

Phase 4 Two week plan		Toucans and Cockatiels 4 lessons per week			weeks beginning 4 th May and 11 th May
	Revisit and review	Teach	Practice	Apply	Assessment
9	Practise recognition and recall of Phase 2 and 3 sounds.	Teach spelling was, you . Blending for reading: Play Snowball Sounds for the following words: clot, creep, brown .	Segmentation for spelling: Quickwrite words: brush, growl, frown, bleep .	Writing sentence: You look sad.	<p>Give the sound when shown any Phase 2 and 3 flashcard.</p> <p>Find any Phase 2 or 3 grapheme, from a display, when given the sound.</p> <p>Be able to blend and read words containing adjacent consonants.</p> <p>Be able to segment and spell words containing adjacent consonants.</p> <p>Be able to read the tricky words said, so, have, like, some, come, there.</p> <p>Be able to spell the tricky words he, she, we, me, be, was, you, they, are.</p>
10	Practise reading and spelling all high frequency words learned so far in this phase: from, went, said, so, have, like, was, you, some, come, there, they, are .	Blending for reading: Buried Treasure: smeet, thrill, fluck, flash, crash, crish .	Segmentation for spelling: Show children the animal pictures Week 2 of the accompanying resources CD: snail, skunk, crab, slug, frog, cat, dog, pig. Ask them to write them in two lists, those they like and those they dislike.	Reading sentence and draw a picture to go with it: The frog jumps in the pond and swims off.	
11	Practise recognition and recall of Phase 2 and 3 sounds.	Teach reading tricky words some, come . Explain that it can be hard to hear the sounds of some letters when put together with others. This week you are going to show them these tricky combinations. Show the children the st poster from the resources and explain how it sounds like sd but words don't start with these two letters together.	Segmentation for spelling: Play Filling in the Blanks: stop, start, stick, stack .	Reading sentences: Yes/no questions: Can you start the car? Do you stop at a green light? Did you get a sticker?	
12	Practise reading and spelling all high frequency words learned so far in this phase: from, went, said, so, have, like, was, you, some, come, there, they, are .	Teach reading tricky word there and decodable word help . Show the children the sk/sc poster from the resources and explain how it sounds like sg but words don't start with these two letters together. Blending for reading: Play Snowball Sounds: skip, scoop, skill .	Segmentation for spelling: Quickwrite words, scarf, scab, skid, skin .*	Writing sentences: The scarf was black and red.	
13	Practise recognition and recall of Phase 2 and 3 sounds.	Teach spelling they . Show the children the tr poster from the resources and explain how it sounds like chr but isn't spelt that way. Blending for reading: tree, trash, trick, tram, truck .	Segmentation for spelling: Play Filling in the Blanks: train, trip, track, trap .	Reading sentence and draw a picture to go with it: The truck got stuck in the tree.	

14	Practise reading and spelling all high frequency words learned so far in this phase: from, went, said, so, have, like, was, you, some, come, there, they, are.	Teach spelling are . Show the children the dr poster from the resources and explain how it sounds like jr but words don't start with these two letters together. Blending for reading: Play Snowball Sounds: drip, drum, drop, dress.	Segmentation for spelling: Quickwrite words, droop, drag, drain, dragon, drab.	Writing sentences: I got a drop of my drink on my dress.	
15	Practise recognition and recall of Phase 2 and 3 sounds.	Show the children the sp poster from the resources and explain how it sounds like sb but words don't start with these two letters together. Blending for reading: Buried Treasure: speeth, spot, spin, sparm, spoon	Segmentation for spelling: Play Sort the Letters: sport, spoil, spark, speck.	Shared reading:	
16	Practise reading and spelling all high frequency words learned so far in this phase: from, went, said, so, have, like, was, you, some, come, there, they, are.	Teach reading tricky words when, what. Blending for reading: Play Snowball Sounds: plump, crept, crunch, craft .	Segmentation for spelling: Quickwrite words, brand, frost, cramp, plump, stamp, trend.	Reading sentences: Yes/no questions: Did you drink milk? Can you stand on your chin? Are frogs from Mars?	

*Children may need some help on whether to use **sc** or **sk** but the focus is not using **s** .

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

