

Lesson 2: Words with the long vowel sound /igh/ spelled 'y'

Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the long vowel sound /igh/ spelled 'y'

This Week's Words

rhyme
python

occupy
supply

apply
identify

hyphen
multiply

hygiene
recycle

Revise

Starter:

- Revise last week's words where words contained the short /i/ sound spelled with the letter 'y'. Share 2.1 and ask them which words contain two syllables or three syllables.
- Show 2.2 and ask the children to identify which words have been split into their syllables correctly and which have not and why. Discuss answers.

Introduction

This Week's Words:

- Introduce this week's words on 2.3. Check for understanding of the words and correct pronunciation.
- What do all these words have in common? This week's spellings again all contain the letter 'y' but this time they make the long /igh/ vowel sound. Click on the letter 'y' in each word to show how it represents the long vowel sound /igh/.
- Children may know some words which end in the letter 'i' where the long /igh/ vowel sound is used, e.g., rabbi, hi and alibi. These can be discussed and compared with the focus words.

Etymology:

- Share 2.4 and 2.5, explaining the etymology of 'python' and 'recycle'.

Syllable Sort:

- Share 2.6 and sort this week's words according to how many syllables they have.

Syllable and Phoneme Maps:

- Model how to write the individual syllables in the word 'hygiene'. Children then work with a partner/individually to work out where the syllable breaks are in 'multiply' and 'identify' on 2.7. Investigate the different sounds that 'hygiene', 'multiply' and 'identify'. Model 'hygiene' and then ask the children to complete the other two on whiteboards.
- Ask the children to complete identifying the syllables using 2.8. Answers on 2.9.

Main Teaching Input

Irregular Spelling Pattern:

- Share 2.10 and discuss how the long /igh/ sound generally ends the syllable, e.g., py|thon and cy|cle. Complete 2.10 by separating those words with the long /igh/ sound in the middle and those with the long /igh/ sound at the end.
- Show 2.11 and investigate how suffixes can be added to those words ending with the letter 'y'. Revise the spelling pattern of the letter 'y' needing to be changed to the letter 'i' when adding certain suffixes.

Cloze Sentences:

- Share 2.12 and 2.13 and identify the missing word from each sentence using the challenge words. Answers on 2.14 and 2.15.



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Independent

Choose the activity that best matches the abilities of the children in your class.

- **Simplify** - Dictionary Skills: Children to look up the dictionary definitions of this week's words and then write their own sentences using these words on 2.16. Possible answers on 2.17.
- Challenge: Can the children use more than three of this week's words in one sentence?
- **Expect** - Share 2.18 and ask the children to complete the Word Shed grid based on the word – 'rhyme'. Possible answers on 2.19.
- Ask the children to complete the four sections:
 - Definition
 - In a Sentence
 - Rhyming words ending in letters '-me'
 - Rhyming words not ending in the letters '-me'

Consolidation

Morphology Matrix:

- Using 2.20 investigate how to build additional words based on this week's words by adding suffixes and prefixes to the base word 'identify', e.g., identifies, identified, identification. Answers on 2.21. Which word is sometimes shortened to ID?

Extended Learning

Spelling Shed @ Home:

You may wish to use this activity sheet as a way to extend learning beyond the classroom. Alternatively, it can be used in the classroom as a focus activity.