**Year 1 Phonics Check Teaching irregular words video**

**Transcript**

[Text reads: Year 1 Phonics Check – Teaching irregular words]

[Two teachers sit at a table in front of a laptop computer]

[On the screen a question: What is an ‘irregular’ word? …and an explanation]

**Teacher 1:**

I would explain to students right from the beginning that some words do not follow the regular letter sound correspondences, some of the sounds in the words, so they need to learn some words as separate units because they come across them frequently and early. And before they've got the sound knowledge they will need to recognise and sometimes spell the words as well.

[On the screen a question: How do we teach irregular words? …and an explanation followed by the words ‘the’, ‘my’, ‘said’]

**Teacher 1:**

The word 'the' is an irregular word because it's got the /th/ but then it has the /u/ sound for the 'e'. But students will come across that word really early in their reading and will need to write it.

**Teacher 2:**

So we need to teach it early.

**Teacher 1:**

Yeah.

So the process... One way of introducing the word is to show the word 'the' and say to the students, "This is an irregular word that we're learning today."

**Teacher 2:**

"It's tricky."

**Teacher 1:**

Yeah, "It's tricky. And we need to learn this word on its own because we're going to use it often and you're going to see it often." So I would get students to repeat the word, so I'd say, "This is the word 'the'" and they repeat what's the word 'the'. I would put the word into a sentence so that they've got that context.

**Teacher 2:**

An oral sentence?

**Teacher 1:**

Yeah. So I would say, "I went to the park," for example. And then I would ask students to offer their own sentence, to put the word into their own sentences.

And then we could highlight the words because, you know, you work on that phonemic awareness early. You could think about the sounds you can hear in the word but there's no letter correspondence at the moment because they haven't learnt that code so just /th/ /u/ for 'the'.

And then it's a matter of practising reading and writing that word.

[The word ‘the’ in the middle of the screen. Below is written the steps for Oral Practice and Written Practice]

**Teacher 1:**

One way of creating a memory hook for them is to say the letter names because they don't know their letters and sounds yet so you might say, "t-h-e spells 'the'." And that gives them that hook to remember if they're spelling it and then it helps them to recognise it easily as well.

**Teacher 2:**

So you're doing it together as a class as well. Or in a small group.

**Teacher 1:**

Yep.

**Teacher 2:**

Yep.

So the word 'my', for example, one-syllable word with a 'y' at the end, we can teach them that, you know, it's likely to have a /i/ sound at the end of the word like 'my', 'by', 'why' but that's complex code with the 'wh'. But 'my' is a common word and it can be... They know the /m/ and the /i/ sound is irregular.

**Teacher 1:**

Yeah, so early on, because they tend to see, you know, to read and use the word 'my' early, early on it may be an irregular word and they just learn m-y spells 'my' but later on when they learn that part of the code it wouldn't be irregular anymore.

**Teacher 1:**

So when they've learnt some of the code you can then point out the parts of the word that are regular and irregular.

[The word ‘said’ in the middle of the screen with a tick above the ‘s’ and the ‘d’]

**Teacher 1:**

So in the word 'said' we can hear /s/ /e/ /d/. We know how to write 's' and if you show them the word you can say, "And we know that the 'd' says /d/. But it's this part in the middle, the 'ai', that's irregular. That's the part we need to remember 'cause that makes an /e/ sound in this word."

**Teacher 2:**

It doesn't follow the usual pattern. So, down the track, they will link it to other words.

**Teacher 1:**

Yeah.

**Teacher 2:**

So we mindfully teach irregular words with an oral practice component and a written practice component, and ensuring that they're related, so they happen concurrently, and to be mindful of being - so allowing for that to be revised every day so it's revisited over time.

**Teacher 1:**

Yep. And that's a really important aspect of instruction because it allows students, with that repeated practice, to really commit those words to long-term memory so they can retrieve them easily when they need to.

[The logo for Literacy Hub]

[Text reads: The Literacy Hub would like to thank the students, families and teachers of Geelong Lutheran College for their help with this project]