

## Crows Phonics Plan

weeks beginning 15<sup>th</sup> and 22<sup>nd</sup> June

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, ee, oa, oo, ar, or**

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

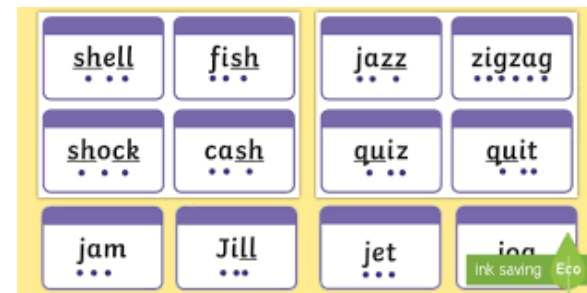
**Phase 3 w.b. 15<sup>th</sup> and 22<sup>nd</sup> June 2020**

	<b>Revisit and review</b>	<b>Teach</b>	<b>Practise</b>	<b>Apply</b>	<b>Assessment</b>
<b>1</b>	Recall all previously learned sounds. Read through high frequency words learned so far.	Teach <b>igh</b> Explain that this is a trigraph where three letters make one sound. Demonstrate this in a phoneme frame.	Segmenting for spelling: Phoneme frame: <b>high, sigh, light, night.</b>	Writing Sentence: <b>The night is dark not light.</b>	Give the sound when shown any Phase 2 letter, and the Phase 3 sounds learned so far.
<b>2</b>	Show children letters of the alphabet and ask them children to say whether it's a vowel or consonant.	Recap <b>igh</b> sound.	Blending for reading: Sound buttons: <b>tight, might, right, sight.</b>	Shared reading: Look at a book, newspaper or magazine and hunt for words containing the <b>igh</b> sound.	Find any letter (upper or lower case), from a display, when given the sound or letter name.
<b>3</b>	Recall all previously learned sounds. Read through all high frequency words learned so far.	Teach <b>ur</b> . Segmenting for spelling: Phoneme frame: <b>surf, urn, hurt.</b>	Blending for reading: Matching words and pictures: <b>church, burn, fur, curl.</b>	Read and answer Yes/No Questions <b>Is it hard to surf? Is it my turn? Can a cat curl up?</b> Read <b>now, down.</b>	Write each letter correctly when following a model.  Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b> , CVC words <b>coin, town, light</b> , and silly words <b>ois, fow, purb.</b>
<b>4</b>	Play Quickwrite sounds with all sounds learnt so far.	Recap <b>ur</b> sound. Children to sit back to back with the adult. Both write an ur word from a list of 8 written up ( <b>surf, hurt, church, burn, fur, curl, turn, turf</b> ) & reveal to their partner. Is it a match?	Segmenting for spelling: Phoneme frame: <b>fur, curl, surf, hurt, burn.</b>	Shared reading: look at a book of your choosing looking for words containing the new digraphs. ( <b>igh, ur</b> )	Be able to spell the tricky words <b>the, to, I, no, go.</b>
<b>5</b>	Show children letters of the alphabet and ask them children to say whether it's a vowel or consonant.	Teach <b>ow</b> . Segmenting for spelling: Phoneme frame: <b>sow, how, down, town.</b>	Blending for reading: Sound buttons: <b>owl, now, down, town.</b>	Writing Sentence: <b>In town the owl hoots.</b>	Be able to read the high frequency words learned so far.
<b>6</b>	Recall all previously learned sounds. Read through all high frequency words learned so far.	Recap <b>ow</b> sound.	Play Buried treasure with words: <b>cow, town, mow, down, owl, drow, owp.</b>	Reading captions activity Drawing <b>The owl is high up in the tree.</b> Read <b>now, down.</b>	

7	Play Quickwrite words using the high frequency words <b>now, down</b> .	Teach <b>oi</b> . Segmenting for spelling: Phoneme frame: <b>coin, oil, foil, soil</b> .	Blending for reading: Play Countdown: <b>foil, join, toil, boil, coin, oil</b> .	Writing sentences: <b>I can see a cow down on the soil.</b> Read <b>now, down</b> .	
8	Recall all previously learned sounds. Read through high frequency words learned so far.	Recap <b>oi</b> sound. Play Digraph Spotter using the following sentences: <b>She has fur on her back. Put the coin in the jar.</b>	Ask children to write the following sentences: <b>How can you see at night? He went for a surf but he got sun burn.</b>	Shared reading: look at a book of your choosing looking for words containing the new digraphs. ( <b>igh, ur, ow, oi</b> )	

### Sound Buttons

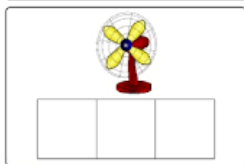
Sound buttons are spots that can be written underneath a sound to support reading. When you touch the sound button you then practice saying the sound aloud. Digraphs (two letters which make one sound) have a dash under them.



### 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>

CVC phoneme frames



### Phoneme frames

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

**Digraph spotter**

In the early stages of reading children are often able to spot digraphs in phonics lessons but then don't always apply this in their reading. This activity is designed to raise awareness of digraphs in texts. Choose some sentences containing digraphs. Model how to blend, but by sounding out each letter (e.g. b-o-o-t). Ask the children if it makes sense. Ask if they can spot anything you did wrong? Explain that you need to spot the digraphs before the blend. Now model correctly. Ask the children to spot the digraphs in the next sentence before they read it. As they get better you don't need to try and 'spot' them first but you can encourage them to find them while they are blending.

This activity also applies to the trigraphs learnt later in this phase.

**Quickwrite Words**

Call out word and ask the children to write the word as quickly as they can. You can also quickwrite sounds taught by calling out the sound and the child recording it quickly. You could always make it fun by timing and seeing how many they can do in 1 minute. Can they beat their time?

**Countdown**

Time how quickly the children can read the words. Can they do it again and beat their time?