

## Blackbirds phonics for week beginning 22<sup>nd</sup> February

<p>Mon</p>	<p>Practise reading and spelling the words:</p> <p>said, so, went, from, he, she, me, we, be</p>	<p>Explain to your child how to read the tricky words <i>have, like</i> and decodable word <i>it's*</i>.</p> <p>Ask your child to read these words <i>frog, swim, plug, snap</i>.</p>	<p>Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words:</p> <p><i>sniff, plum, gran, swim, clap</i>.</p> <p>Make sure your child sees the adjacent consonants as separate sounds within separate boxes.</p>	<p>Ask your child to read the following sentence and draw a picture to go with it:</p> <p><i>The clown did tricks with gran.</i></p>
<p>Tue</p>	<p>See if your child can remember how to say the sounds learnt so far - focus on those you have noticed that your child has struggled with.</p> <p><i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ure.</i></p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'.</p>	<p>Play Snowball Sounds (Appendix 2) for the following words:</p> <p><i>green, fresh, smell, snack.</i></p>	<p>Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words:</p> <p><i>brown, clock, flag, prod, grab.</i></p> <p>Make sure your child sees the adjacent consonants as separate sounds within separate boxes.</p>	<p>Ask your child to write the following sentence:</p> <p><i>A crab crept into a crack in the rock.</i></p>

Wed	<p>Practise reading and spelling the words:</p> <p>said, so, went, from, he, she, me, we, be, have, like, it's</p>	<p>Play Buried treasure. Can your child use their phonic knowledge to read the words below and decide which are treasure (real words) and which are rubbish (made up words)?</p> <p>cloop, swing, dreen, float, smarp, groan.</p>	<p>Play Sort the letters (Appendix 3) spark, bring, crash, bleed, clown.</p>	<p>Ask your child to write the following sentence:</p> <p>I was at the pond for a swim.</p> <p>As usual ask them to check for capital letters and full stops as well as using their phonic knowledge.</p>
Thu	<p>See if your child can remember how to say the sounds learnt so far - focus on those you have noticed that your child has struggled with.</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ure.</p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'.</p>	<p>Explain to your child the tricky spellings was, you and ask them to have a try at writing them.</p> <p>Play Snowball Sounds (Appendix 2) for the following words:</p> <p>clot, creep, brown.</p>	<p>Ask your child to write the following words:</p> <p>brush, growl, frown, bleep.</p>	<p>Ask your child to write the following sentence:</p> <p>You look sad.</p>

Fri	<p>Practise reading and spelling the following words:</p> <p>said, so, went, from, he, she, me, we, be, have, like, it's, was, you</p>	<p>Play Buried treasure. Can your child use their phonic knowledge to read the words below and decide which are treasure (real words) and which are rubbish (made up words)?</p> <p>smeet, thrill, fluck, flash, crash, crish.</p>	<p>Show your child the animal pictures in Appendix 4. Ask them to write two lists, one with the pictured animals they do like and one with the animals they do not like.</p>	<p>Ask your child to read the following sentence and then draw a matching picture:</p> <p>The frog jumps in the pond and swims off.</p>
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If you have a day when you cannot teach our phonics, you could show your child one of the Letters and Sounds lessons on YouTube. They can be quite long and of course it's more screen time, but some families may like to have a backup resource. This link is the first video that matches Blackbirds phonic phase <https://www.youtube.com/watch?v=66VrNnJSDPw&t=5s>. The lessons that match this phase are lessons 16 to 30.

\*Briefly explain that the apostrophe replaces the letter i in is. Contractions will be taught in more detail in a later phase of phonics.

### Appendix 1: Phoneme frame

Ask your child to draw a phoneme frame on an A4 sheet, they should be familiar with what a phoneme frame looks like. For example, if you were going to ask them to write the word *cat* or *paid* you would first ask them to draw a phoneme frame with three sections. Then give them the word to spell. If they miss out a letter they can see that there is a letter missing and know they must try again. This makes children listen more carefully for the sounds in a word and is extended as the words they are spelling become more complicated.

b	e	n	d
n	or	th	

## Appendix 2: Snowball sounds

Show your child how to sound these words by building up the way you blend. For example, if you were reading the word *stop* you would give your child the sounds *s* and *t*, the child then sounds *s* and *t*, and then blends to give 'st'. Then you add the *o*, now they sound the *st* and the *o*, then blend them to give 'sto', then continue in the same way by giving the *p*. This will give them plenty of practice of blending adjacent consonants. As you build the word, your child can guess what word is coming to make it more fun.

## Appendix 3: Sort the letters

If you have magnetic or wooden letters you can use them for this activity otherwise you can write the letters. Give your child the letters for the word but jumble them up e.g. *n, t, e, l*. Now ask your child to write the word e.g. *lent*. 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.

## Appendix 4:

