

Phase 4		Toucans and Cockatiels 4 lessons per week			week beginning 15th June
	Revisit and review	Teach	Practise	Apply	Assessment
29	Practise recognition and recall of Phase 2 and 3 sounds.	Teach reading tricky word <b>out</b> * Blending for reading: Countdown <b>sprint, scrimp, street.</b>	Segmentation for spelling: Quickwrite words <b>strong, sprung, screech.</b>	Writing sentence: <b>Are all children good at sport?</b>	Give the sound when shown any Phase 2 and 3 grapheme (letter card).
30	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>	Find any Phase 2 or 3 sound, from a display, when given the sound.  Be able to blend and read words containing adjacent consonants.
31	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>	Be able to segment and spell words containing adjacent consonants.
32	Complete the phase 4 assessment sheet. This should highlight any areas which need to be revised again.  This assessment can be found on the school website or in the document section of Tapestry.		Children should be able to:  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.	Be able to read the tricky words <b>said, so, have, like, some, come, there, when, what, were, little, one.</b>  Be able to spell the tricky words <b>he, she, we, me, be, was, you, they, are, my, her, all.</b>	

\*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.

## 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

