

Crows Phonics Plan

weeks beginning 29th June, 6th and 13th July

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, igh, ur, ow, oi

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. 29th June, 6th and 13th July 2020

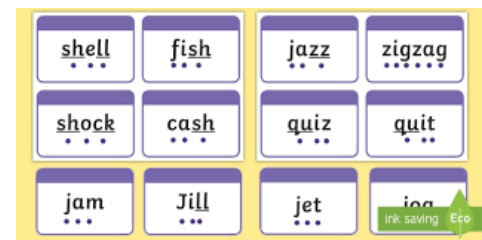
	Revisit and review	Teach	Practise	Apply	Assessment
1	Practise the following digraphs: ai, ee, oa, ow, oi.	Teach children how to spell words with these digraphs followed by the letter l . Segmenting for spelling: Phoneme frame: foil, owl, soil, howl, coil, wail, foal, pail, tail, reel, peel, goal.	Play Buried treasure with the words: gowl, boil, howl, coil, feel, yowl, zail, goal, geel, tail.	Demonstration writing: Writing Sentences: Can an eel howl?	Give the sound when shown any Phase 2 letter, and the Phase 3 sounds learned so far. Find any letter (upper or lower case), from a display, when given the sound or letter name. Write each letter correctly when following a model.
2	Recall all previously learned sounds Read through high frequency words learned so far.	Teach ear . Remind children that a trigraph is three letters that make one sound. Demonstrate this in a phoneme frame.	Segmenting for spelling: Phoneme frame: ear, dear, fear, hear.	Writing Sentences: I can hear an owl hoot at night.	Be able to blend and segment in order to read and spell (using magnetic letters) VC words ox , CVC words coin, town, light , and silly words ois, fow, purb.
3	Recall all previously learned sounds. Read through high frequency words learned so far.	Recap the ear sound	Blending for reading: Sound buttons: near, tear, year, beard.	Play diagraph spotter- Look at a book together and point out any diagraph you can spot.	Be able to spell the tricky words the, to, l, no, go.
4	Ask children to write as many consonants as they can think of in a given time. Check their answers with a partner using the alphabet frieze.	Teach er . Teach children to read her . Segmenting for spelling: Phoneme frame: berk, fern, herd, her.	Play Buried treasure with the words: fern, herd, her, perd, merg.	Play Yes/no questions: Is it hot this year? Can she see a herd of cows?	Be able to read the high frequency words learned so far.
5	Play Quickwrite words using some high frequency words learned so far, including her .	Teach her . Recap the er sound learned in the previous lesson. Show children how the er sounds in the following words: hammer, farmer, boxer. Practise reading and saying this sound at the end of words.	Blending for reading: Play Countdown: lighter, rocker, better, harder, corner.	Writing Sentences: The hammer hit the nail hard.	

6	Recall all previously learned sounds. Read through high frequency words learned so far.	Teach air . Remind children that a trigraph is three letters that make one sound. Demonstrate this in a phoneme frame.	Segmenting for spelling: Phoneme frame: air, hair, fair, pair . Blending for reading: Sound buttons and lines: air, hair, fair, pair .	Reading captions activity. Drawing: She has big hair . Read her .	
7	Recall all previously learned sounds. Read through high frequency words learned so far.	Recap the air sound	Play buried treasure with the words: hair, pair, gair, sair, fair, vair .	Play diagraph spotter- Look at a book together and point out any diagraph you can spot.	
8	Sing the alphabet song and point to letters. Play Quickwrite capitals.	Teach ure using phonics scheme. Remind children that a trigraph is three letters that make one sound. Demonstrate this in a phoneme frame. Segmenting for spelling: Phoneme frame: pure, cure, secure, manure .	Blending for reading: Play Countdown: sure, pure, cure, insure, secure, manure .	Read the sentence: The farm has manure .	
9	Recall all previously learned sounds Read through high frequency words learned so far.	Teach children about the rule for using the k sound at the end of a word. Read the following words to the children and discuss what the spelling should be and why: park, duck, leek, took, tank,	Segmenting for spelling: Phoneme frame: pork, soak, back, spook, bonk, think .	Writing sentences: I think I see a duck in the park. I went back to see the tank.	
10	Recall all previously learned sounds. Read through high frequency words learned so far including all .	Practise spelling words ending in the k sound. Sort pictures into those that end in ck and those that end in k : park, duck, tank, bank, book, tick .	Segmenting for spelling: Teach spelling two-syllable words: tanker, parking, bookish, tuck-shop, ticket .	Reading sentences. Stop at a full stop. Point out capitals at the start of the next sentence.	

11	Play Quickwrite word using the high frequency words learned so far in Phase 3.	Teach reading two-syllable words: toothbrush, armchair, rocker, boxer, lighter, bedroom. Sound buttons: waitress, raindrop, weeping, parking, poison.	Play Buried treasure with the words: hammer, lutter, bitmun, corpork, bedroom, barteep.	Sentence substitution using sentences: Mark fed the cat/dog/hid/Gail/moon.	
12	Recall all previously learned sounds. Read through high frequency words learned so far.	Practise reading: looking, powder, thicker, singer, farmyard.	Segmenting for spelling: Phoneme frame: lightning, orchard, waiter, waiting.	Sentence substitution using sentences: The sheep are in the shed/ bedroom/farmyard/cars/wait.	
13	Complete the phase 3 phonics assessment sheet. Children to read the words/ sounds independently. This will highlight any gaps to be worked on over the summer.				

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.



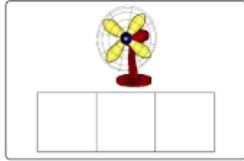
Buried Treasure

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



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?