

## Lesson 31: Words with the trigraph 'igh'

### Objectives

- To be able to segment words into the correct syllables and phonemes
- To spell words with the trigraph 'igh'

This week's words				
high	right	fright	bright	mighty
light	tight	night	sight	midnight

### Revise

- Starter:** Show **31.1**. Revise a selection of last week's words by asking children to add the sound buttons to a selection of words.
- Share answers and correct where necessary. Using a 'phonics voice', read through the words by segmenting and blending each word. **Note:** a 'phonics voice' is an exaggerated way of speaking that clearly enunciates every phoneme within a word. You don't need to put on an accent, just ensure that every phoneme is spoken using pure sounds ('mmm' not 'muh', etc.).

### Introduction

- This Week's Words:** Show **31.2** and introduce this week's words.
- Again, using a 'phonics voice', read through the words by segmenting and blending each word.
- Establish that this week's words all have the trigraph 'igh'. What sound does it make and where does it appear in these words? It makes an /igh/ sound and most often occurs in the middle of words and occasionally at the end.
- Are there any words with two syllables? Ask children to clap out the syllables if necessary; 'might|y' and 'mid|night' have two syllables, all other words have one syllable.
- Word Sort:** Share **31.3** and ask the children to sort this week's words and a selection of words from previous lessons, according to which digraph/trigraph makes the /igh/ sound, e.g., 'ie', 'l\_e' or 'igh'.
- Can children think of any 'igh' words?

### Main Teaching Input

- Sound It, Squash It, Say It, Scribe It:** Share **31.4** and help Chen. He has written some of our words with the phoneme maps underneath, but he can't decide which one in each column is correct.
- Ask children to write the word and the correct phoneme map.
- Invite children to think of ways to help Chen so he gets it right next time. Any tips for him to remember? (A dot for each single letter sound and a line when one or more letters make one sound.)
- Share **31.5** and ask children to independently look at the different phoneme maps. Write all the words which share that map, e.g., 'n-igh-t' and 'r-igh-t' have the same phoneme map.
- Answers on **31.6**.

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#### Independent

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Choose the activity which best matches the ability of the children in your class.

- **Simplify** - Using **31.7**, ask children to circle the word that is spelled correctly in each row, then complete the sentence activities. Answers on **31.8**.
- **Expect** - Using **31.9**, invite the children to write sentences to match four pictures. Then on **31.10**, write the correct word for the mixed-up sentences. Answers on **31.11** and **31.12**.

**Consolidation** → Share **31.13-31.16**, ask children to write the missing words to complete the sentences.

#### Optional Continuous Provision Ideas

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##### Word Sort

Print and laminate the words on **31.17-31.19** in addition to the sorting mat on **31.20**. Ask children to sort the words according to how the /igh/ sound is made, e.g., 'ie', 'i\_e' or 'igh'.

##### Three in a Row

A game to play in pairs. Each partner chooses a word from the word list and has to try and get three of their chosen word in a row. The winner is the person who has three in a row, all spelled correctly. Start again with new words.

