

Macaws Phonics					
Phase 4 week 2		4 lessons		week beginning 1.6.20?	
	Revisit and review	Teach	Practice	Apply	Assessment
5	Practise recognition and recall of Phase 2 and 3 sounds.	Teach spelling he, she, me, we, be . Ask the children to write a sentence containing one of these words.	Read the following sentences: He went to bed. She had a pink car. He went to the shop with me. We are in the pond. I will be six soon.	Shared reading. Look at a book together. Point out any CVCC words and get your child to have a go reading them.	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.
6	Practise reading and spelling all high frequency words learned so far in this phase: said, went, from, so	Teach reading tricky words have, like and decodable word it's Explain that it comes from it is. Blending for reading: frog, swim, plug, snap.	Segmentation for spelling: Phoneme frame: sniff, plum, gran, swim, clap.	Reading sentence and draw a picture to go with the sentence: The clown did tricks with gran.	Be able to blend and read words containing adjacent consonants.
7	Practise recognition and recall of Phase 2 and 3 sounds.	Teach reading decodable word it's . Explain that it comes from it is. Blending for reading: Play Snowball Sounds for the following CCVC words: green, fresh, smell, snack.	Segmentation for spelling: Play Filling in the Blanks: brown, clock, flag, prod, grab.	Writing sentences: A crab crept into a crack in the rock.	Be able to segment and spell words containing adjacent consonants.
8	Practise reading and spelling all high frequency words learned so far in this phase.	Blending for reading: Buried treasure: cloop, swing, dreen, float, smarp, groan.	Segmentation for spelling: Play Sort the letters: spark, bring, crash, bleed, clown.	Writing sentences: I was at the pond for a swim.	Be able to read the tricky said,so. Be able to spell the tricky words he, she, we, me, be.

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,

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. 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

CCVC/CVCC phoneme frames



--	--	--	--



--	--	--	--

Copyright © 2011, Linda Ward Beech, Scholastic Teaching Resources