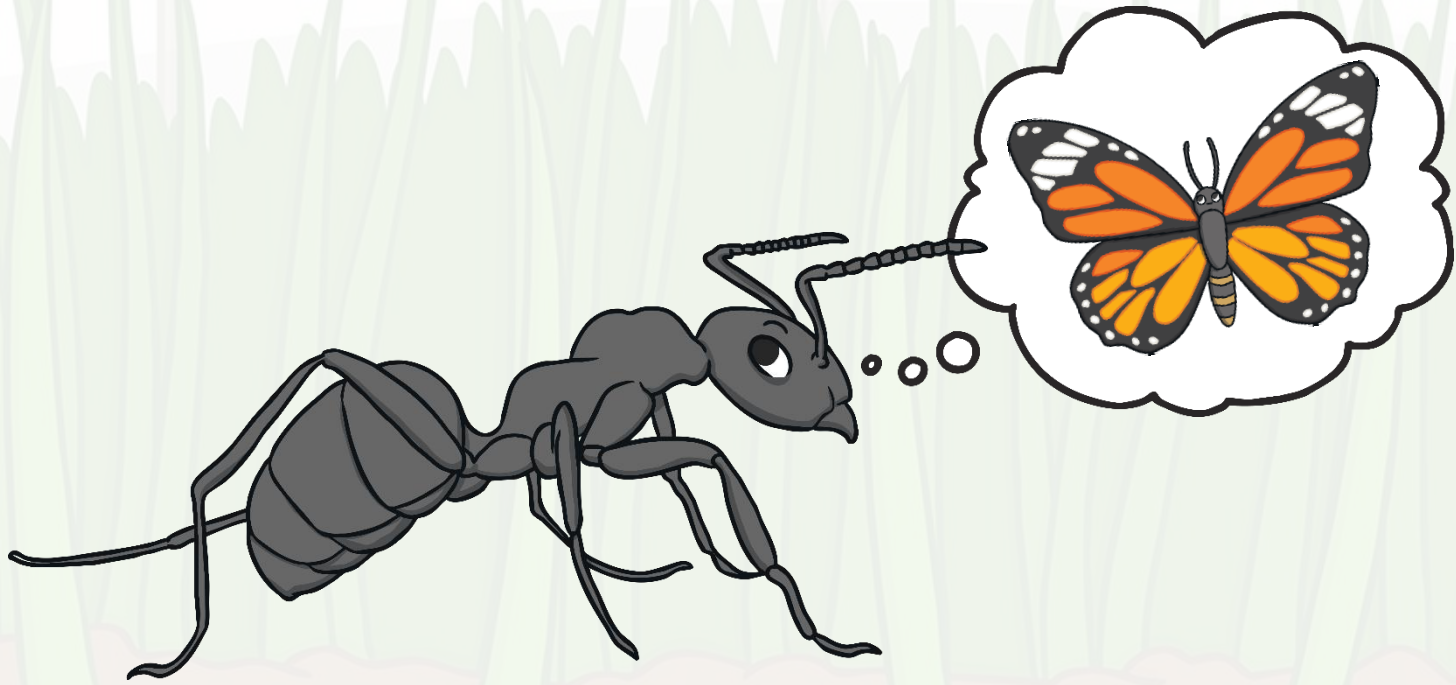


# The /igh/ Family

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



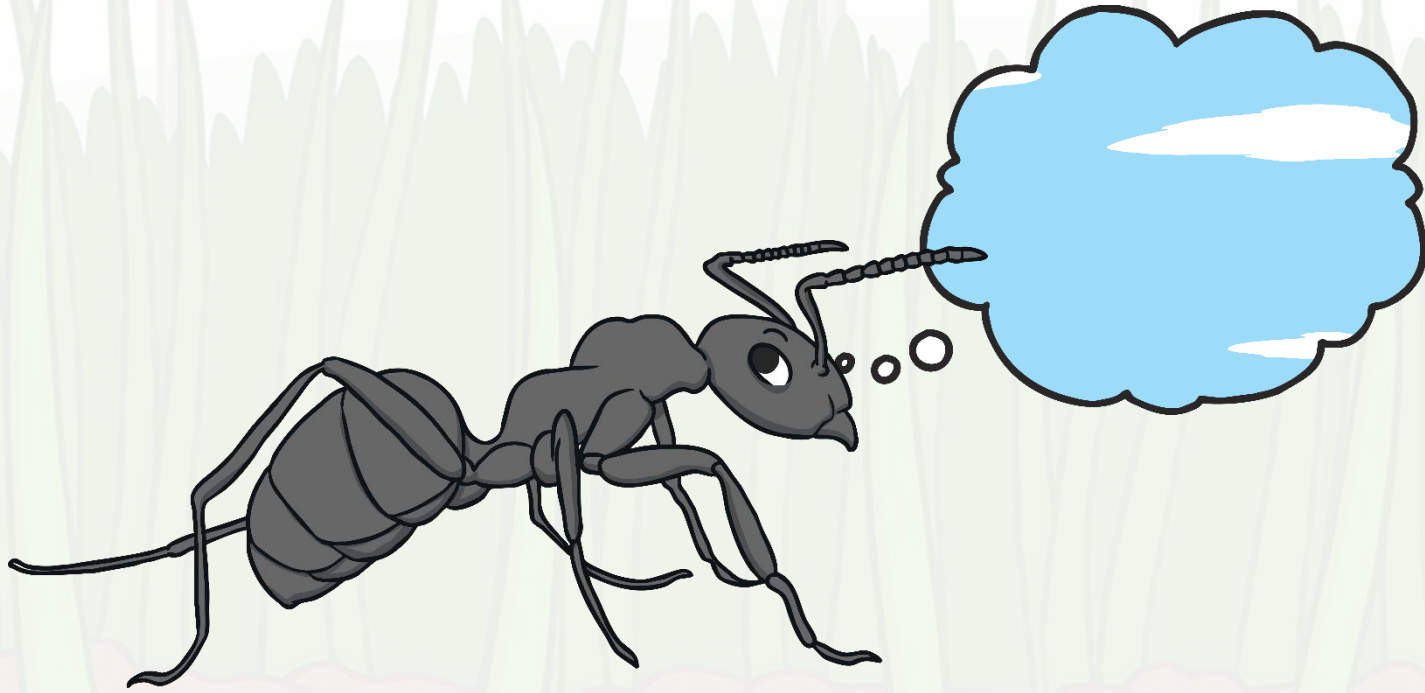
You could play 'Sticky Note Splat' instead. Ask the children to write the words from the following slides on sticky notes or pieces of paper, instead of on their whiteboards. When they have written the word, they can 'splat' it on the table or wall.



butterfly

Check

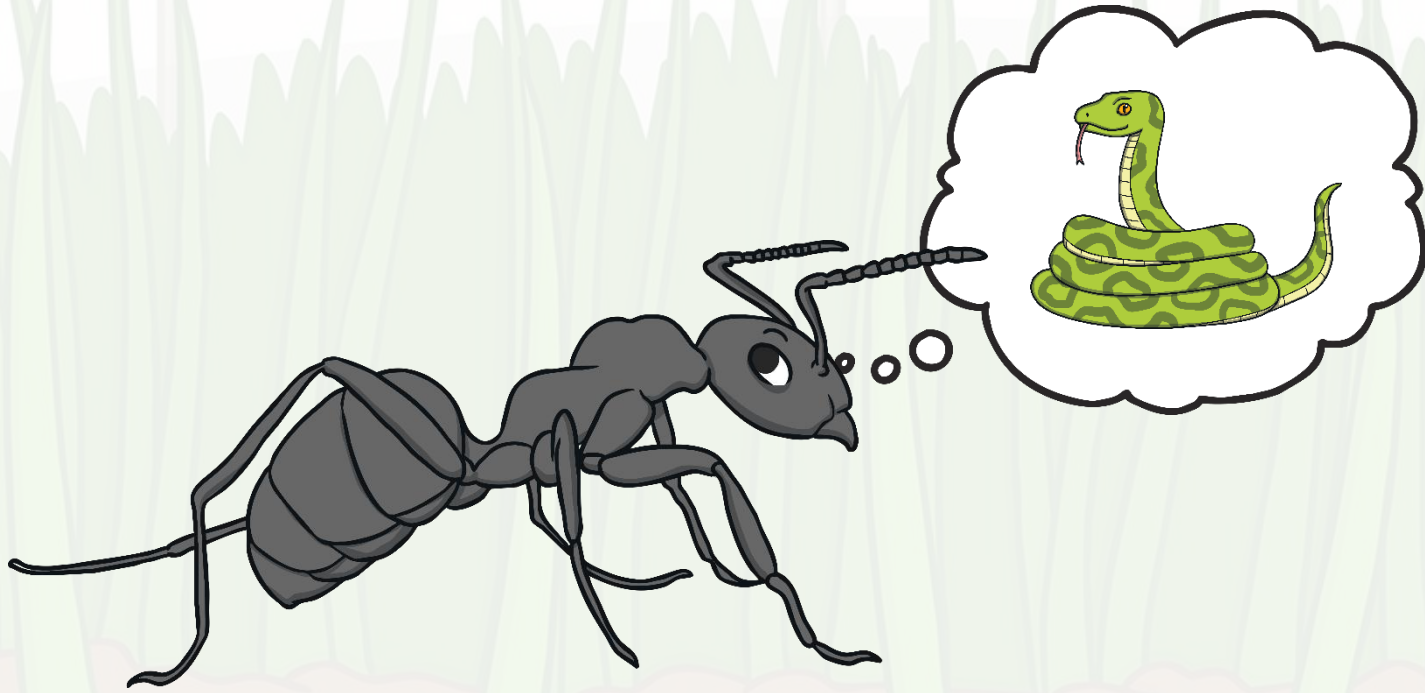




sky

Check





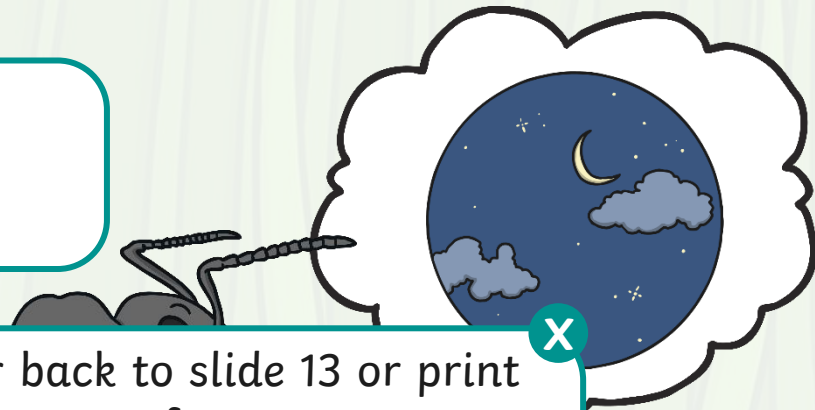
p \_\_\_\_\_

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.

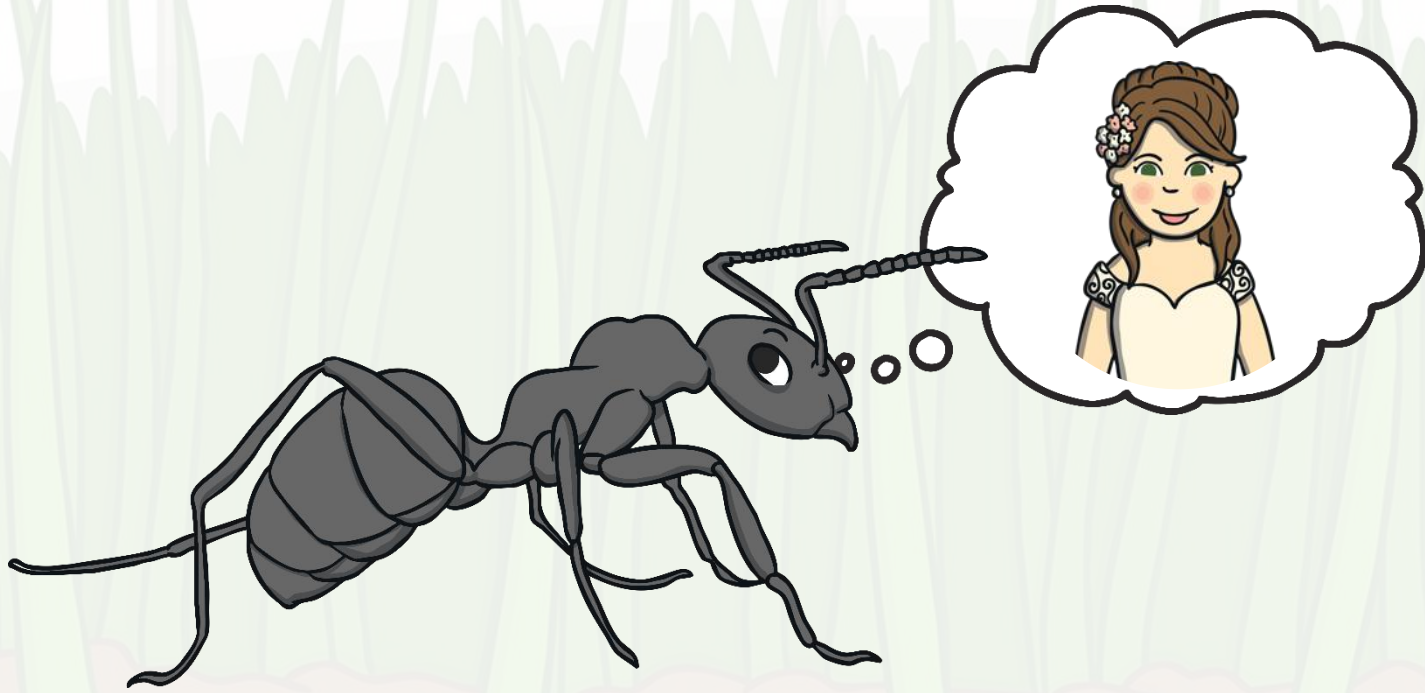


Click me for Kit's teaching tips!

Check



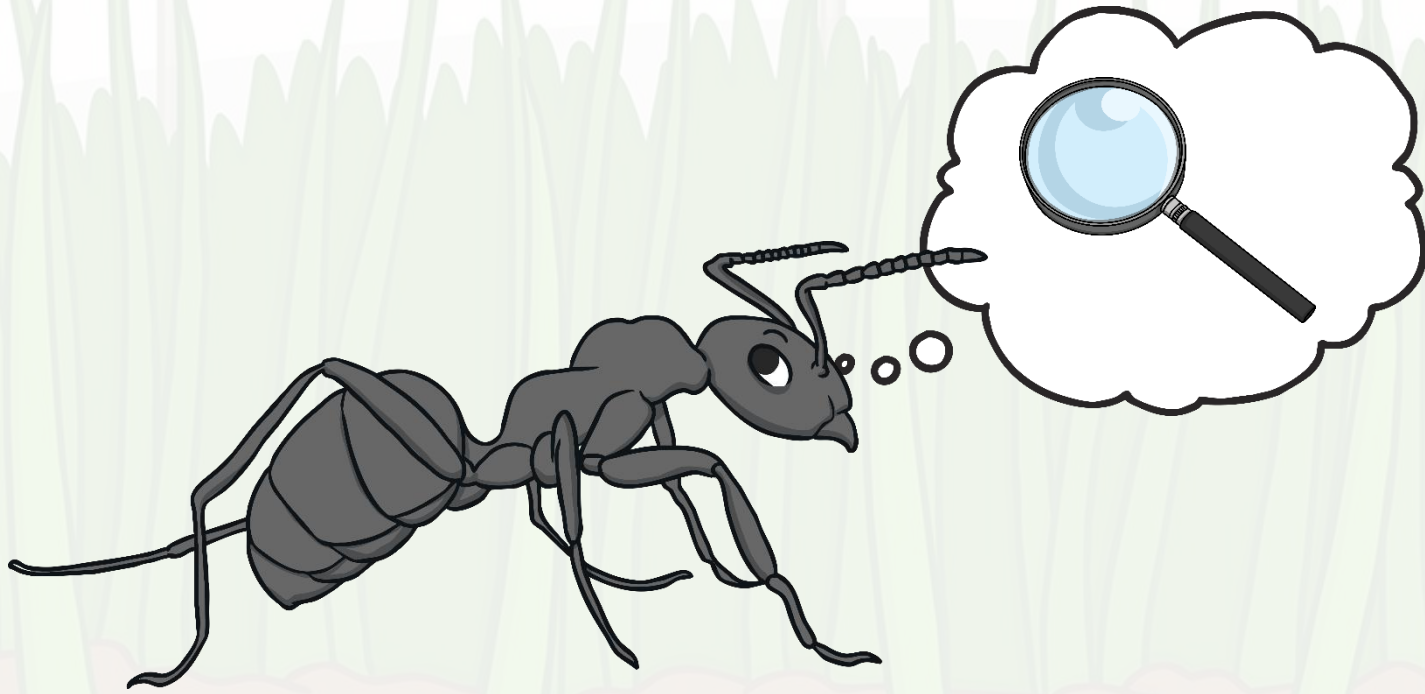




bride

Check

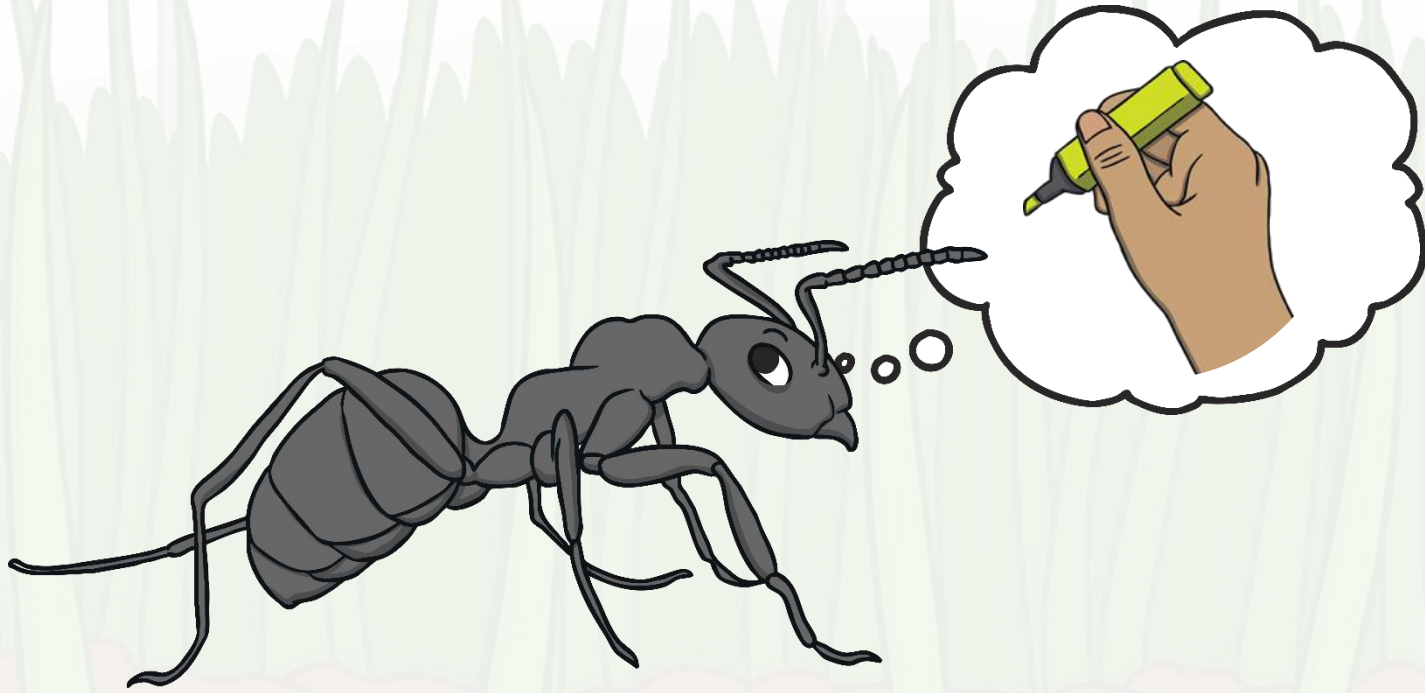




**magnifying glass**

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!





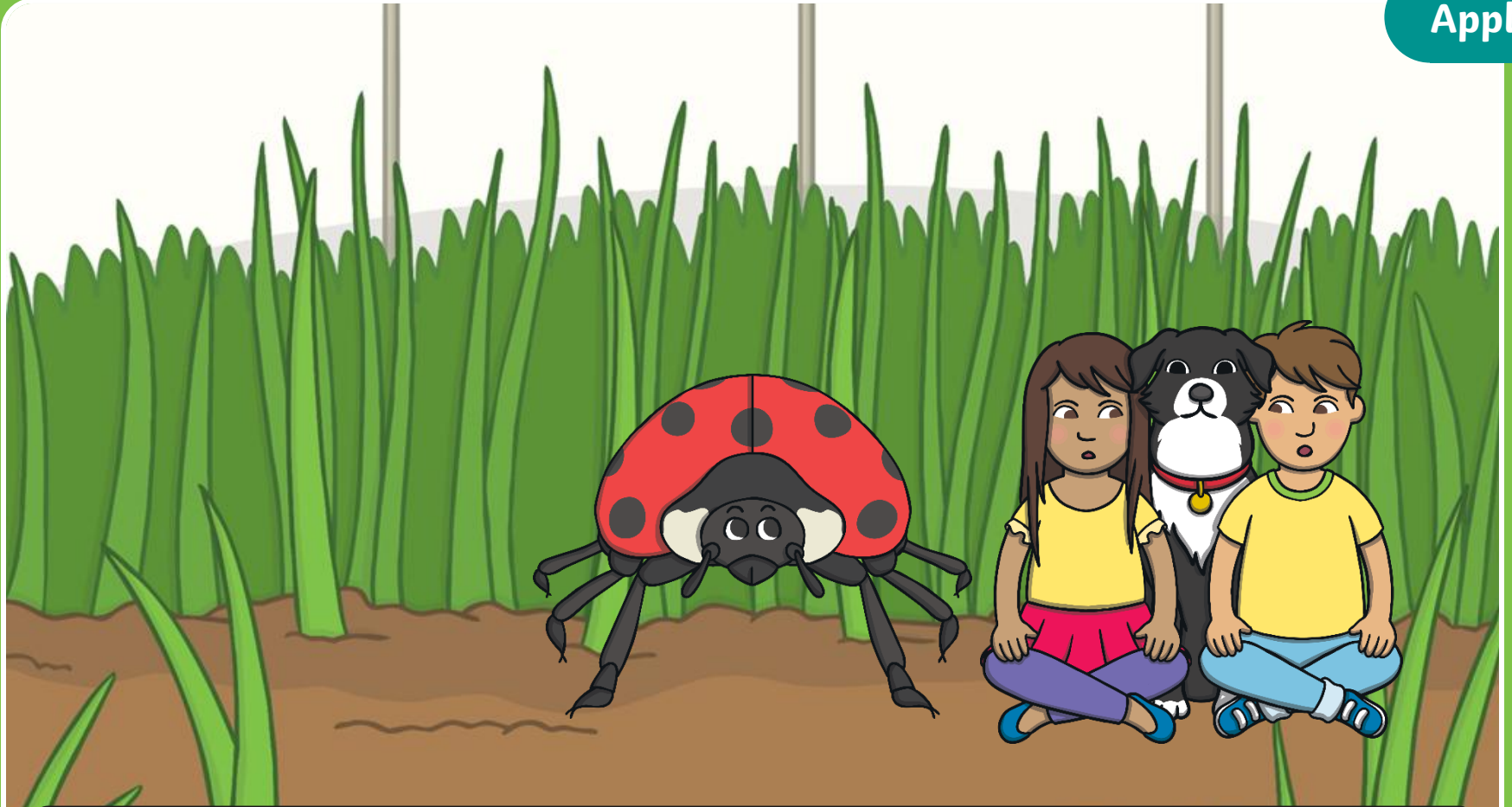
Share your sentences with another pair of talk partners. What words containing /igh/ sounds can you see? Do you think the words are spelt correctly? Why? Why not? Share the other pair's sentence with the class.

**X**  
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.

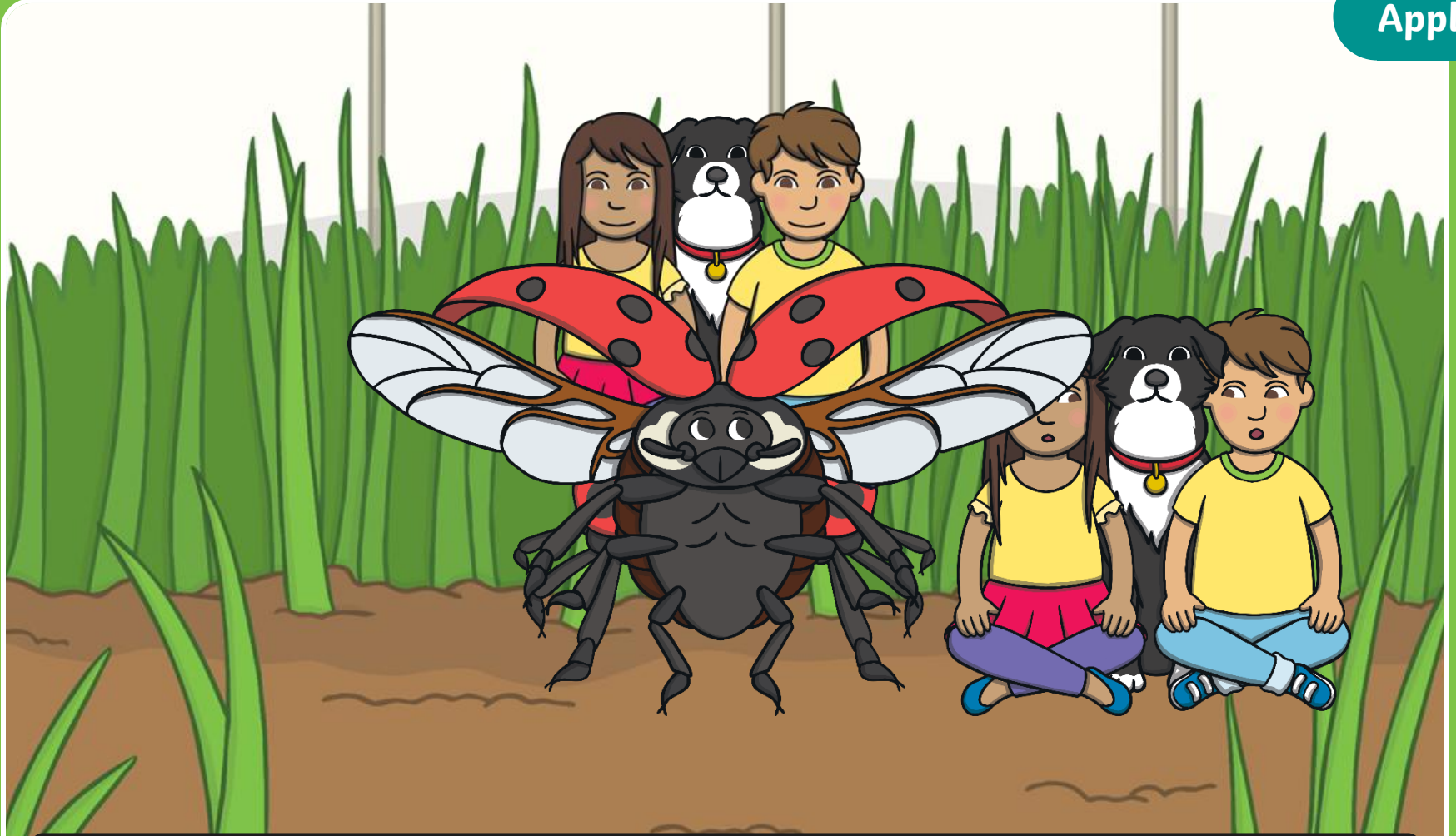


Click me for Kit's teaching tips!





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!

