

## **Macaws Phonics Plan                      week beginning 20th April**

We have four phonics sessions per week. In these lessons we focus on how the letters and digraphs\* and trigraphs\*\* sound as opposed to their names. However, we do teach the name alongside the sound. We try to keep active and sometimes include both large body movements like circling our arms and small movements like moving our fingers. We always try to hold our pencil with pinchy fingers and sit with good posture. We try very hard to form each letter correctly too. We usually use a whiteboard or a pencil and piece of paper. There are many activities online to support phonics, try Teach Your Monster to Read or Phonic Games.

\*digraph-two letters making one sound

\*\*trigraph-three letters making one sound

You can find a copy of the Jolly Phonics actions on the Documents section of Tapestry. Please refer to the school website Foundation Stage section where there is a link to a video of correct pronunciation.

**Phase 2 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss**

**Phase 2 Tricky Words: I, no, go, to, the, so**

**Phase 3 sounds (taught so far): j, v, w, x, y, zz, qu, sh, th, ch, ng, ai, ee, oa, oo, (long, eg. 'moon' and short sound, e.g. 'book') ar, or**

**Phase 3 Tricky Words and high frequency words (common words) taught so far: so, he, we, me, be, was, will, are, you, this, that, then, them, with, they, with, see, my, she, all, look, for, too**

	Revisit and review	Teach	Practise	Apply	Assessment
1	Revise all the sounds and words learnt in previous weeks, see above. You could make a set of flashcards to play games with. Games could be hide and seek games where the letter sound or word is recorded when found or pairs and snap games.	Teach the 'igh' sound, as in the words 'night' and 'high'. It is a trigraph, three letters making one sound. (No Jolly Phonics for this sound.) Use a phoneme frame to demonstrate this, e.g. <b>n igh t</b> (See Tapestry lessons from last week for an example of a phoneme frame.)	'Segment' these 'igh' words to spell using your 'sound arm' and then on a phoneme frame: <b>high, light, night, sigh, tight, right, sight</b>	Write this sentence together: <b>The night is dark not light.</b> Can you spot the other digraph in the sentence? (ar) Can you spell 'the' and 'is' on your own?	Say the sound of any Phase 2 letter and the Phase 3 letters learned so far.  Begin to recognise some capital letters.  Write letters correctly using correct formation and grip.
2	Revise all the sounds and words learnt in previous weeks, see above. Choose a different game to yesterday. Another idea is to spread the letters or words around the room and ask the children to go and stand on or by the right one. Focus on letters or sounds they are finding trickier.	Teach the 'ur' sound, as in the words 'surf', 'hurt' and 'burn'. It is a digraph, two letters making one sound. (No Jolly Phonics for this sound.) Demonstrate on a phoneme frame. <b>b ur n</b>	Segment these 'ur' words to spell using your 'sound arm' and then on a phoneme frame: <b>hurt, burn, turn, curl, surf, church</b>	Play 'Yes/No' questions. Write these sentences for your child. Ask them to read the sentence and then give you a 'yes' or 'no' answer: <b>'Is it hard to surf?'</b> <b>'Is it my turn?'</b> <b>'Can a cat curl up?'</b>	Blend and segment in order to read and spell words: <b>ox, coin, town, light</b> , and 'alien' silly words <b>ois, fow, purb</b>  Spell the tricky words <b>the, to, I, no, go.</b>
3	Look at an alphabet card or frieze (There is one on Tapestry). Say the names of each letter, you could sing an alphabet song. Go through the letters again and say whether it's a <b>vowel</b> or a <b>consonant</b> .	Teach the sound 'ow' as in the words 'now' and 'town'. It's a digraph. (No Jolly Phonics for this sound.) Demonstrate on a phoneme frame. <b>n ow</b> <b>t ow n</b>	Write these words for your child and ask them to blend the sounds to read the word: <b>owl, now, down, town, cow</b>	Write this caption, ask your child to read it and draw the picture to match the sentence: <b>The owl is high up in the tree.</b>	<b>Read all the words taught so far, see above.</b>
4	Can you spell the tricky words <b>I, no, go, to, the and so, he, we, be, me</b> ? You could use the 'look, say, cover, write, check' technique. Look at the word, say it, cover it up, write it without copying, check it's right.	Teach the 'oi' sound, as in the words 'oil', 'coin' and 'soil'. Jolly Phonics action, cup hands around mouth as if hailing a passing boat, saying "oi, ship ahoy!" Demonstrate on a phoneme frame. <b>c oi n</b>	Segment these 'oi' words to spell using your 'sound arm' and then on a phoneme frame: <b>join, boil, soil, coin</b>	Read the words 'now' and 'down'. Write this sentence: <b>I can see a cow down in the soil.</b>	

## Sound Buttons

Sound buttons are spots that can be written underneath a sound to support reading. When you touch the sound button you then practice saying the sound aloud. Digraphs (two letters which make one sound) have a dash under them.



## Buried Treasure

This game can be customised in lots of ways to enable children to use it at different stages of Phase 3. Read a selection of words, some real and some fake. Children to read the words. Put the fake words in the bin and the real words in the treasure chest. This game can be played online at

<https://www.phonicsplay.co.uk/BuriedTreasure2.html>

## Phoneme frames

Frames for pupils to record the phonemes in words, each phoneme/grapheme in a separate box

CVC phoneme frames

