

## Crows Phonics Plan      week beginning 18<sup>th</sup> May

We usually have four phonics sessions per week. In these lessons we focus on how the letters, digraphs\* and trigraphs\*\* sound as opposed to their names. However, we do teach the name of each letter alongside the sound. We try to keep active and sometimes include both large body movements like circling our arms and small movements like moving our fingers. We always try to hold our pencil with nippy fingers and sit with good posture. We try very hard to form each letter correctly too. We usually use a whiteboard or a pencil and piece of paper. There are many activities online to support phonics, try Teach Your Monster to Read or Phonic Games.

\*digraph-two letters making one sound

\*\*trigraph-three letters making one sound

You can find a copy of the Jolly Phonics actions on the Documents section of Tapestry. Please refer to the Foundation Stage section of the school website to view a link to a video showing the correct pronunciation of each sound.

**Phase 2 sounds – s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss**

**Phase 2 Tricky Words – I, no, go, to, the**

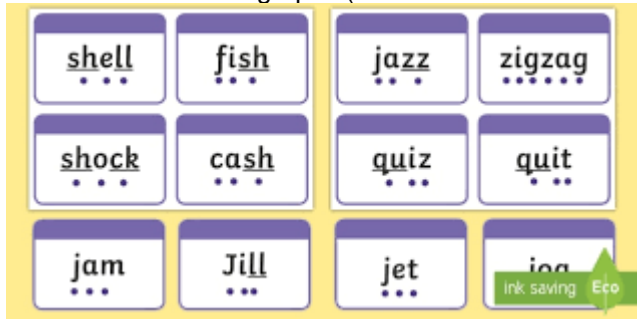
**Phase 3 sounds (taught so far) – j, v, w, x, y, z, zz, qu, sh, ch, th, ng, ai**

**Phase 3 Tricky/high frequency Words (taught so far) – so, he, we, me, be, was, will, are, you, they, with, see, my**

	Revisit and review	Teach	Practise	Apply	Assessment
1	Revise all Phase 2 and Phase 3 sounds taught so far.	Teach the sound and action for <b>ee</b> . Using a phoneme frame and your sound arm segment the words <b>see, tree, feet, weep</b> .	Play Buried Treasure with the words <b>feek, meet, weep, seef, geek, leeb</b> .	Read the caption <b>My feet feel hot</b> . Can you draw a picture to go with this sentence? Read the words <b>see, my, you, was, they, are, with, will</b> .	Say the sound of any Phase 2 letter and the Phase 3 letters learned so far.
2	Sing an Alphabet Song looking at capital letters if possible. Play <b>Quickwrite Capitals</b> .	Revise the sound and action <b>ee</b> . Learn to read new words <b>she</b> and <b>all</b> . Can you put these words into a sentence and say it? Can you use them both in the same sentence.	Play <b>Spot the digraph</b> . Identify the digraphs in these sentences: I can see <b>rain</b> on <b>the roof</b> . <b>Chip</b> the dog has a <b>long tail</b> .	Can you read one of your own books and identify some digraphs?	Begin to recognise several capital letters.  Write letters correctly using correct formation and grip.
3	Revise the words vowel and consonant and identify them. Play <b>Quickwrite vowels</b> .	Teach the sound and action for <b>oa</b> . Using your sound arm and a phoneme frame write the words <b>oak, toad, soap, goat, loaf</b> .	Read and draw a picture to match each of these words: <b>coat, boat, toad, goal</b> .	How do you spell <b>rain</b> ? Write this, then ask which letter do you change to make <b>main</b> ? Keep going with the following words: <b>moat, boat, beet, feel</b> .	Blend and segment phonic and “alien” (unreal) words taught this week.
4	Play <b>Quickwrite</b> words with <b>the, no, go, to, I, he, she, me, be, all</b> .	Revise the sound and action for <b>oa</b> . Revise reading words <b>so, he, we, me, be, was, will, are, you, they, with, see, my, all, I, go, to, the, no, go</b> .	Teach how to use capitals in digraphs. Look at some names, e.g. Chip, Shona. Only the first letter of the digraph is a capital. Together write the names <b>Chip, Theo, Shep</b> .	Write the sentence <b>She can see Chip the dog. I went to see Theo</b> .	Spell the tricky words <b>the, to, I, no, go</b> .  Begin to recognise which letters are vowels and which are consonants.

### Sound Buttons

Sound buttons are spots that can be written underneath a sound to support reading. When you touch the sound button you then practice saying the sound aloud. Diagraphs (two letters which make one sound) have a dash under them.



### 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

CVC phoneme frames



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