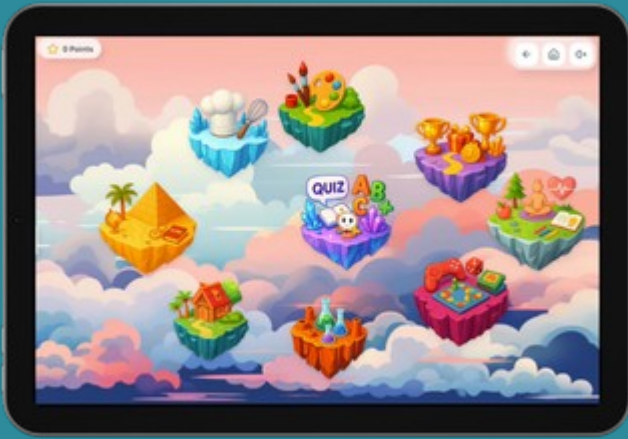




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Year 1 Set 10 oi and oy

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Book 4: A Toy Boat (Colour) (Non-fiction)



Joy and the Toy



Joy and a boy play with a toy.
The toy is a red boat.



The boy can float the toy
the pond. A gust can blow the
toy.



The toy is in the soil by the
pond. Joy can point to the toy.



The boy can dig in the soil. Joy
can pull the toy out.



Joy has the toy. Joy and the
boy play. It is a good day!

Joy and the Toy



Joy and a boy play with a toy.
The toy is a red boat.



The boy can float the toy
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The toy is in the soil by the
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The boy can dig in the soil. Joy
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Joy has the toy. Joy and the
boy play. It is a good day!

Join in, Roy!



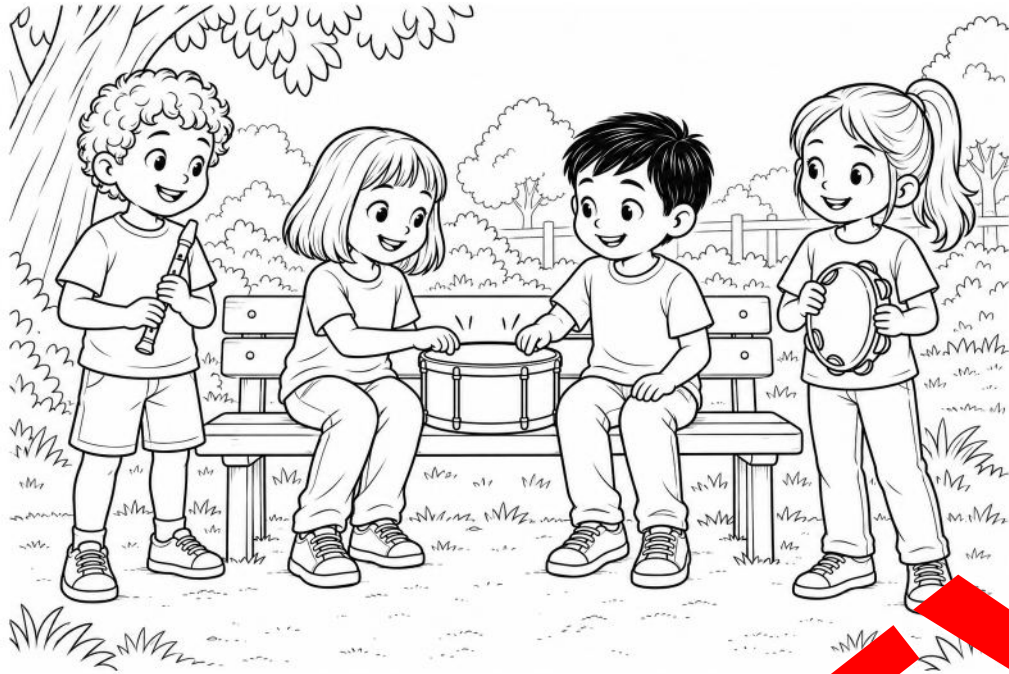
Roy has a toy drum. He can tap the drum.



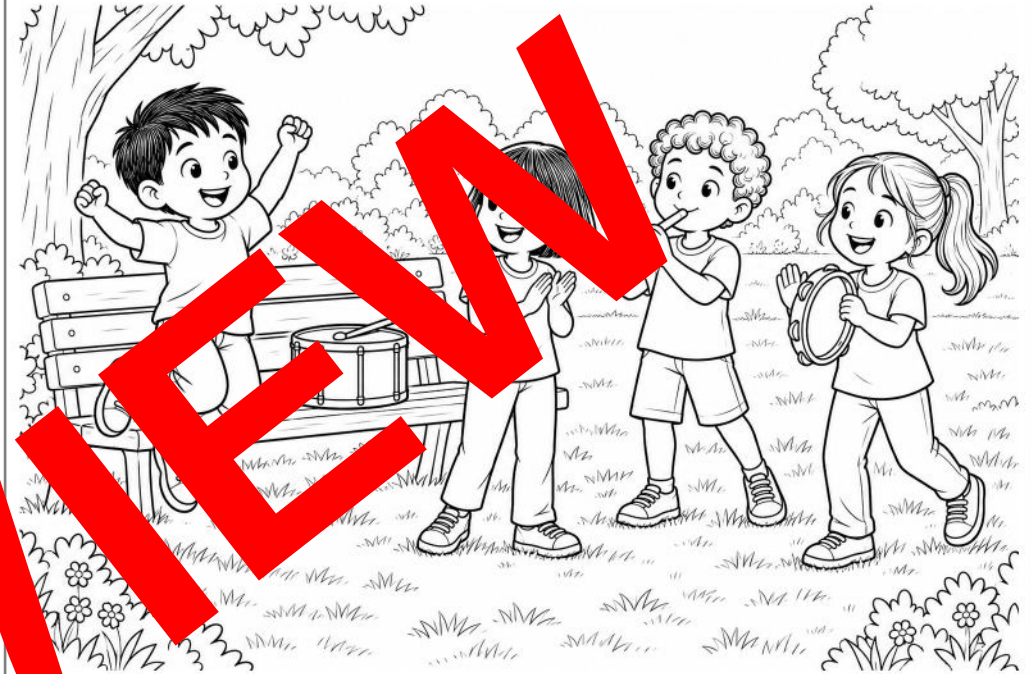
A band can play by the park.
Roy can join the band.



Roy can bang the drum. The
drum is loud! The band must
stop.



A friend can tap the drum. Roy
can tap the drum.



Roy can join in. The band can
play. Roy can jump with joy!

Join in, Roy!



Roy has a toy drum. He can tap the drum.



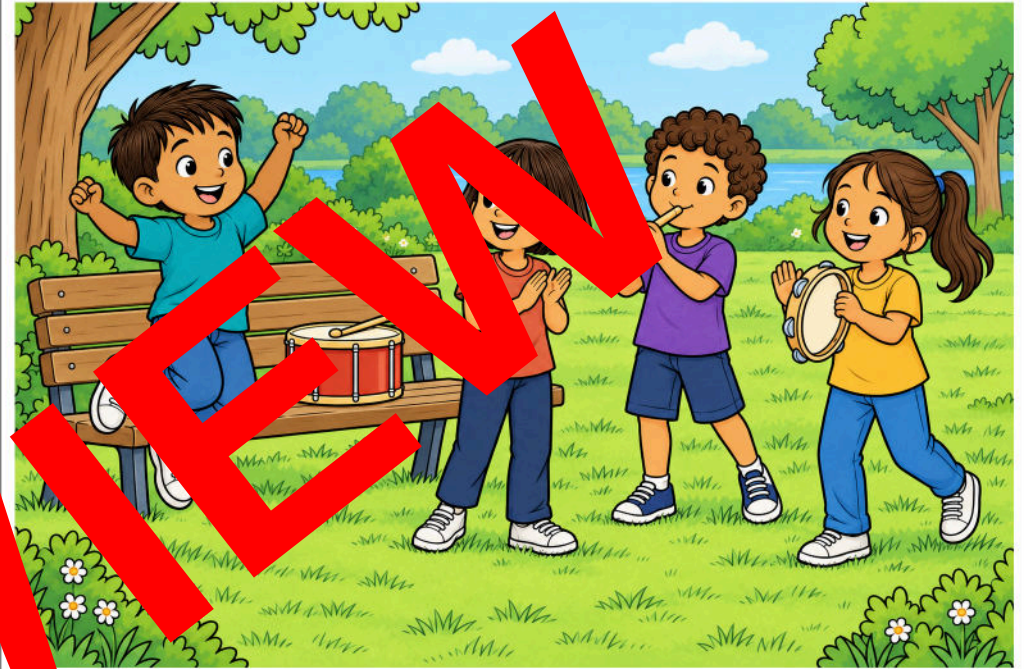
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Soil



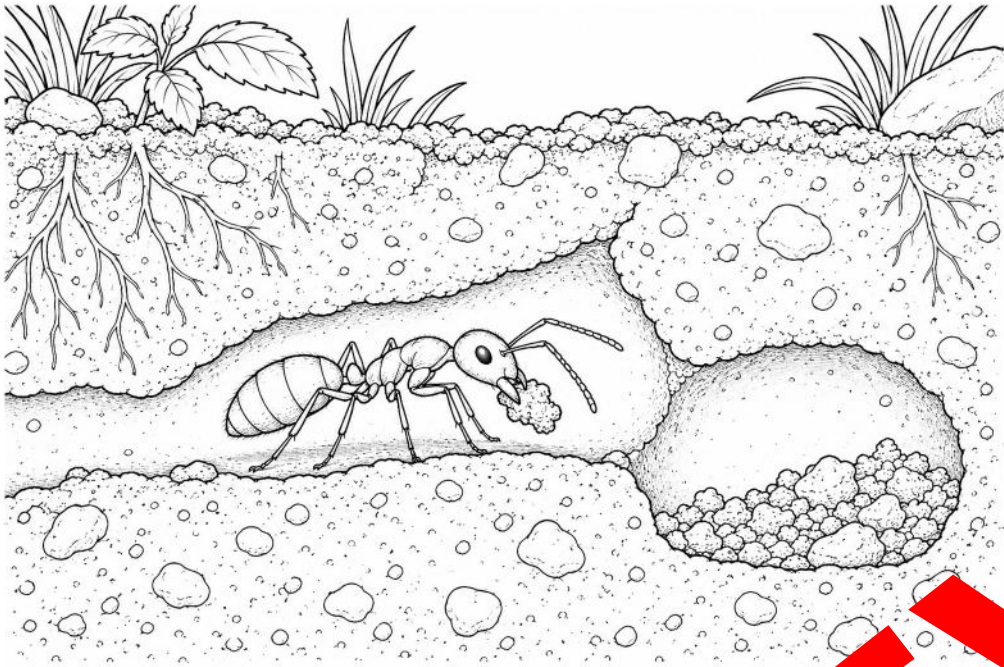
Soil can be brown. Soil can be dry. Soil can be wet.



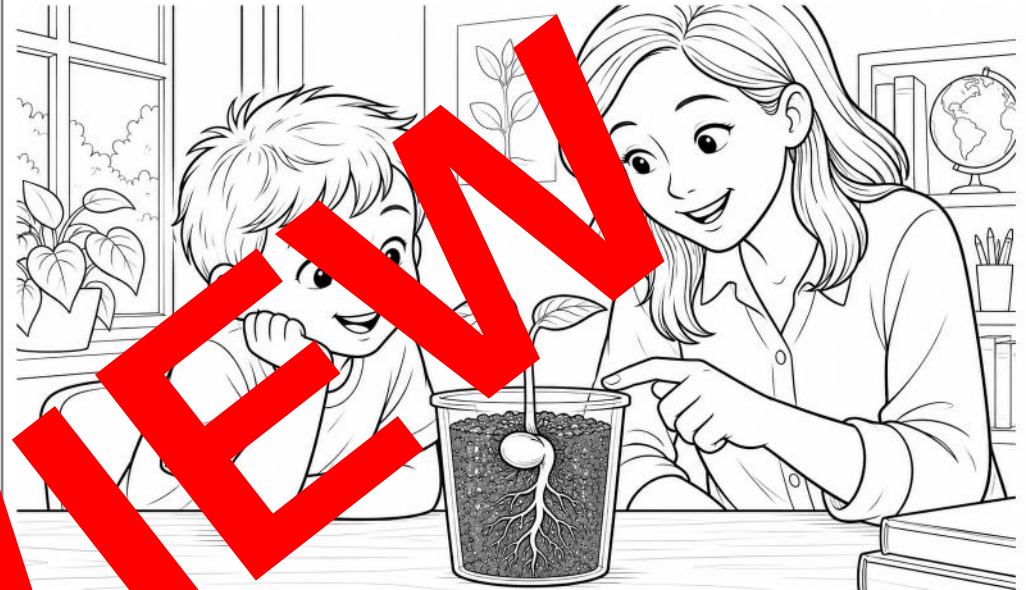
Soil can have grit and clay. Wet clay can be soft. I can stick.



Rain can sink in soil. A root can take it in.



An ant can dig in soil. An ant
can make a nest.



People can grow a seed in soil.
A root can go down. A shoot
can go up.

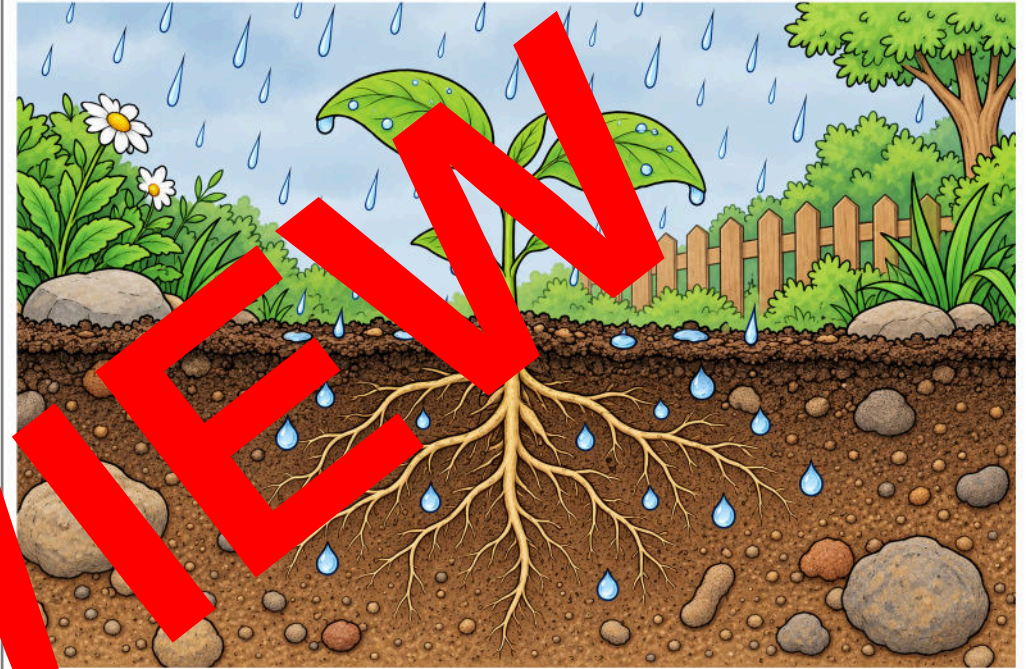
Soil



Soil can be brown. Soil can be dry. Soil can be wet.



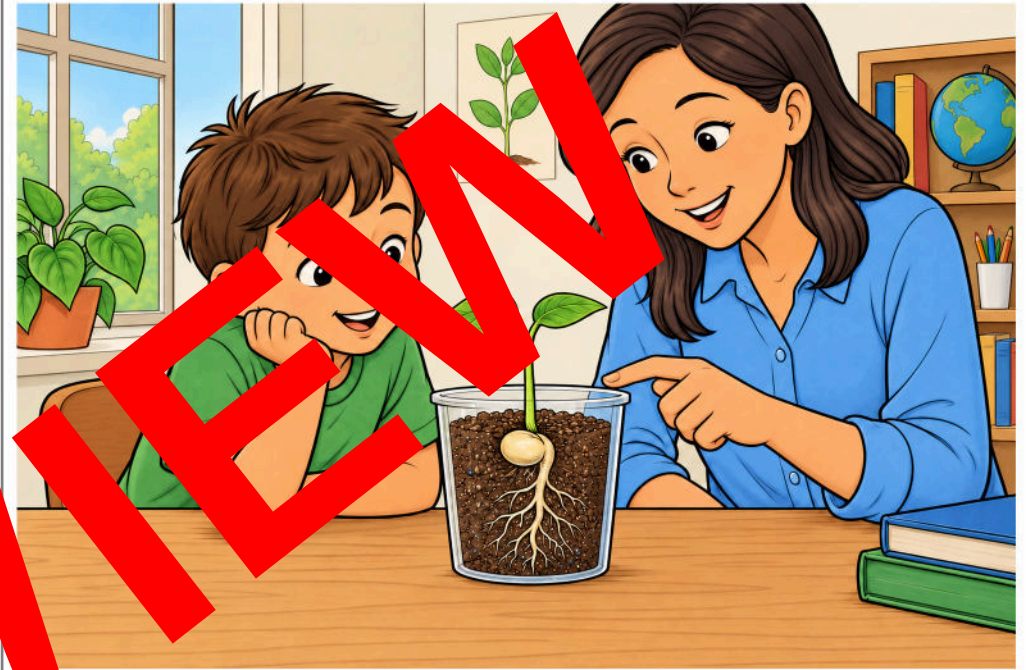
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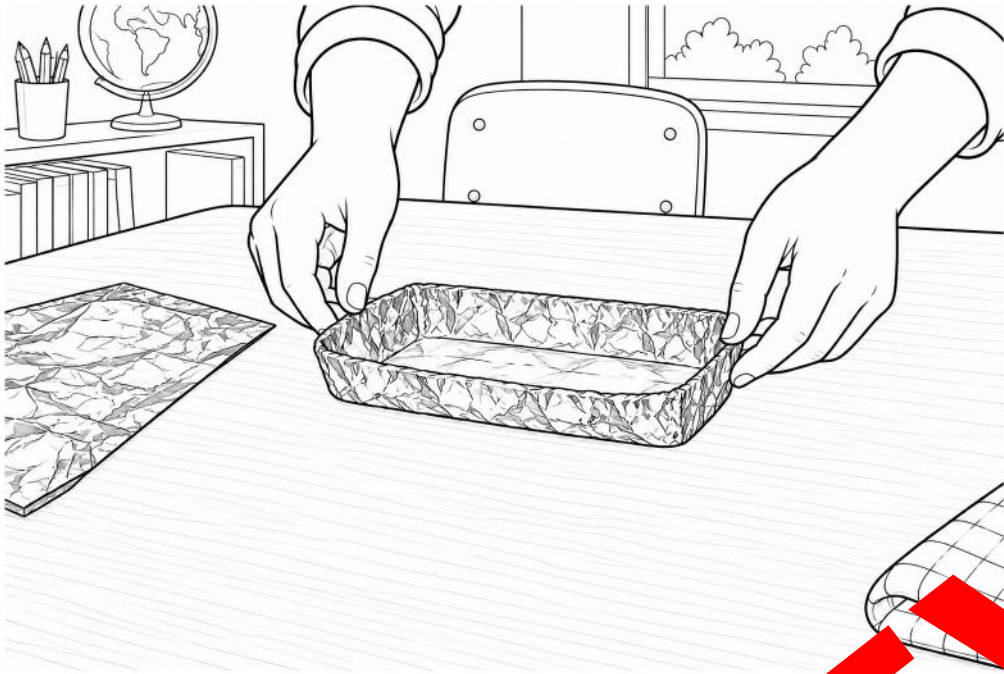


People can grow a seed in soil.
A root can go down. A shoot
can go up.

A Toy Boat



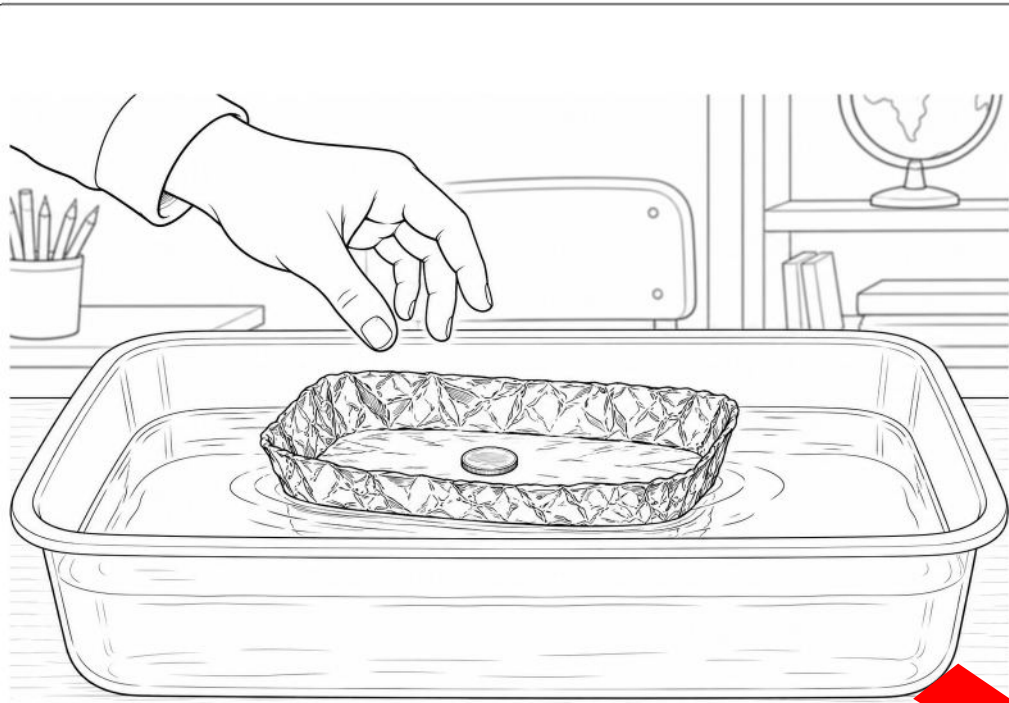
Foil is thin. It can bend.



Make a toy boat with foil. The boat can be wide.



Put the toy boat in a tub. It can float.



Put a coin in the toy boat. The boat can float with the coin.



A toy boat can sink with a big load. Try it and see!

A Toy Boat



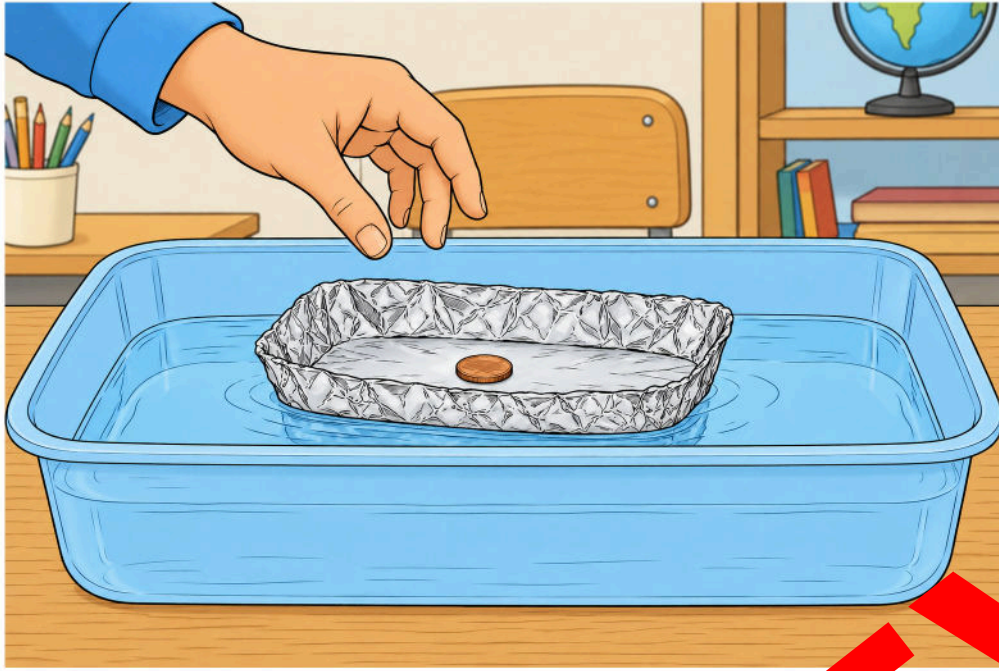
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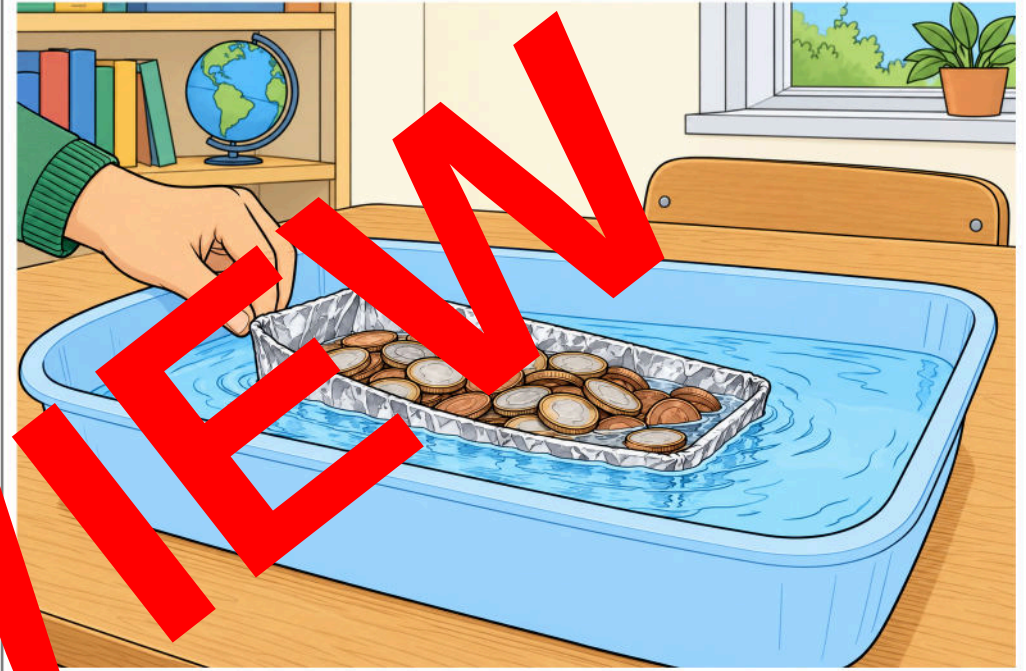
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Teach, read and check

Use after explicit teaching; select the practice students need.

Focus and readiness

oi and oy both represent /oi/. Teach all earlier Foundation and Year 1 Sets 01-09 first: short vowels, consonants and digraphs; adjacent consonants; taught -s endings; compounds and two-syllable words; long vowels and split digraphs; oo variants; ue/ew; named o/u/ou readings; ou and ow as in cow.

Before each book

Joy and the Toy: a, the, weak to. Join in, Roy!: a, the, friend. Soil: a, have, people. A Toy Boat: a, the. Joy and Roy are names with taught /oi/ spellings; recognise J and R capitals.

Current teacher-word support

a: practise weak and strong /ai/ article readings. the: voiced th is taught; support weak final e and strong /ee/ before a vowel. to: strong o=/oo/ is taught; support the weak form t. have: short a stays short; support final ve=/v/. friend: support ie=/e/. people: support eo=/ee/ and the weak final le syllable.

Model and check

Say the sounds, blend, then reread for meaning. Supply only the support of unusual part. A dot is one phoneme: oi/oy each get one; ew or u-e can represent /y/; oo/od get two. Check the actual word, not its letter count. Use the large blank guides for complete words and sentences.

Page 8 dictation

Say coin, toy, foil. Say: Roy can join in with Roy is in soil. Students write each whole answer in its numbered space. Then model friend and for two copy guides. Ask students to say, point, reread and check.

Assembly and observations

Readers: actual story, landscape, single-sided; cut the centre, stack pages 1-6 and staple left. Companion: portrait A4. Check sorting only after students place every card; source rows are mixed. Note decoding, blending and meaning on page 10. For the boat test, supervise shallow water and smooth foil; keep coins out of mouths and wash hands after soil or coin handling.

Say the sound

Say /oi/. Both spellings show the same sound. Point, say and blend.

oi
•

oy
•

Say each word slowly. Count sounds, then blend the whole word.

boy
•

coin
• • •

coil
• • •

toy
• •

Blend and read

Point to each spelling. Say the sounds, then read the word smoothly.

coin

c oi n
• • •

soil

s oi l
• • •

join

j oi n
• • •

toy

t oy
• •

joy

j oy
• •

boy

b oy
• •

new

n ew
• ••

few

f ew
• ••

Build and spell

Read and cover the word. Say each sound; build it, then write the whole word.

coin

--	--	--

toy

--	--

joint

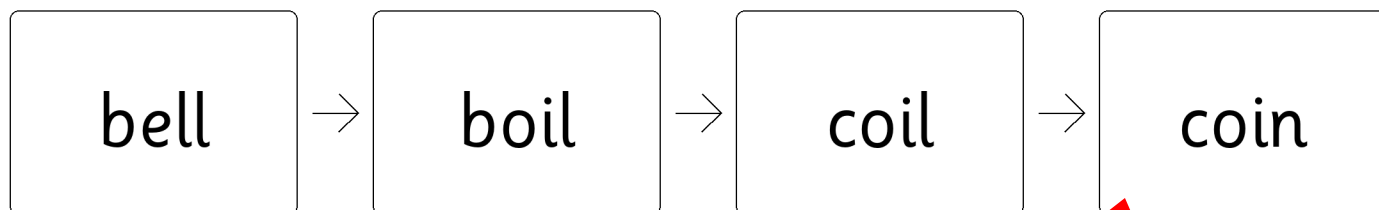
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spoil

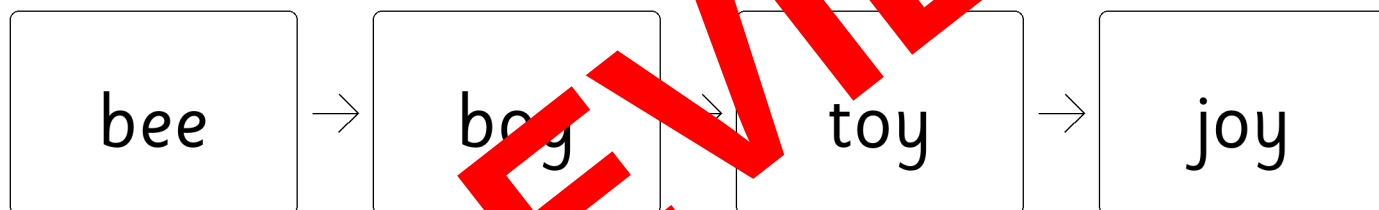
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Change one sound

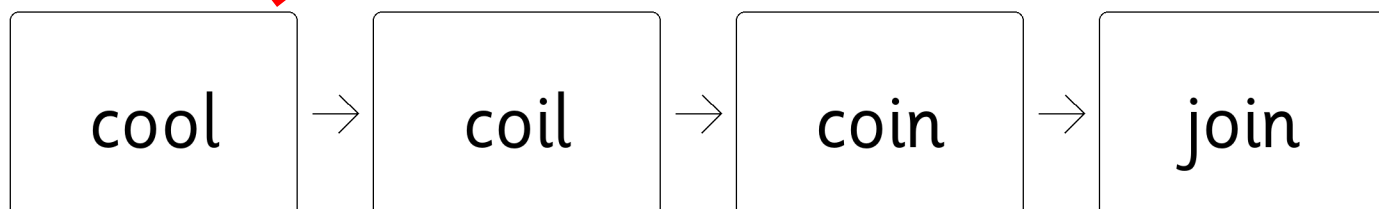
Read each chain. Each move changes one sound; cover it for the writing task.



Cover the chain. In bell, change /e/ to /oi/. Write the word.



Cover the chain. In boy, change /b/ to /t/. Write the word.



Cover the chain. In coin, change /k/ to /j/. Write the word.

Read, cut and sort

Cut the mixed cards. Read each word, then place it beneath its spelling.

oi

oy

PREVIEW

coin

toy

boy

soil

join

joy

soy

foil

Build a sentence

Read the mixed tiles. Say a sensible sentence, then write every word.

in.	Roy	join	can
-----	-----	------	-----

Write sentence 1. Say it once more as you write.

soil.	toys	The	in	is
-------	------	-----	----	----

Write sentence 2. Say it once more as you write.

Draw the toy in your sentence.

Listen, write and check

Listen to the words and sentences. Use one space for each whole answer.

Three words

1.

2.

3.

Two sentences

1.

2.

Say the supported parts, then copy

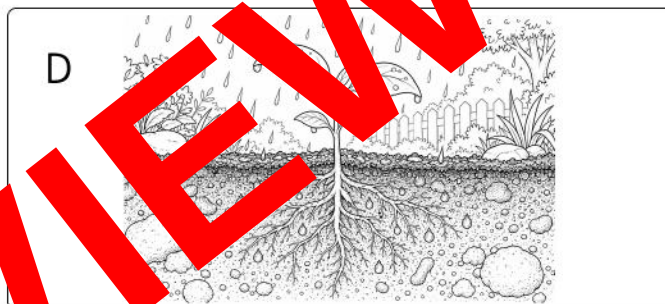
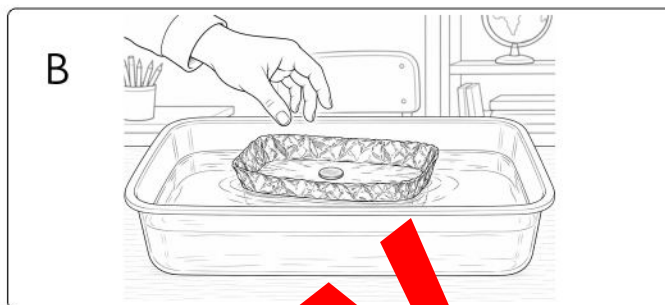
friend

people

☐ I said, wrote, reread and checked.

Match the meaning

Read each phrase. Write its picture letter in the box; choices are mixed.



A boy with a drum.

A coin in a tray of water.

A root in soil.

A toy in soil.

Draw one thing you learned from Soil.



Read again and try

Reread a book smoothly. Read these new sentences and words without a picture cue.

The boy can join in.

Put a coin in foil.

The toy can float.

oil

point

soy

spoil

Write one sentence with an oi or oy word. Say it first.

☐ I can say the sounds and explain my sentence.

Teacher observations