

## **Macaws Phonics Plan                      week beginning 4<sup>th</sup> May**

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**

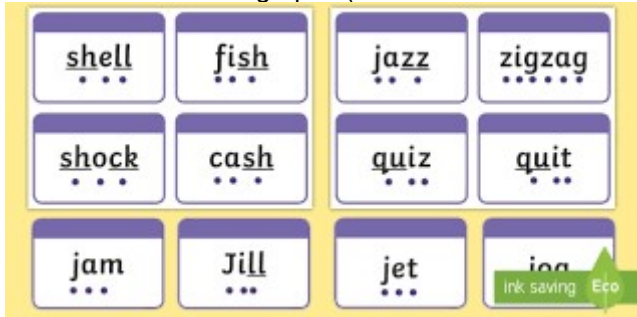
**Phase 3 sounds (taught so far): j, v, w, x, y, zz, qu, sh, th, ch, ng, ai, ee, oa, oo, (long, eg. 'moon' and short sound, e.g. 'book') ar, or, igh, ur, ow, oi, ear, er,**

**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, her**

	Revisit and review	Teach	Practise	Apply	Assessment
1	<p>Revise <b>ai, ee, oa, ow, oi, ear, and er</b></p> <p>You could play a game with the sounds. Write the sounds on paper and spread them out on the floor. First person to 'splat' the sound with their hand scores a point. (We play this game with fly swats in school!)</p>	<p>Teach the 'air' sound, as in the words: 'hair' and 'fair'. (No Jolly Phonics for this sound.)</p> <p>Remind your child that it is a trigraph.</p> <p>Demonstrate on a phoneme frame.</p> <p><b>f air h air</b></p>	<p>Segment these 'air' words to spell using your 'sound arm' and then on a phoneme frame:</p> <p><b>air, hair, fair, pair</b></p>	<p>Read this caption and draw a picture to go with it:</p> <p><b>She has big hair.</b></p> <p>Read the word <b>her</b>.</p>	<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>
2	<p>Sing the alphabet song and point to the letters. Can you point to the correct letter when the adult says it's name, not it's sound?</p> <p>Play 'Quickwrite' capital letters. How many can you write in one minute?</p>	<p>Teach the 'ure' sound as in the words: 'pure', 'cure', 'secure' and 'manure'. It is a trigraph.</p> <p>Demonstrate on a phoneme frame.</p> <p><b>p ure c ure s e c ure</b></p> <p>(This is a very tricky trigraph and word meanings will have to be explained. Don't worry too much if your child struggles with this one!)</p>	<p>Segment these 'ure' words to spell using your 'sound arm' and then on a phoneme frame:</p> <p><b>pure, cure, manure</b></p> <p><b>m a n ure</b></p>	<p>Read the sentence:</p> <p><b>The farm has manure.</b></p>	<p>Blend and segment in order to read and spell words: <b>pure, sure, feel,</b> and alien words: <b>fure, jeel.</b></p>
3	<p>Revise all the sounds and words learnt in previous weeks, see above.</p> <p>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.</p>	<p>Teach your child the rule for using <b>k</b> or <b>ck</b> at the end of a word.</p> <p>When a <b>vowel</b> is on its own making a 'short' sound put a <b>ck</b> at the end: <b>lick, sack, duck, rock, neck.</b></p> <p>When the <b>vowel</b> has a 'friend' put a <b>k</b> at the end: <b>tank, week, park, bunk, link.</b></p> <p>(This is tricky to explain! The children do return to it, so, again, don't worry if they struggle.)</p>	<p>Which ending should these words have?</p> <p>Say them to your child and ask if they end in a 'ck' or a 'k'.</p> <p>Write them together:</p> <p><b>pork, soak, back, duck, park, leek, took, tank</b></p>	<p>Write the sentence:</p> <p><b>I went back to see the tank.</b></p>	<p>Spell the tricky words <b>the, to, I, no, go.</b></p> <p><b>Read all the words taught so far, see above.</b></p>
4	<p>Can you spell the tricky words <b>I, no, go, to, the and so, he, we, be, me, was, will and her?</b></p> <p>You could use the 'look, say, cover, write, check' technique.</p> <p>Look at the word, say it, cover it up, write it without copying, check it's right.</p>	<p>Revise the rule for using <b>k</b> or <b>ck</b> at the end of a word.</p> <p>Read and sort some words into those that end in ck and those that end in k.</p>	<p>Segment these words to spell using your 'sound arm' and then on a phoneme frame:</p> <p><b>tick, bank, tank, book, back</b></p> <p><b>t i ck b a n k</b></p>	<p>Write the sentence:</p> <p><b>I think I see a duck in the park.</b></p>	

### 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



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