

Macaws Phonics					
Phase 4		4 lessons		week beginning 18.5.20	
	Revisit and review	Teach	Practice	Apply	Assessment
1	Recall all sounds from Phase 2 and 3, any the children struggle with focus on for the rest of the week.	Teach reading tricky word <b>said</b> and <b>went, from</b> . Blending for reading *CVCC words extending CVC words to CVCC words: <b>bend, mend, hump, bent, tent</b> . (*see below for explanation)	Segmentation for spelling: Phoneme frame: <b>lost, fact, husk, bank, milk, lamp, wind, next</b> . Make sure children see the adjacent consonants as separate sounds within separate boxes. h u s k	Reading sentences: <b>I sent it in the post. The toy is soft.</b>	Give the sound when shown any Phase 2 and 3 grapheme (letter card).  Find any Phase 2 or 3 grapheme ,from a display, when given the sound.
2	Practise reading tricky words <b>said, so</b> and <b>went, from</b> .	Blending for reading: Teach the children how to play Snowball Sounds for the following words: <b>best, gulp, band, dent</b> . (see below)	Segmentation for spelling: Play Filling in the Blanks: <b>land, nest, link, hunt, lift</b> . (see below)	Writing sentences: <b>I kept the lamp in the tent.</b>	Be able to blend and read words containing adjacent consonants.
3	Practise recognition and recall of Phase 2 and 3 sounds.	Blending for reading: Play Snowball Sounds for the following words: <b>must, loft, raft, pink</b> .	Segmentation for spelling: Play Sort the Letters: <b>lent, bend, sift, tilt, tuft, tusk</b> . (see below)	Reading sentences: Yes/no questions: <b>Is milk good for teeth? Can a clock get cross?</b>	Be able to segment and spell words containing adjacent consonants.
4	Practise reading tricky words <b>said, so</b> and <b>went, from</b> .	Blending for reading: Buried treasure, <b>dift, soft, lant, camp, chimp, panch</b> . (see below)	Segmentation for spelling: Play Filling in the Blanks: <b>paint, roast, beast, shelf, north, boost, think</b> .	Writing sentences: <b>I sat on the bench and had toast.</b>	Be able to read the tricky <b>said,so</b> .  Be able to spell the tricky words <b>he, she, we, me, be</b> .

### CVC

Consonant, vowel, consonant words i.e. c-a-t, p-i-g. The word could include a vowel diagraph (two letters one sound) i.e. r-ai-n

### CVCC

Consonant, vowel, consonant, consonant words i.e. d-u-s-t, h-a-n-d. The word could include a vowel diagraph (two letters one sound) i.e. p-ai-n-t

### CCVC

Consonant, consonant, vowel, consonant words i.e. c-l-ow-n

### **Snowball sounds**

Show the children how to sound out these words by building up the way you blend. For example if you were reading the word stop blend it as follows: s, t, st, o, sto, sto, p, stop. This will give the children plenty of practice of blending adjacent consonants.

### **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>

### **Filling in the blanks**

Draw a phoneme frame with the correct number of sections for the word the child is going to be writing. For example, the word 'flat' would need 4 sections, f|l|a|t. Then give your child the word to spell. If they miss out a letter they can see that there is a letter missing and know that they must try again.

### **Sort the letters**

Select the correct letters to make a Phase 4 word. Put them on the board but jumble them up. Now tell your child the word you want them to write. 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. When they have written it, sort out the letters on the board together.

### **Phoneme frames**

Frames for pupils to record the phonemes in words, each phoneme/grapheme in a separate box

