

# Phonics Shed

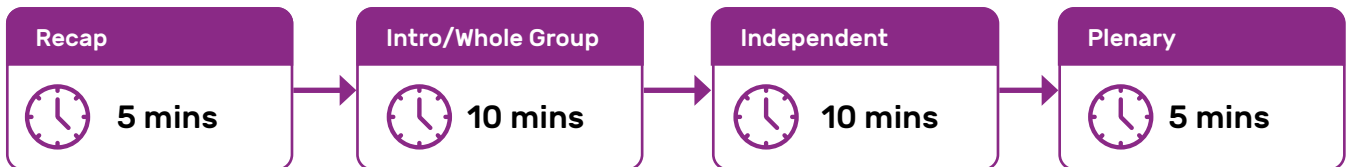
## Chapter 3: Set 2

/ai/, /ee/, /igh/, /oa/

### Weekly Overview

#### Resources

- Chapter 2 and 3 flashcards and Chapter 2 uppercase flashcards, High Frequency Words, puppet Joe, large whiteboard or flipchart with pens, SmartBoard (IWB), whiteboards and pens/paper and pencils, highlighters, Chapter 3 Set 2 Story Books, including the Decodable Reading Scheme stories.
- OPTIONAL:** Blending and Segmenting visual resources.
- Note:** Where an Interactive Whiteboard or alternative screen is not available. Please use the flashcards and a whiteboard to demonstrate formation rather than using the formation animations. You may wish to laminate and reuse the formation sheets.
- At all appropriate opportunities, please model and reinforce the correct tripod pencil grip.**



### Lesson 1 – Gail the snail

**Recap** – Previous sounds and HFW.

**Intro/Objective** – meet Gail the snail ('See, Sound, Name, Action, Best Fit').

**Whole Group** – Song, Formation Animation with Rhyme, Story.

**Independent** – 'ai' formation, writing words and sentences.

**Resources** – Chapter 2 and Chapter 3 Set 1 sounds plus /ai/, previously taught HFW cards, puppet Joe, **Gail the Snail** story book, Chapter 3 Set 2 Decodable Reading Scheme story **Gail and the Hail**, **Resources 1-4**, SmartBoard (IWB), pencils.

**OPTIONAL:** Resources 5-8

### Lesson 2 – Dee the sheep

**Recap** – Play 'Pass the whisper'. Recap previous sounds.

**Intro/Objective** – Meet Dee the sheep, ('See, Sound, Name, Action, Best Fit').

**Whole Group** – Song, Formation Animation with Rhyme, Story, teach HFW 'she', 'he', 'she', 'we', 'me', 'be'

**Independent** – 'ee' formation. Read and write 'ee' words.

**Resources** – Chapter 2 and Chapter 3 Set 1 sounds plus /ai/ and /ee/, previously taught HFW cards plus 'she', 'he', 'she', 'we', 'me', 'be', puppet Joe, **Dee the Sheep** story book, Chapter 3 Set 2 Decodable Reading Scheme story **Dee Needs to Sleep**, **Resources 9-12**, SmartBoard (IWB), pencils.

**OPTIONAL:** Resources 13-15, whiteboards and pens.

### Lesson 3 – Bright the night

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**Recap** – HFW 'she', 'he', 'she', 'we', 'me', 'be'. Recap previous sounds.

**Intro/Objective** – Meet Bright the night light, ('See, Sound, Name, Action, Best Fit').

**Whole Group** – Song, Formation Animation with Rhyme, Story,

**Independent** – Read, write and highlight 'igh' words.

**Resources** – Chapter 2 and Chapter 3 Set 1 sounds plus /ai/, /ee/ and /igh/, previously taught HFW cards plus 'my', puppet Joe, **Bright the Night Light**, story book, Chapter 3 Set 2 Decodable Reading Scheme story **Fright in the Night**, **Resources 16 and 20-22**, SmartBoard (IWB), pencils.

**OPTIONAL: Resources 17-19**, whiteboards and pens.

### Lesson 4 – Boaty the toad

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**Recap** – Fine Motor activity, recap previous sounds

**Intro/Objective** – Meet Boaty the toad, ('See, Sound, Name, Action, Best Fit').

**Whole Group** – Song, Formation Animation with Rhyme, Story.

**Independent** – 'oa' formation. Read and write 'oa' words.

**Resources** – Chapter 2 and Chapter 3 Set 1 sounds, plus /ai/, /ee/, /igh/ and /oa/, previously taught HFW, puppet Joe, **Boaty the Toad** story book, Chapter 3 Set 2 Decodable Reading Scheme story **Boaty's Lost Croak**, **Resources 23-26**, SmartBoard (IWB), pencils.

**OPTIONAL: Resources 27-31**, whiteboards and pens.

### Lesson 5 – Consolidation

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**Recap** – Memory game with previous sounds. Recap HFW.

**Intro/Objective** – Recap all GPC.

**Whole Group** – Recap all letter formation.

**Independent** – Read and write words containing this week's sounds.

**Resources** – Chapter 2 and Chapter 3 Set 1 sounds, plus /ai/, /ee/, /igh/ and /oa/, previously taught HFW, puppet Joe, Chapter 3 Set 2 story books, Chapter 3 Set 2 Decodable Reading Scheme books, magnetic letters, pictures /objects that represent this week's sounds (snail, light, sheep, boat), SmartBoard (IWB), pencils.

**OPTIONAL: Whiteboards and pens.**

**What's next? → Chapter 3 Set 3: /ue/, /ow/, /oi/, /oo/**

## Continuous/Enhanced Provision Suggestions

### Chapter 3: Set 2 /ai/, /ee/, /igh/, /oa/

#### Writing

- Write sounds in rice using paintbrushes
- Write words and captions
- Formation practise worksheets
- Leave out sound cards and words in the writing area to assist independent writing

#### Sand

- Bury sound cards/pebbles in the sand children find and sort
- Can you write the sound in the sand? Can you write a word containing the sound?
- Mud/sand pie

#### Reading

- Book list
- Malleable: print words using magnetic letters in playdough
- Read and match words and captions, HFW
- Guided reading

#### Water

- Set up sound/word targets and shoot with spray bottles, water pistols or water balloons
- Laminate sounds to waterproof
- Puddle walk
- Mud kitchen

#### Numeracy

- Counting sheep
- Number bonds to ten (using two fenced areas and sheep)
- Counting objects which cannot be moved
- Time taken to do jobs around the house/classroom
- What can be done in one minute?

#### ICT

- Phonics Shed game
- Use IWB to practise writing formation
- Use voice recorders to say words containing the taught sounds and phrases
- Interactive online games for tablet/IWB
- Bee-bot trails

#### Small World

- Train track
- Minibeast world (snails, toads)
- Farm animals (sheep)

#### Craft

- Design and make a boat for Boaty
- Rainbow painting
- Make a bright star

#### Construction

- Build the words using construction blocks/Lego
- Design and build a boat
- Discover floating and sinking
- Build fencing pens for sheep/farm animals

#### Music

- Make a rain maker
- Sing rain songs (Pitter, Patter, Rain Drops, Dr Forster)
- Twinkle, Twinkle, Little Star

#### Role Play

- Farm shop role play (label items in the store cheese, loaf, sheep milk, goat cheese)
- Night theme (spaceship, dark tent, fairy lights)

#### Outdoor

- Write words using water on the wall/ground
- Go on a word hunt
- Follow a woodland trail or trail around the school

#### Other/Notes

**Other small group activities: Circle Time:** the class bear needs to stay safe at night, investigate materials which are good at reflecting light or are bright and are easily seen. You could use this opportunity to discuss, sleeping in own bed, bedtime routines and getting enough sleep.

**Homework:** Draw your bedtime routine as a simple comic strip. E.g., 1. Bath. 2. Pjs on. 3. Clean teeth. 4. Story.

## Lesson: One Lesson Focus: Gail the snail

Chapter 3: Set 2 /ai/, /ee/, /igh/, /oa/

### Guidance Materials

Please recap the sound and action video for this GPC yourself before you begin to teach it.

**Important Note:** To avoid confusion, only use words where the /ai/ sound is made by the 'ai' digraph.

Avoid using words where the /ai/ sound is made by a 'a' as in 'alien', 'ay' as in 'play', 'ey' as in 'grey', 'a-e' as in 'grape' and 'ei' as in 'vein'.

Avoid using the few words where the 'ai' digraph doesn't make the /ai/ sound as in 'said'.

### Resources

Chapter 2 and Chapter 3 Set 1 sounds plus /ai/, previously taught HFW cards, puppet Joe, **Gail the Snail** story book, Chapter 3 Set 2 Decodable Reading Scheme story **Gail and the Hail**, **Resources 1-4**, SmartBoard (IWB), pencils.

OPTIONAL: Resources 5-8

### Recap

5 mins



**Previous sounds:** Review all Chapter 3 sounds show flashcards. Try to encourage letter sound, name, and corresponding actions. Listen for correct pronunciation of the sounds

**High frequency words:** Review all HFW already taught. Show the children these words and encourage them to read them without sounding out first.

### Introduction

5 mins



Teacher: Today we will be meeting a new character and learning a new phonics sound.

We will be working together first and then doing some more independent activities in the classroom.

- **See** - show 'ai' flashcard, "This is Gail the snail. Say hi to Gail", children and Joe wave. "Which sound can you hear in the words 'Gail', 'snail'?" Do you recognise the two letters that make up Gail's sound? Yes, it's Anna the ant and Indy the imp."
- **Sound** - demonstrate the sound the 'ai' makes. "This digraph sounds like this /ai/-/ai/-/ai/'. Can you say /ai/-/ai/-/ai'?" Remind children that two letters together like this have one sound. Run Joe's hand or your finger over the letters on flashcard and repeat sound, Children repeat sound. Correct where needed.
- **Name** - "The two letters that make up Gail's sound are 'Ay' and 'lgh'. Can you say 'Ay', 'lgh'?" Children repeat, correct where necessary.
- **Action** - Show children the action or use Joe to show, **fist on top of flat hand, wiggle flat hand, like a snail**, children repeat. "When we see Gail, we say hello by doing this action" repeat action and sound, children repeat.
- **Best Fit** - 'ai' occurs either at the beginning or in the middle of words. ('aim', claiming)

## Whole Group

5 mins



- **Song:** Gail has a special song to help us to remember the sound, sing/listen to the song once, then children to join in, you may need to talk through the words too. The song will be repeated at least twice. **(Resource 2)**
- **Formation:** Gail has two friends who help to make the sound /ai/. Can you tell me which characters we need? That's correct, well done. It's **Anna the ant** and **Indy the imp!**
  - **Lowercase 'a'** Formation Animation with Rhyme - **Anna – 'Around Anna's head and down to her toes.'**
  - **Lowercase 'i'** Formation Animation with Rhyme - **Indy - Down Indy's tongue to her tail and bop her on the nose.'**

Children can practise formation on whiteboards if you wish. Whiteboards can be photocopied if you wish to evidence writing for books.

- **Story:** share **Gail the Snail's** story and ask comprehension questions.

## Independent Activities

10 mins



**Simplify** – Copy and write activity **(Resource 2)**

**Expect** – Practise letter formation, read and copy the sentence. **(Resource 3)**

**Extend** – Practise letter formation, read and write the words. **(Resource 4)**

## Plenary

5 mins



- ★ "Today we have learned a new digraph, tell your partner what today's digraph is." Check for understanding.
- ★ Show 'ai' flashcard. "What sound does this make? It sounds like this '/ai-/ai-ai/'. Can you say '/ai-/ai-/ai/'?" Children repeat '/ai-/ai-/ai/' Correct where necessary.
- ★ Read the Chapter 3 Set 2 Decodable Reading Scheme story **Gail And the Hail** by Matt Beighton and Celine Choo (2021). "Each time you hear an /ai/ sound, clap or tap."
- ★ Look at the story again. Write the /ai/ words on the flipchart under 2 headings: 'beginning' and 'middle', depending on where the /ai/ sound appears.
- ★ Praise the children for what they have done well this session and address any misconceptions. What sound have we been learning today?
- ★ "Today we met Gail the snail, tomorrow we will be working with Dee the sheep."

## Assessment

Grapheme Phoneme Correspondence for 'ai' /ai/

- To know that 'ai' can make an /ai/ sound.
- To know that a digraph is where two letters make one sound.
- To begin to understand the 'Best Fit' rules.

Please see the Assessment Guidance for more information on what to do if you find children are not secure with the assessment focus in this lesson. If a large group is not secure, please use the consolidation planning for this GPC, if it is a smaller group, please see the guidance for alternative intervention ideas.

## Additional Suggestions for Continuous Provision

- **Additional small group activity:**
  - **Simplify** – Read and match the word to the picture (**Resource 5**)
  - **Expect** – comprehension questions. (**Resource 6**)
  - **Extend** – sentence mix-up, cut up the cards to make the sentences make sense (**Resource 7**)
- Small World village with train track
- Puddle walk
- Rain music and songs
- Snail rainbow craft activity (**Resource 8**)



### Suggested Story

**The Rain Train** Elena De Roo and Brian Lovelock (2011)  
[ISBN 978-1406329476]

## Lesson: Two Lesson Focus: Dee the sheep

Chapter 3: Set 2 /ai/, /ee/, /igh/, /oa/

### Guidance Materials

Please recap the sound and action video for this GPC yourself before you begin to teach it.

**Important:** To avoid confusion, only use words where the 'ee' digraph makes the /ee/ sound.

Avoid other graphemes that make /ee/ sound, e.g., 'ea' as in 'treat', 'e\_e' as in 'these', 'y' as in 'cheeky' or 'e' as in 'recipe.' 'Me', 'we', 'be', 'she' and 'he' are Chapter 3 sight words so can be included in the lesson.

### Resources

- Chapter 2 and Chapter 3 Set 1 sounds plus /ai/ and /ee/, previously taught HFW cards plus 'she', 'he', 'she', 'we', 'me', 'be', puppet Joe, **Dee the Sheep** story book, Chapter 3 Set 2 Decodable Reading Scheme story **Dee Needs to Sleep**, Resources 9-12, SmartBoard (IWB), pencils.
- **OPTIONAL: Resources 13-15**, whiteboards and pens.

### Recap

5 mins



- **Listening Activity:** Play 'Pass the whisper', say a HFW/sound and ask children to pass it on to the next person and so on until it gets to the last person, they then say or write down the word that was passed to them. Reveal the sound/HFW and pass it around the circle again this time out loud.
- **Previous sounds:** Review a selection of Chapter 2 and Chapter 3 sounds show flashcards - try a mix of upper and lowercase (Chapter 2) flashcards

### Introduction

5 mins



"Yesterday we met Gail the snail and today we will be meeting one of her friends and learning a new phonics sound. Let's meet them."

- **See** - show 'ee' flashcard, "This is Dee the sheep. Say hi to Dee", children and Joe wave. Ask the children what sounds they can hear in the words 'Dee' and 'sheep'. That's right, it's /ee/.
- **Sound** - Demonstrate the sound the 'ee' makes (long vowel sound 'ee' as in 'sheep'). The sound it makes is /ee/. Can you say /ee/?" Children repeat sound, correct where necessary. Run Joe's hand or your finger over the letters on flashcard and repeat sound.
- **Name** - "Can you remember the letter name for Ellis the echidna? It was 'Eee'. Dee the sheep is two Ellis the echidnas!" Can you say, 'Double Eee?'" Children to repeat, correct where needed.
- **Action** - Show children the action or use Joe to show, **stretch out arms above head as if sleepy**, children repeat. "When we see Dee, we say hello by doing this action." Repeat action and sound, children repeat.
- **Best Fit** - With a few exceptions, the /ee/ is always found in the middle or at the end of words.

## Whole Group

5 mins



- **Song:** "Dee has a special song to help us to remember the sound." Sing/listen to the song once then children to join in, you may need to talk through the words too. The song will be repeated at least twice. **(Resource 9)**
- **Formation:** Dee has two friends who help to make the sound /ee/. Can you tell me which characters we need to use to make 'ee'? That's correct **Ellis the echidna!** Not just one Ellis, two!
  - **Lowercase 'e'** Formation Animation with Rhyme - Ellis – **'From her beak, round her eye and down to tickle her toes.'** Repeat for 'ee'.  
Children can practise formation on whiteboards. Whiteboards can be photocopied if you wish to evidence writing in books.
- **Story:** Share **Dee the Sheep's** story and ask comprehension questions.
- **HFW** – Show flashcard for 'see' "This HFW has today's digraph in. It says 'see'. Can you say 'see'. Children repeat, correct where necessary.  
"These next HFW are not decodable, we cannot sound them out, so we just have to learn them. They are words we use a lot and see in plenty of stories. They make today's /ee/ sound but only have one 'e'. Show the HFW 'he', 'she', 'we', 'me', 'be'.  
"This says 'he'. Can you say 'he'?" Repeat with the remaining HFW. Correct where necessary.

## Independent Activities

10 mins



**Simplify** – 'ee' letter formation **(Resource 10)**

**Expect** – read and write 'ee' words formation **(Resource 11)**

**Extend** – read and write formation and sentence construction **(Resource 12)**

## Plenary

5 mins



- ★ "Today we have learned a new digraph, tell your partner what today's digraph is." Check for understanding.
- ★ Show 'ee' flashcard. "What sound does this make? It sounds like this /ee/. Can you say /ee/?" Children repeat /ee/ Correct where necessary.
- ★ Read the Chapter 3 Set 2 Decodable Reading Scheme story **Dee Needs to Sleep** by Matt Beighton and Celine Choo (2021). "Each time you hear an /ee/ sound, clap or tap."
- ★ Look at the story again. Write the /ee/ words on the flipchart and sound them out with the children.
- ★ 'Can we put any of the words we found into new sentences? Can we try to fit 2 /ee/ words into the same sentence?'
- ★ Praise the children for what they have done well this session and address any misconceptions.
- ★ "Today we met Dee the sheep and tomorrow we will be meeting Bright the night light"

## Assessment

Grapheme Phoneme Correspondence for 'ee/ee/

- To know that 'ee' can make an /ee/ sound.
- To know that a digraph is where two letters make one sound.
- To begin to understand the 'Best Fit' rules.
- To be able to read the CEW 'he', 'she', 'we', 'me', 'be' without being able to decode them.

Please see the Assessment Guidance for more information on what to do if you find children are not secure with the assessment focus in this lesson. If a large group is not secure, please use the consolidation planning for this GPC, if it is a smaller group, please see the guidance for alternative intervention ideas.



## Additional Suggestions for Continuous Provision

- **Additional small group activity:**  
**Simplify** – Cross out the pictures that do not contain the /ee/ sound  
**(Resource 13)**  
**Expect** – read and draw the 'ee' words and pictures **(Resource 14)**  
**Extend** – Draw and label the jobs that Dee has to do in her house.  
**(Resource 15)**
- Make a pen for the sheep on the farm
- Play sleeping lions



### Suggested Story

**Sheep Go to Sleep** by Nancy Shaw  
(2016) [ISBN: 978-0544640535]

## Lesson Number: Three Lesson Focus: Bright the night light

Chapter 3: Set 2 /ai/, /ee/, /igh/, /oa/

### Guidance Materials

Please recap the sound and action video for this GPC yourself before you begin to teach it.

**Important:** It is best to use words where the /igh/ sound is made by the 'igh digraph. Avoid words where the /igh/ sound is made by other digraphs e.g., 'ie' as in 'magpie' and 'y' as in 'sky', 'i' as in 'kind', and 'i\_e' digraph as in 'kite'.

### Resources

- Chapter 2 and Chapter 3 Set 1 sounds plus /ai/, /ee/ and /igh/, previously taught HFW cards plus 'my', puppet Joe, Bright the Night Light story book, Chapter 3 Set 2 Decodable Reading Scheme story **Fright in the Night**, Resources 16 and 20-22, SmartBoard (IWB), pencils.
- **OPTIONAL: Resources 17-19**, whiteboards and pens.

### Recap

5 mins



- **Previous sounds:** reintroduce digraphs 'ee' and 'ai'. "Can you read these words?" Children to sound out simple words written on IWB and then repeat the digraph sound to their partner. e.g., sh-ee-p - sheep. "How many sounds are in the word 'sheep' let's count them sh-ee-p... Children to count the number of sounds using their fingers.
- **Review:** Recap all HFW. Quickfire through all previously taught HFW. Focus on this week's CEW, 'he', 'she', 'we', 'me', 'be'. "Can we use any of these in a sentence?" Take some suggestions and model writing a class sentence using at least one of the CEW from yesterday's lesson.

### Introduction

5 mins



"Yesterday we met Dee the sheep and today we will be meeting one of her friends because we are learning a new phonics sound."

- **See** - show 'igh' flashcard, "This is Bright the night light. Say hi to Bright." Children and Joe wave. Ask the children what sounds they can hear in the words, 'bright', 'night' and light. Do you recognise the three letters that make up Bright's sound? Yes, it's Indy the imp, Grey the goat and Haz the hen."
- **Sound** - Demonstrate the sound the 'igh' makes (long vowel sound /igh/ as in 'bright'). "This sound is /igh/. Can you say /igh/?" Children repeat, correct where necessary. Remind children that three letters together like this have one sound and it's called a trigraph. Run Joe's hand or your finger over the letters on flashcard and repeat sound, Children repeat sound
- **Name** - "Can you remember the letter name for Indy the imp, Grey the goat and Haz the hen? The letter names are 'Igh', 'Jee' and 'Aych'. Can you say 'Igh', 'Jee' and 'Aych'?" Children to repeat, correct where needed.
- **Action** - Show children the action or use Joe to show, **jazz hands**. Children repeat. "When we see Bright, we say hello by doing this action." Repeat action and sound, children repeat, "/igh-/igh-/igh/!"
- **Best Fit** - 'igh' most often occurs in the middle or at the end of a word. ('brightly', 'high')  
It is often followed by a 't' in words such as 'light', 'right' and 'might'  
There are a few examples of 'igh' not being followed by a 't' such as 'thighbone', 'highchair' and 'sighing'.

## Whole Group

5 mins



- **Song:** "Bright has a special song to help us to remember the sound /igh/. Let's sing it." Sing/listen to the song once then children to join in, you may need to talk through the words too. The song will be repeated at least twice. **(Resource 16)**
- **Formation:** Bright has three friends who help to make the sound /igh/, can you tell me which characters we need to use to make 'igh'. Well done! **It's Indy the imp, Grey the goat and Haz the hen!**
  - **Lowercase 'i'** Formation Animation with Rhyme - **Indy - down Indy's tongue to her tail and bop her on the nose.** Children draw the 'i' in the air with their fingers.
  - **Lowercase 'g'** Formation Animation with Rhyme - **Grey - Round her head, stroke down her legs and flick up to tickle her beard** Children draw the 'g' in the air with their finger.
  - **Lowercase 'h'** Formation Animation with Rhyme - **Haz - from the top of her head to her toes, then up and over her body to her tail** - Children draw the 'h' in the air with their finger.

Children can practise formation on whiteboards. Whiteboards can be photocopied if you wish to evidence writing in books.

- **Story:** share the story of **Bright the Night Light** and ask comprehension questions.
- **HFW** - introduce new HFW 'my'. "This HFW has today's sound but not today's 'igh' trigraph. It cannot be sounded out and so we just have to learn it. "This word says 'my', can you say 'my'?" Children repeat, correct where necessary.

## Independent Activities

10 mins



**Simplify** – missing letters, read and understand **(Resource 20)**

**Expect** – mark all the /igh/ sounds in the story **(Resource 21)**

**Extend** – write an independent sentence or caption **(Resource 22)**

## Plenary

5 mins



- ★ "Today we have learned a new trigraph, tell your partner what today's trigraph is." Check for understanding.
- ★ Show 'igh' flashcard. "What sound does this make? It sounds like this /igh/. Can you say /igh/?" Children repeat 'igh/' Correct where necessary.
- ★ Read the Chapter 3 Set 2 Decodable Reading Scheme story **Fright in the Night** by Matt Beighton and Celine Choo (2021). "Each time you hear an /igh/ sound, clap or tap."
- ★ Show a selection of 'igh' words on the flipchart/IWB, ('high', 'trick', 'brush', 'night', 'whale', 'fright', 'slipper', 'towel', 'slightest'.) "Look carefully at these words, Which ones have 'igh' in them? Circle the words with an 'igh' in them.
- ★ Praise the children for what they have done well this session and address any misconceptions.
- ★ "Today we met Bright the night light and tomorrow we will be meeting Boaty the toad."

## Assessment

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Grapheme Phoneme Correspondence for 'igh'/igh/

- To know that 'igh' can make an /igh/ sound.
- To know that a trigraph is where three letters make one sound.
- To begin to understand the 'Best Fit' rules.
- To be able to read the CEW 'my' without being able to decode it.

Please see the Assessment Guidance for more information on what to do if you find children are not secure with the assessment focus in this lesson. If a large group is not secure, please use the consolidation planning for this GPC, if it is a smaller group, please see the guidance for alternative intervention ideas.

## Additional Suggestions for Continuous Provision

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- **Additional small group activity:**
  - Simplify** – 'igh' letter formation. (Resource 17)
  - Expect** – Letter formation, read and write words that contain the 'igh'. (Resource 18)
  - Extend** – Letter formation and sentence structure. (Resource 19)
- Use a night light to discover a dark tent
- Research nocturnal animals, where do they go in the dark? Where do they sleep in the daytime?
- Investigate materials which are good at reflecting light for night clothing

### Suggested Story:

**The Night Pirates** by Peter Harris (2007) [ISBN: 978-1405211611]



## Lesson: Four Lesson Focus: Boaty the toad

Chapter 3: Set 2 /ai/, /ee/, /igh/, /oa/

### Guidance Materials

Please recap the sound and action video for this GPC yourself before you begin to teach it.

**Important:** It is best to use words where the /oa/ sound is made by the 'oa' digraph.

Avoid words where the /oa/ sound is made by other digraphs such as 'o\_e' as in 'home', 'ow' as in 'snow', 'oe' as in 'toe', 'ough' as in 'although' or 'o' as in 'post'.

### Resources

- Chapter 2 and Chapter 3 Set 1 sounds, plus /ai/, /ee/, /igh/ and /oa/, previously taught HFW, puppet Joe, **Boaty the Toad** story book, Chapter 3 Set 2 Decodable Reading Scheme story **Boaty's Lost Croak**, **Resources 23-26**, SmartBoard (IWB), pencils.
- **OPTIONAL: Resources 27-31**, whiteboards and pens.

### Recap

5 mins



- **Previous sounds:** Review a mix of Chapter 2 and Chapter 3 sounds which the children have struggled with. Encourage children to say letter sound and corresponding actions. Listen for correct pronunciation of the sounds, repeat if necessary.
- **Review:** Fine motor warm up. Use individual amounts of playdough per child. Children to follow instructions for rolling, squashing, squeezing, pinching using both hands together and independently one hand then the other.

### Introduction

5 mins



*"Tell your partner the sounds and characters we have met this week. Today we will be meeting another one of their friends because we are learning a new phonics sound."*

- **See** - show 'oa' flashcard, "This is Boaty the toad. Say hi to Boaty", children and Joe wave. Ask the children what sound they can hear in the word **Boaty** and **toad**.  
"Do you recognise the three letters that make up Boaty's sound? Yes, it's Ollie the otter and Anna the ant."
- **Sound** - Demonstrate the sound the 'oa' makes. Remind children that two letters together like this have one sound. "Its sound is /oa/. Can you say /oa/?" Run Joe's hand or your finger over the letters on flashcard and repeat sound, Children repeat sound. Correct where necessary.
- **Name** - "Can you remember the letter name for Ollie the otter and Anna the ant? The letter names are 'Oh' and 'Ay'. Can you say 'Oh' 'Ay'?" Children to repeat, correct where needed.
- **Action** - Show children the action or use Joe to show, **hand from fist to open in front of throat like a toad's expanding throat**, children repeat. "When we see Boaty, we say hello by doing this action." Repeat action and sound, children repeat.
- **Best Fit** - 'oa' will most likely occur in the middle of a word ('oat', 'oak', 'oath' and 'oaf' are the exceptions.) Often appearing in single syllable words unless a suffix such as -ed or -ing is added. ('float', 'moaning', 'gloated')

## Whole Group

5 mins



- **Song:** "Boaty has a special song to help us to remember the /oa/ sound." Sing/listen to the song once then children to join in, you may need to talk through the words too. The song will be repeated at least twice. (Resource 23)
- **Formation:** Boaty also has two friends who help to make the sound 'oa'. Can you tell me which characters we need to use to make 'oa'? That's correct **Ollie the otter** and **Anna the ant!**
  - **Lowercase 'o'** Formation Animation with Rhyme - **Ollie – 'All the way around Ollie.'**
  - **Lowercase 'a'** Formation Animation with Rhyme - **Anna – 'Around Anna's head and down to her toes.'**

Children can practise formation on whiteboards if you prefer. Whiteboards can be photocopied if you wish to evidence writing in books.

- **Story:** Share **Boaty the Toad's** story, find all the 'oa' sound together as a group, and read the 'oa' words. Discuss any unknown words (eg. moat, throat, croak, float/sink).

## Independent Activities

10 mins



**Simplify** – 'oa' formation (Resource 24)

**Expect** – Formation, read simple sentences (Resource 25)

**Extend** – Formation, write 'oa' words to match the pictures (Resource 26)

## Plenary

5 mins



- ★ Today we have learned a new digraph, tell your partner what today's digraph is." Check for understanding.
- ★ Show 'oa' flashcard. "What sound does this make? It sounds like this /oa/. Can you say /oa/?" Children repeat /oa/. Correct where necessary.
- ★ "Listen carefully, I will read some sentences, when you hear /oa/ clap or tap." Read  
'Boaty the toad must be floating in his little sailboat on the moat again. How can I tell? Just listen. Toads, you see, croak very loudly with their throats, and Boaty's croak makes a load of noise! Boaty boasts that his croak can be heard from coast to coast!'  
"How many times did you clap/tap?"
- ★ Read the Chapter 3 Set 1 Decodable Reading Scheme story **Boaty's Lost Croak** by Matt Beighton, Celine Choo and Carmen Andres (2021). "How many /oa/ words did you spot?" Make a list of the /oa/ words sound. Where does the /oa/ occur in the words?
- ★ Praise the children for what they have done well this session and address any misconceptions.
- ★ "Today we met Boaty the toad and tomorrow we will be doing some more work with the sounds we have learned this week".

## Assessment

Grapheme Phoneme Correspondence for 'oa'/oa/

- To know that 'oa' can make an /oa/ sound.
- To know that a digraph is where two letters make one sound.
- To begin to understand the 'Best Fit' rules.

Please see the Assessment Guidance for more information on what to do if you find children are not secure with the assessment focus in this lesson. If a large group is not secure, please use the consolidation planning for this GPC, if it is a smaller group, please see the guidance for alternative intervention ideas.

## Additional Suggestions for Continuous Provision

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- **Additional small group activity:**
- **Simplify** – match 'oa' words and picture (**Resource 27**)
- **Expect** – clip a peg to the sound that corresponds to the picture. (**Resource 28 and 29**)
- **Extend** – letter jumble (**Resource 30**)
  
- Include non-fiction books about toads and look at their lifecycle
- Discover all about toads
- Design a new boat for Boaty and discover floating and sinking activities. (**Resource 31**)

### Suggested Story:

**Goat's Coat** by Tom Percival (2018) [ISBN 978-1408881019]



## Lesson: Five Lesson Focus: Consolidation

Chapter 3: Set 2 /ai/, /ee/, /igh/, /oa/

### Guidance Materials

Please recap the sound and action video for this GPC yourself before you begin to teach it.

### Resources

- Chapter 2 and Chapter 3 Set 1 sounds, plus /ai/, /ee/, /igh/ and /oa/, previously taught HFW, puppet Joe, Chapter 3 Set 2 story books, Chapter 3 Set 2 Decodable Reading Scheme books, magnetic letters, pictures /objects that represent this week's sounds (snail, light, sheep, boat), SmartBoard (IWB), pencils.
- **OPTIONAL:** Whiteboards and pens.

### Recap

5 mins



- **Memory game:** Show children 6 sound flashcards from Chapter 3 Set 1 and 2. Place them so the children can see all 6 and allow them time to memorise them. Ask children to close their eyes while one flashcard is removed. Can they remember which one is missing? Children to say the sound and do the action for the missing flashcard.
- **HFW:** Recap of all previously taught Chapter 3 HFW.

### Introduction

5 mins



"What digraphs have we learnt this week?" "What trigraph did we practise?"

Children to think about and discuss all the letters, sounds, HFW and activities that they have completed to cover Chapter 3 Set 2 sounds.

**Prompts:** What was your favourite activity of the week? Can you think of a new word/letter you have learnt this week?

How many new sounds did we look at? What did you find tricky and why?

Start the discussion in pairs or small groups and then have the children share their thoughts.

- **See** - show 'oa', 'ee', 'igh' and 'oa' flashcards. Children to say the sound and complete the action for each flashcard. "Which characters do we need for this sound?"
- **Sound** - Demonstrate the sounds for each flashcard. Remind children that two/three letters together like this have one sound. Run Joe's hand or your finger over the letters on flashcard and repeat sound, Children repeat sounds
- **Names** - Recap the letter names for each digraph/trigraph. Children to repeat the letter names, correct where necessary.
- **Actions** - Recap the actions for each character. Children to repeat the action and say the sound at the same time, correct where necessary.

### Whole Group

5 mins



- **Songs:** listen to each of the songs once, then children to join in, you may need to talk through the words too.
- **Formation practise:** Recap the letter formation and rhymes for all graphemes taught this week. ('a', 'i', 'e', 'g', 'h' and 'o')
- Children can practise formation on whiteboards if you prefer. Whiteboards can be photocopied if you wish to evidence writing in books.
- **Story:** Re-read one of the stories from the week, or read/listen to some of the poem 'The Toad and the Snail' by Roald Dahl here.



## Independent Activities

10 mins



**Simplify** - Use magnetic letters to spell words that match picture cards for this week's sounds.

**Expect** – Whiteboard group work. Turn over a phoneme card, everyone has 2 minutes to write as many words as they can that have this week's sounds in.

**Extend** – Write sentences using HFW.

## Plenary

5 mins



- ★ Today we have recapped all the sounds we have learned this week, tell your partner the sounds we have been learning." Check for understanding.
- ★ Show /ai/, /ee/, /igh/ and /oa/ flashcards. "What sound does this make? Correct where necessary.
- ★ "Can you read these words?" Write a selection of decodable words containing this week's sounds on the flipchart/IWB. E.g., 'train', 'boat', 'sleep', 'grain', 'bright', 'weeping', 'float', 'light'. "What is the first sound you can hear in this word? Can you see one of this week's digraphs? What sound come next?" etc. Put sound buttons underneath as you read them.
- ★ Praise the children for what they have done well this session and address any misconceptions.
- ★ "Today we reviewed all of our new sounds and next week we will be starting Chapter 3 Set 3 sounds and meeting some more Phonics Shed friends."

## Assessment

Grapheme Phoneme Correspondence for 'ai'/ai/, 'ee'/ee/, 'igh'/igh and 'oa'/oa/

- To know that
  - 'ai' can make an /ai/ sound.
  - 'ee' can make an /ee/ sound.
  - 'igh' can make an /igh/ sound.
  - 'oa' can make an /oa/ sound.
- To know that a digraph is where two letters make one sound.
- To know that a trigraph is where three letters make one sound.
- To begin to understand the 'Best Fit' rules.

Please see the Assessment Guidance for more information on what to do if you find children are not secure with the assessment focus in this lesson. If a large group is not secure, please use the consolidation planning for this GPC, if it is a smaller group, please see the guidance for alternative intervention ideas.

## Additional Suggestions for Continuous Provision

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- **Additional small group activity:**
  - Simplify** – Read and build 'oa' words using magnetic letters.
  - Expect** – lay out a selection of objects on the floor/table that contain this week's sounds- write the word that matches the object.
  - Extend** – choose a phoneme card and list as many words as they can that contain that sound.
- Making zigzag book based on this week's phonemes
- Non-fiction books
- I spy with my little eye.... / I hear with my little ear....
- Hidden words – write lots of words containing this week's phonemes on labels. Attach these to many different classroom objects – some well-hidden and others more in plain sight. Encourage the children to keep their eyes open for these throughout the day.
- Formation – provide materials for children to form/make/ write letters (glue, sand, water, paintbrushes, glitter, sponges, etc)

### Suggested Story:

**Dirty Beasts** by Roald Dahl (2001) [ISBN: 978-0141369334]

