

Swallows Phonics Week beg 22nd Feb

| | Revisit and review | Teach | Practise | Apply | Alien words to read |
|-----------|---|--|---|---|--|
| Monday | <p>Recall – Ai/ay/a-e/ee /ea/e-e/igh/ie/i-e/oe/o-e /oy/au/ue/ph/wh/ew Read tricky/HFW words: Asked, very Write words: There, here, where</p> | <p>Teach your child to read the words water and again. They are tricky words that cannot easily be decoded using phonics. Chn to read: Can you swim under water? Read the new book again.</p> | <p>Play Georgie’s Gym Reach for your toes. Jump up high. Sit on a chair. Brush your hair</p> | <p>Dictate the sentence We drove to the sea and swam in the water.</p> | <p>Teebob Biphing Gew Sabe</p> |
| Tuesday | <p>Recall – tricky words Said, have, when, little, were, one, water, again</p> | <p>Teach ‘u-e’ and compare to ‘oo’ , ue and ‘ew’. Chn to read: June, prune, flute, rule, brute,</p> | <p>Play countdown Rude/rule/brute/ June/prune/ salute</p> | <p>Chn to write sentence: Ray ate pondweed and prunes for tea again.</p> | <p>Bune Thune midune</p> |
| Wednesday | <p>Recall – all sounds and words from Monday and Tuesday</p> | <p>Teach spelling of when and what. See below for a spelling rule.</p> | <p>Read Hide under the blanket when Fred makes a bang.</p> | <p>Chn to write sentence What time can we go outside?</p> | <p>mabe durb meep gope</p> |
| Thursday | <p>Recall – all sounds and tricky words learnt so far</p> | <p>Teach y and ey as another grapheme to represent the ee sound. It makes this sound at the end of a word. Child to blend and read key, mummy, daddy, sadly, quickly, happy</p> | <p>Read Quickly go and hide the key. What is daddy saying?</p> | <p>Chn to write Can a dragon play the flute?</p> | <p>Ofen Yonee fonus</p> |
| Friday | <p>Practise this weeks spellings and make a sentence for each word.</p> | <p>Find a book and look for the digraphs we have learnt recently aw/wh/ph/oe/au/ew/a-e/i-e/o-e/ue</p> | <p>Play Georgie’s Gym Stand up Sit down Pick up three books. Punch the air.</p> | <p>Play buried treasure Phase 5 on the web site Phonics Play</p> | |

Adults please encourage your children (whatever age or year group) to 'have a go' like Holly to spell words themselves in their writing, using the phonics they have learnt so far. At this stage they are learning new ways of making a sound they have already learnt in reception as well as learning new sounds. We will be teaching them some rules of when to use each grapheme (the letters that represent a sound). If they are not sure, one way is to write both options and see which looks right. Eg grean or green. The more they read the more they will know what the correct spelling looks like.

When writing a longer word your child could clap syllables in the word first. Carpet - car/pet. You can use your sound arm so tap each sound with your right hand on your left arm (or the other way around) c-ar-p-e-t then blend them together c-ar/ car /carp/ carpe /carpet and stroke your right hand down your left arm as you say the whole word. This can also help with reading a new word.

Some prefer to hold up one finger for each sound when making a new word. Eg box - b.o.x 3 fingers, chip - ch.i.p 3 fingers, from - f.r.o.m 4 fingers, chain - ch.ai.n 3 fingers, grape - g.r.a-e.p 4 fingers. Your child then needs to work out which grapheme to use to make the 'a' sound ai/ay/a-e. This help to ensure that all the sounds in the word are written.

Georgie's Gym - Georgie owns a gym. What do you do in a gym? Exercise. Unfortunately Georgie has gone out but he left instructions for the exercises to do today. Child reads the instruction and carries out the action.

Reach for your toes.

Jump up high.

Sit on a chair.

Brush your hair.

Spelling rule- After a w sound A (the letter A) says o. (the o sound children learnt in foundation stage)

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|--------|
| was |
| want |
| what |
| squash |