

Phase 4 Two week plan		Macaws 4 lessons per week		weeks beginning 29 <sup>th</sup> , 6 <sup>th</sup> and 13 <sup>th</sup> July	
	Revisit and review	Teach	Practise	Apply	Assessment
21	Practise recognition and recall of Phase 2 and 3 sounds	Teach children about syllables	Clap out the names of the children in the class.	Ask children to think of a word with 1 syllable. Check with a partner. Repeat for 2 syllables. Then try 3 syllables.	Give the sound when shown any Phase 2 and 3 grapheme.  Find any Phase 2 or 3 grapheme, from a display, when given the sound.
22	Choose a nursery rhyme and clap out the syllables together.	Spend the lesson today playing the syllable games.			Be able to blend and read words containing adjacent consonants.
23	Practise recognition and recall of Phase 2 and 3 sounds	Teach reading tricky word <b>were</b> . Teach children about words with two syllables. <b>pocket, rabbit, thunder, panda, picnic.</b>	Spelling two-syllable words, <b>pondweed, handstand, helper, desktop.</b>	Reading sentences Yes/no questions Are you afraid of thunder? Can a spoon have a sandwich? Do trains run in a sandpit?	Be able to segment and spell words containing adjacent consonants.
24	Practise reading and spelling all high frequency words learned so far in this phase.	Teach reading tricky word <b>little</b> . Blending for reading two-syllable words, <b>softest, sandwich, shelving.</b>	Spelling two-syllable words, <b>driftwood, lunchbox, shelter.</b>	Writing sentences. They have a lunchbox.	Be able to read the tricky words <b>said, so, have, like, some, come, there, when, what, were, little, one.</b>
25	Practise recognition and recall of Phase 2 and 3 sounds	Teach reading tricky word <b>one</b> . Blending for reading two-syllable words, <b>sandpit, starlight, packet.</b>	Spelling two-syllable words, <b>freshness, floating, shampoo, helpdesk.</b>	Reading sentences: I kept bumping into things in the dark.	Be able to spell the tricky words <b>he, she, we, me, be, was, you, they, are, my, her, all.</b>
26	Practise reading and spelling all high frequency words learned so far in this phase.	Teach spelling <b>all</b> . Blending for reading (two-syllable words): Buried treasure: <b>lunchbox, stusting, crinkbig, giftbag, shampooing, hilpstog.</b>	Spelling two-syllable words, <b>shampoo, handstand, twisting.</b>	Writing sentences, I must not tramp on the flowers.	
27	Practise recognition and recall of Phase 2 and 3 sounds	Blending for reading two-syllable words, <b>drinking, thank you, thundering, crunching, desktop.</b>	Spelling two-syllable words, <b>printer, shrinking, treetop.</b>	Shared reading.	
28	Practise reading and spelling all high frequency words learned so far in this phase.	Teach reading tricky word <b>do</b> . Teach how to read words with more than two adjacent consonants. Play Snowball Sounds: <b>splash, spring, strap.</b>	Segmentation for spelling: Play Filling in the Blanks: <b>stress, splat.</b>	Reading sentences Yes/no questions, Do you like to splash in the bath? Is it winter? Are you strong?	

29	Practise reading and spelling all high frequency words learned so far in this phase.	Blending for reading two-syllable words: <b>stronger, screeching, explain.</b>	Spelling two-syllable words, <b>splashing, impress.</b>	Reading sentences: <b>Fred and Brett spent a week in Spain.</b>	
30	Choose a nursery rhyme and clap out the syllables together.	Blending for reading Buried Treasure: <b>black, broin, flag, spoon trup, cleep, groan.</b>	Blending for reading two-syllable words: <b>sandwich, splashing, toilet, rocket, handbag, blanket</b>	Write sentence: <b>I can go to the spoon shop in a rocket.</b>	
31	<p>Complete the phase 4 assessment sheet. This should highlight any areas which need to be revised again.</p> <p>This assessment can be found on the school website or in the document section of Tapestry.</p>	<p>Children should be able to:</p> <p>Give the sound when shown any Phase 2 and Phase 3 letters/ graphemes;  Find any Phase 2 and Phase 3 graphemes, from a display, when given the sound;  Be able to blend and read words containing adjacent consonants;  Be able to segment and spell words containing adjacent consonants;  Be able to read the tricky words <b>some, one, said, come, do, were, when, have, there, out, like, little, what;</b>  Be able to spell the tricky words <b>he, she, we, me, be, was, my, you, her, they, all, are;</b>  Be able to say how many syllables are in a word;  Write each letter, usually correctly.</p>			

\*Out is a tricky word in Phase 4 as the **ou** digraph has not been taught yet.

## **Syllables**

Teach children that syllables are like beats in words (it is *not* the same as sounding out). Model how to clap words of different syllables and ask children to count the beats. Clap children's names. How many syllables do they have in their names? Play the game below.

Food syllables. Put numbers 1, 2, 3, 4+ around the room. Model how to play by giving the name of a type of food e.g. sandwich. Say it aloud and clap it out then go to the number which corresponds with the number of syllables. Do this a few times. When they are used to the game ask questions such as: What is your favourite sandwich filling? What is your favourite ice-cream flavour? The children will go to different numbers. Ask the children to give their answer and clap out to check they are at the right number. Try asking questions such as "if my favourite flavour ice-cream is vanilla can I stand under the number two?" When children are really confident you can ask them to guess a child's answer purely by the number they are standing under.

You can adapt this to other things such as animals, superheroes, transport etc.

## **CVC**

Consonant, vowel, consonant words i.e. c-a-t, p-i-g. The word could include a vowel digraph (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 digraph (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

