

Blackbirds phonics for week beginning 08th February

<p>Mon</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>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 how to read from and said (explain the middle sound makes this a tricky word).</p> <p>Show your child how to read words with two consonants together at the end. Cover the last letter, sound and then blend the first 3 letters together (e.g 'ben') then add the fourth letter after you have done that.</p> <p>bend, mend, hump, went bent, tent.</p>	<p>Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words:</p> <p>lost, fact, husk, bank, milk, lamp, wind, next.</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 sentences and match them with the pictures in Appendix 2.</p> <p>I sent it in the post.</p> <p>The toy is soft.</p>
<p>Tue</p>	<p>Ask your child to read the tricky words said, so and went and from.</p>	<p>Teach your child how to play Snowball Sounds (see Appendix 3) with the following words: best, gulp, band, dent.</p>	<p>Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words:</p> <p>land, nest, link, hunt, lift.</p>	<p>Ask your child to write the following sentence:</p> <p>I kept the lamp in the tent.</p> <p>When they have finished ask them to check their capital letters and full stops.</p>
<p>Wed</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>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,</p>	<p>Play Snowball Sounds (see Appendix 3): must, loft, raft, pink.</p>	<p>Play Sort the Letters (Appendix 4) with the following words: lent, bend, sift, tilt, tuft, tusk.</p>	<p>Ask your child to read the following sentences and to then decide if the answer is yes or no:</p> <p>Is milk good for teeth?</p> <p>Can a clock get cross?</p>

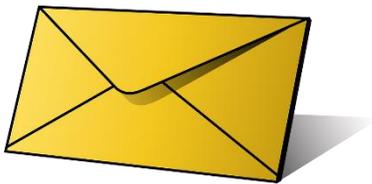
	w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ure.			
Thu	Practise reading tricky words said, so and went, from .	Play Buried treasure. Can your child use their phonic knowledge to read the words below and decide which are treasure (real words) and which are rubbish (made up words)? dift, soft, lant, camp, chimp, panch.	Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words: paint, roast, beast, shelf, north, boost, think. Make sure your child sees the adjacent consonants as separate sounds within separate boxes.	Ask your child to write the following sentence: I sat on the bench and had toast.
Fri	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. 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.	Show your child how to spell the following words: he, she, me, we, be Point out that the e is saying its name not it's sound. Then ask your child to write a sentence containing one of these words.	Ask your child to 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.	Read a book of your choice to your child. When reading, occasionally locate words containing adjacent consonants and ask your child to read them.

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. Match the sentence



Appendix 3: 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: 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.