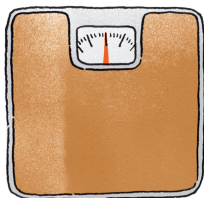


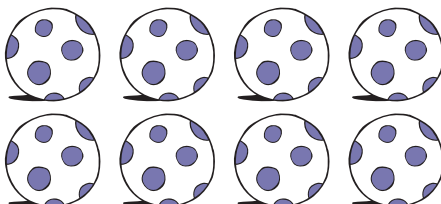
# Words with ei, eigh and ey

The letter patterns **ei**, **eigh** and **ey** often make the long **a** sound, as in **game**.

Examples:



How much do I **weigh**?



**Eight** balls



**Greyhound**

There is no rule for these spelling patterns. They just have to be learned.

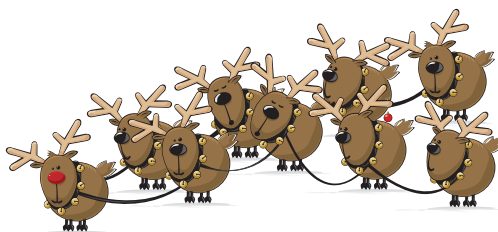
Warm up



1 Write down the words in which **ei**, **eigh** or **ey** make the long **a** sound.

*Be careful – some words are included to trick you!*

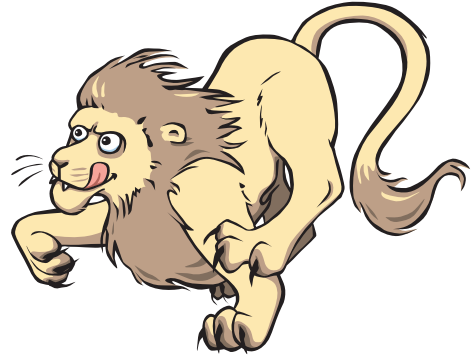
vein	play	state	weigh
day	obey	eight	height
foray	freight	hey	prey
clay	delay	veil	snail
survey	their	rate	they
sleigh	grey	rain	reign
neighbour	convey	reindeer	holiday



## Test yourself



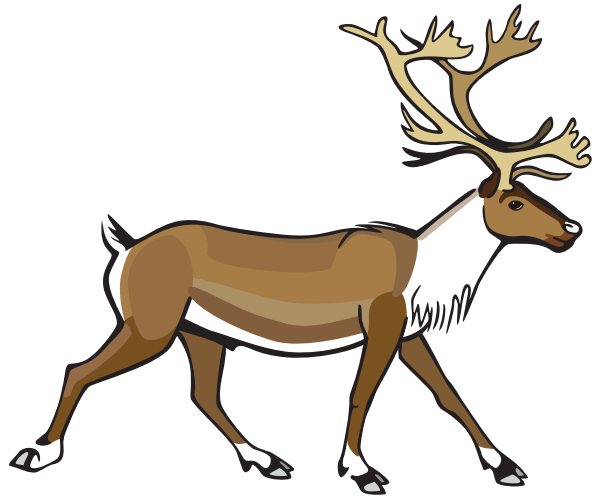
- 2 Identify and write down two words containing the long **a** sound in each of these sentences.
- a) The great beast stalked his prey.
  - b) The veil covered the bride's face.
  - c) They eat their cake at lunchtime.
  - d) You must always obey the rules.
  - e) Eight girls liked the place.
  - f) Some say 'age before beauty'.
  - g) The survey was finished late.
  - h) The neighbour had grey hair.



## Challenge yourself



- 3 Write sentences containing each of these words.
- a) weigh
  - b) vein
  - c) they
  - d) neighbour
  - e) reindeer
  - f) freight
  - g) sleigh
  - h) obey



How did you do?



## Pages 26–27

1. vein, weigh, obey, eight, freight, hey, prey, veil, survey, they, sleigh, grey, reign, neighbour, convey, reindeer
2.
  - a) great, prey
  - b) veil, face
  - c) They, cake
  - d) always, obey
  - e) Eight, place
  - f) say, age
  - g) survey, late
  - h) neighbour, grey
3. **Sentences will vary, but they must contain the stated word with the correct spelling, be correctly punctuated and make sense.**

# Words with *ei*, *eigh* and *ey*

## Learning objective

We are learning to spell words which contain the letter patterns **ei**, **eigh** and **ey**.

## What pupils already know

Pupils should know that vowel sounds can be made using a variety of letter combinations.

## Key vocabulary

letter patterns, long **a** sound (as in *take*)

## Teaching notes

- Tell pupils that the English language has many letter patterns for which there is no rule. They will need to learn them as they discover them in words during reading and writing.
- The letter patterns **ei**, **eigh** and **ey** are like this and can be used to make the long **a** sound.

### Examples:

Show pupils the words *neighbour*, *grey* and *vein*. Explain that each of these words contains the long **a** sound. Ask pupils if they know which letter patterns are making this sound.

Discuss the spelling pattern used in each word and what each word means.

Explain that **ey** and **eigh** are more common than **ei**.

Show pupils examples of **eigh**, **ei** and **ey** words, and ask them to sort them into the relevant groups:

e.g. *they*, *weigh*, *veil*, *eight*, *grey*, *neighbour*, *eighth*, *survey*, *vein*, *obey*.

Ask pupils to quickly write a sentence for each word, then ask a partner to check the spelling of the **ei**, **ey** or **eigh** word used.

### For pupils – steps to success:

1. Say the word aloud.
2. Does it contain the long **a** sound?
3. Try these spelling patterns **eigh**, **ey** or **ei** in the word. Which one looks right? Check in a dictionary.

## Independent activity

Refer pupils to the *Year 3 Spelling Pupil Book*, pages 26 and 27.

# Words with *ei*, *eigh* and *ey*

## Use and apply

### Task A: Long a phoneme spotter

Read pupils the following passage. Ask them to listen out for the long **a** sound. Agree a way of them showing when they hear it, e.g. standing up for a moment.

*Gratefully, the eight children ate their cake. They were so hungry! It was late and their new neighbour had forgotten to say that she would be delayed. Now they felt great as they travelled through a thin veil of light rain on the freight train. It would not be the same living in Spain, but they knew they had to obey their parents. It would be like a great holiday and was well worth the wait.*

Then give pupils the passage and ask them to highlight the words containing the long **a** sounds. If they are unsure of any meanings, discuss them.

### Task B: Other ways to make the long a

Starting with the words in the phoneme spotter in Task A, ask pupils to find the words with the long **a** sound that are spelt with **ei**, **eigh** or **ey**. Then ask them to write a list of these words, grouped under the headings **ei**, **eigh** and **ey**. Later, they can add other words from their reading books.

Remind pupils that there are other ways of spelling long **a**, and that **ei**, **eigh** and **ey** are just three of them.

### Task C: Same sound, different meaning

Show pupils some words that sound exactly the same and that contain the long **a** sound but with a different spelling. Explain that these are called *homophones* (covered in more detail in the next topic), e.g.: *reign–rein–rain, vein–vain, weigh–way, veil–vale, ate–eight*. (Include the last pair only if you pronounce ‘ate’ to rhyme with ‘eight’.)

Model writing a sentence using each of the first set of homophones in the correct context. Explain the differences between each word you write, e.g.:

*It was the last day of his reign and he held tightly to the reins as the horse trotted proudly through the rain.*

Pupils should use a dictionary (or have a class discussion) to help them discover or check the meaning of the other homophones given above.

Finally, pupils attempt to write sentences containing both homophones from a pair. (This can be done individually, or in pairs with partners helping each other and checking.)

# Answers

- 25 A.** Long **a** sounds: Gratefully, eight, ate\*, cake, they late, neighbour, say, delayed, great, they, veil, rain, freight, train, same, Spain, they, they, obey, great, holiday, wait  
*(\*This is included for those who pronounce the word with a long **a** – ayt. But if you and/or any pupils pronounce it with a short **a** – et – then they should not respond to ate.)*
- B.** Check that pupils are recognising the different spellings of the long **a** sound.
- C.** Check that homophones are spelt correctly and are used in the correct context.