

Phase 4 Two week plan		Toucans and Cockatiels 4 lessons per week		weeks beginning 20 th April and 27 th April	
	Revisit and review	Teach	Practice	Apply	Assessment
1	Recall all sounds from Phase 2 and 3, any the children struggle with focus on for the rest of the week.	Teach reading tricky word said and went, from . Blending for reading CVCC words extending CVC words to CVCC words: bend, mend, hump, bent, tent .	Segmentation for spelling: Phoneme frame: lost, fact, husk, bank, milk, lamp, wind, next . Make sure children see the adjacent consonants as separate sounds within separate boxes.	Reading sentences: I sent it in the post. The toy is soft. Match these sentences with the pictures.	Give the sound when shown any Phase 2 and 3 grapheme (letter card). Find any Phase 2 or 3 grapheme ,from a display, when given the sound.
2	Practise reading tricky words said, so and went, from .	Blending for reading: Teach the children how to play Snowball Sounds for the following words: best, gulp, band, dent .	Segmentation for spelling: Play Filling in the Blanks: land, nest, link, hunt, lift .	Writing sentences: I kept the lamp in the tent.	Be able to blend and read words containing adjacent consonants.
3	Practise recognition and recall of Phase 2 and 3 sounds.	Blending for reading: Play Snowball Sounds for the following words: must, loft, raft, pink .	Segmentation for spelling: Play Sort the Letters: lent, bend, sift, tilt, tuft, tusk .	Reading sentences: Yes/no questions: Is milk good for teeth? Can a clock get cross?	Be able to segment and spell words containing adjacent consonants.
4	Practise reading tricky words said, so and went, from .	Blending for reading: Buried treasure, dift, soft, lant, camp, chimp, panch .	Segmentation for spelling: Play Filling in the Blanks: paint, roast, beast, shelf, north, boost, think .	Writing sentences: I sat on the bench and had toast.	Be able to read the tricky said,so .
5	Practise recognition and recall of Phase 2 and 3 sounds.	Teach spelling he, she, me, we, be . Ask the children to write a sentence containing one of these words.	Read the following sentences: He went to bed. She had a pink car. Me and Tom went to the park. We are in the pond. I will be six soon.	Shared reading. Look at a book together. Point out any CVCC words and get your child to have a go reading them.	Be able to spell the tricky words he, she, we, me, be .
6	Practise reading and spelling all high frequency words learned so far in this phase: said, went, from, so	Teach reading tricky words have, like and decodable word it's Explain that it comes from it is. Blending for reading: frog, swim, plug, snap .	Segmentation for spelling: Phoneme frame: sniff, plum, gran, swim, clap .	Reading sentence and draw a picture to go with the sentence: The clown did tricks with gran.	

7	Practise recognition and recall of Phase 2 and 3 sounds.	Teach reading decodable word it's . Explain that it comes from it is. Blending for reading: Play Snowball Sounds for the following CCVC words: green, fresh, smell, snack .	Segmentation for spelling: Play Filling in the Blanks: brown, clock, flag, prod, grab .	Writing sentences: A crab crept into a crack in the rock.	
8	Practise reading and spelling all high frequency words learned so far in this phase.	Blending for reading: Buried treasure: cloop, swing, dreen, float, smarp, groan .	Segmentation for spelling: Play Sort the letters: spark, bring, crash, bleed, clown .	Writing sentences: I was at the pond for a swim	

CVC

Consonant, vowel, consonant words i.e. c-a-t, p-i-g. The word could include a vowel diagraph (two letters one sound) i.e. r-ai-n

CVCC

Consonant, vowel, consonant, consonant words i.e. d-u-s-t, h-a-n-d. The word could include a vowel diagraph (two letters one sound) i.e.

p-ai-n-t

CCVC

Consonant, consonant, vowel, consonant words i.e. c-l-ow-n

Snowball sounds

Show the children how to sound out these words by building up the way you blend. For example if you were reading the word stop blend it as follows: s, t, st,

st, o, sto,

sto, p, stop. This will give the children plenty of practice of blending adjacent consonants.

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>

Filling in the blanks

Draw a phoneme frame with the correct number of sections for the word the child is going to be writing. For example the word flat would need 4 sections. Then give your child the word to spell. If they miss out a letter they can see that there is a letter missing and know that they must try again.

Sort the letters

Select the correct letters to make a Phase 4 word. Put them on the board but jumble them up. Now tell your child the word you want them to write. They have the correct letters so they will know if there is one they haven't used. This will help them to listen carefully for all the sounds. When they have written it, sort out the letters on the board together.

Phoneme frames

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

CCVC/CVCC phoneme frames

