

## Robin's Phonics week beginning 1<sup>st</sup> March

See also school website - learning - English - phonics

We are learning the alphabet this week as well as some new sounds. It is important to know the names of the letters and their order in the alphabet. Have available a poster or write all the letters in order for your child to see and point to. **Alphabet and letter formation** sheet is with the planning.

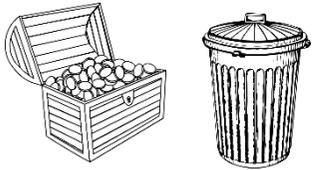
	Revise	Teach	Practice	Apply
Monday	Recall all sounds learned so far using cards you have made. Say 5 different sounds for child to write the letter that makes that sound.	Teach the sound <b>y</b> Segmenting for spelling: Quickwrite words <b>yap, yet, box, yes, fix</b> . Teach children to write high frequency words <b>the, and, to, I</b>	Play Buried treasure with the words <b>yes, yaf, gox, fix, heb, bill</b> .	Blending for reading: Play Yes/no questions <b>Has a fox got six legs?</b> <b>Can I yell?</b> <b>Can he fix it?</b>
Tuesday	Recall all sounds learned so far.  Read through high frequency words learned so far	Teach <b>z</b> Segmenting for spelling: Phoneme frame : <b>zip, zen, Zac</b> .	Blending for reading: Matching words and pictures: <b>zip, yes, zap, yak, van, wet</b> .	Write the question: Has a cat got a zip? Read <b>will, was</b>
Wednesday	Recall all sounds learned so far using flashcards. Play Quickwrite words using the high frequency words <b>the, and, to, I,</b>	Sing the alphabet song to the children. Show them your alphabet frieze/cards as you sing it. Teach reading <b>was</b> .	Learn the first half of the song by heart.	Play Musical Statues Alphabet. Sing the Alphabet Tea song and stop anywhere, child points to or writes the last letter you stopped on.
Thursday	Recall all sounds learned so far using flashcards Play Quickwrite words using the high frequency words <b>the, and, to, I, was</b>	Teach children the rest of the alphabet song. Teach reading <b>will</b> .	Learn the rest of the song by heart.	Play Musical Statues Alphabet Read <b>will, was</b>
Friday	Recall all sounds learned so far. Play Quickwrite letters Sing alphabet song and point to the letters	Show children a display of all the high frequency words learned so far (including Phase 2 words) Show them how to use the display as a word bank.	Demonstration writing. Write the following sentence using the word bank to help you. <b>I go to the zoo.</b> Demonstrate how you are using the word bank.	Writing sentences. Ask the children to write the following sentence using the word bank to help them. <b>I was at the zoo.</b>

The **phase 2 & 3 sounds pictures** page will help your child remember the actions they learnt to go with the sounds they learnt in Ash or Willow class.

j	a	m
v	a	n

**Phoneme frames** – this is a way of dividing a word into its different sounds. The children are used to making them on white boards in phonics lessons. Make your own phoneme frame by drawing 2 vertical lines on a piece of paper for your child to put the sounds in the right place. Say the word first and hold up a finger for each sound. J-a-m has 3 sounds so one sound fits in each column. Chop is also 3 sounds ch-o-p.

m	i	x
ch	o	p
h	i	ll



**Buried treasure** – this is a game where children use their phonics knowledge to read a selection of real words and made up or ‘alien’ words.

Write the words small pieces of paper, they then decide whether they are real or rubbish and put the word on a picture of a treasure chest or rubbish bin. (Or anything you would like to use to represent the two distinct types of words)

Now you know the sounds **s a t p i n m d g o c k c k e u r h b f ff l ll ss j v w x y z**

You also know these tricky words and high frequency words

**A I is in it at an as and on the no go get back not can, to get got put if off big had has him but back of dad mum up he we me be was will**

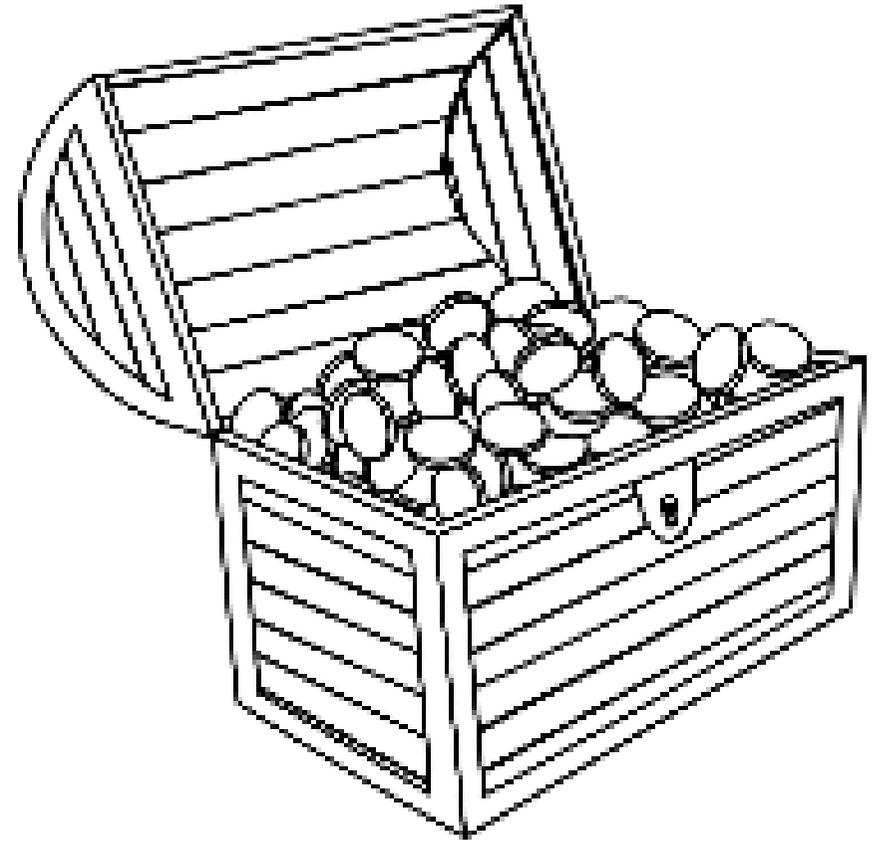
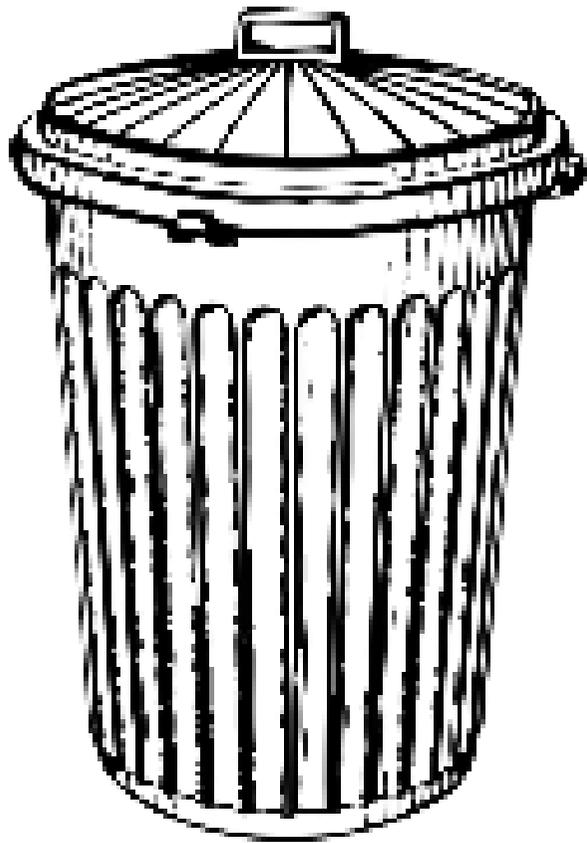
Hide some letters around the room, let your child find them and then make a word. Hide some words around the room, let your child find them and make a sentence.

Stick the letters on a door (with blutac) and make one word after each meal.

Each day choose a sound to look for in a book you read together.

Mr Thorne does phonics (with Geraldine Giraffe)

**Quickwrite** - prepare a phoneme frame with 3 spaces for the 3 sounds in today's words. Say the word. Hold up a finger for each sound. Sound talk the word y-a-p point to each finger as you say the sound. Write one sound in each section of the frame. Say the whole word. Do some together then see if your child can do it on their own, say the word, sound talk the word pointing to a finger for each sound, write the word one sound in each section.



zip, yes, zap, yak, van, wet.

