

## Lesson 2: Words where 'y' sounds like /i/

### Objectives

- To use phonic knowledge of less-common grapheme-phoneme relationships to read and write increasingly complex words
- To spell words where 'y' sounds like /i/

### This Week's Words

antonym  
syllable

crystal  
synchronise

lyrics  
Sydney

mystery  
cygnet

symmetry  
typical

Suggested  
Timings:

Lesson 1  
Slides 2.1-2.5

Lesson 2  
Slides 2.6-2.8

Lesson 3  
Slides 2.9-2.16

Lesson 4  
Slide 2.17, plus 2.18-2.21 (optional)

Lesson 5  
Hive Game

### Revise

### Starter:

- Share 2.1. Ask the children to write last week's words in alphabetical order.
- Answers could be recorded on whiteboards for ease of assessment.
- Share answers and address misconceptions where necessary.

### Introduction

#### This Week's Words:

- Introduce this week's words on 2.2. Using a 'spelling voice', read through the words by pointing to each word and reading it clearly. **Note:** a 'spelling 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.).
- Check for understanding and ensure correct pronunciation. What do all these words have in common? Establish that this week's words have a letter 'y' that sounds like /i/.
- Ask the children if they can hear the short /i/ sound in our new words?

#### Etymology:

- Share 2.3 and 2.4 and discuss the etymology of the words 'crystal' and 'lyrics'.

#### Irregular Spelling Pattern:

- Using 2.5, investigate the various sounds made by the letter 'y'. Invite children to sort the given words according to how sound represented by the 'y'.

### Main Teaching Input

#### Sound Buttons and Syllables:

- Show 2.6 and demonstrate how to divide words into phonemes and syllables.
- Read out the individual sounds in the word 'S-y-d-n-ey', counting the number of phonemes as you go.
- Write the graphemes that correspond to each phoneme. Show children how to add the sound buttons for the word. Use a dot for individual sounds, red dots for consonant blends and a line for digraphs or trigraphs.
- Now model how to split the word 'Syd|ney' into syllables by clapping/tapping each 'beat' in the word. Add a long syllable break to divide the word into syllables. You may wish to use a different-coloured pen to avoid confusion with the letter 'l'.
- Then read out the individual sounds in the words 'symmetry' and 'synchronise' and ask the children to follow the same process to add the sound buttons and syllables.
  - 'symmetry': s-y-mm-e-t-r-y, 'sym|me|try'
  - 'synchronise': s-y-n-ch-r-o-n-i\_e-s, 'syn|chro|nise'
- Show 2.7 and ask the children to map and count the syllables for this week's words. Answers on 2.8.
- Check answers and address misconceptions where needed.

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### Independent

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

- **Simplify** - Using 2.9, invite the children to write the correct one of this week's words to complete the sentences. Answers on 2.10.
- **Expect** - Using 2.11 and 2.12, ask the children to write a sentence about the pictures, remembering to include the word in their sentence. Then read the sentences and choose the best words to finish them. Answers on 2.13 and 2.14.

**Word Shed:**

- Share 2.15 and ask the children to complete the Word Shed grid based on the word 'typical'. Possible answers on 2.16.

### Consolidation

**Word Spotter:**

- Using 2.17, ask the children to clap their hands when they see or hear one of this week's words.

### Optional Independent Extended Learning

**Word Shed**

Print additional copies of the blank Word Shed on 2.18. Students can investigate other words on this week's list.

**Word Match**

Print two copies of the word cards on 2.19. Place the cards face down. Ask the children to turn over two cards at a time and try to find matching pairs. Once a pair has been found, the child says the word and keeps the pair. The player with the most pairs wins.

**Word Sort**

Using the word cards and sorting mat on 2.19 and 2.21, invite the children to sort the words according to the sound represented by the letter 'y'. You may wish to use the additional 'y' sound cards on 2.20.

### Optional Activities

Use the activities on slides 2.22-2.25 to allow children to engage with their new words. There are four slides, designed to reinforce skills or review previous lessons in a low-pressure way. They could be used as 'morning work' as the children arrive in the classroom, or at another time to suit your timetable.