

Macaws Phonics Plan week beginning 27th 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, igh, ur, ow, oi

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	Practise the following digraphs: ai, ee, oa, ow and oi	Teach children how to spell words with these digraphs: ai, ee, oa, ow and oi followed by the letter l . Segment to spell using a phoneme frame: owl, soil, howl, coil, foal, goal, tail, peel	Play Buried Treasure with the words: gowl, boil, howl, coil, feel, yoal, zail, goal, geel, tail . Write the words for your child (on yellow circles to represent coins if you like). Ask them to blend the words to read. Are they real words or alien words? Real words go in the treasure chest and alien words go in the bin.	Write this sentence together: Has an owl got a tail? Can you spot the digraphs in the sentence?	<p>Say the sound of any Phase 2 letter and the Phase 3 letters learned so far.</p> <p>Begin to recognise some capital letters.</p> <p>Write letters correctly using correct formation and grip.</p> <p>Blend and segment in order to read and spell words: earn, fern, win, tail, vet and 'alien' silly words zear, jair</p> <p>Spell the tricky words the, to, I, no, go.</p> <p>Read all the words taught so far, see above.</p>
2	Revise all the sounds and words learnt in previous weeks, see above. 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 'ear' sound, as in the words 'ear', 'dear' and 'hear' . It is a trigraph, three letters making one sound. (No Jolly Phonics for this sound.) Demonstrate on a phoneme frame. d ear 	Segment these 'ear' words to spell using your 'sound arm' and then on a phoneme frame: dear, fear, near, hear, year	Write the sentence: I can hear an owl hoot at night. Can you spot the digraphs and trigraphs in the sentence?	
3	How many consonants can you write down in one minute? Check on the alphabet card to see if you got them all.	Teach the sound 'er' as in the words 'her', 'fern', 'herd' It's a digraph. Teach your child to read the word 'her' . Jolly Phonics action, roll hands over and over each other and say 'er', pretending your hands are a food mixer. Demonstrate on a phoneme frame. h er f er n h er d	Play Buried Treasure with the words: fern, herd, her, perd, merg Write the words for your child (on yellow circles to represent coins if you like). Ask them to blend the words to read. Are they real words or alien words? Real words go in the treasure chest and alien words go in the bin.	Yes/No questions Blend to read and then answer the question. Is it hot this year? Can she see a herd of cows? Can you spot the digraphs and trigraphs in the sentence? Read the word her .	
4	Can you spell the tricky words I, no, go, to, the and so, he, we, be, me, was, will and her ? 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.	Read the word 'her' and revise the 'er' sound. Write the words: hammer, farmer, boxer , read the words together and put a 'sound line' under the 'er' sound. (A 'sound line' or dash is put under a digraph to emphasize it in phonics lessons.)	Have a go at writing: lighter, rocker, better, harder, corner together.	Write the sentence: The hammer hit the nail hard. Can you spot the digraphs?	

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

