

Crows Phonics Plan

week beginning 8th 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

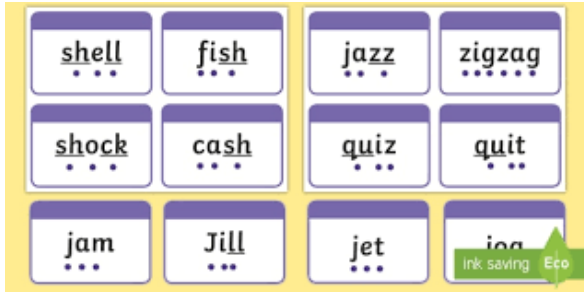
Phase 3 Tricky/high frequency Words (taught so far) – so, he, we, me, be, was, will, are, you, they, with, see, my, she, all

Phase 3 w.b. 8th June 2020

	Revisit and review	Teach	Practise	Apply	Assessment
1	Read through the alphabet and ask the children to shout when they get to a vowel.	Teach reading look, too . Teach ar . Segmenting for spelling: Phoneme frame: bar, park, card, jar .	Play Buried treasure with the words fard, larm, card, farm, hard, park .	Demonstration writing: Writing Sentences: The boot is too cool.	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.
2	Recall all previously learned sounds. Read through high frequency words learned so far.	Play Digraph Spotter using the following sentences: It is too far to go to the park? A pig is in a dark barn at the farm.	Ask children to write the following sentence: Can I go to the park?	Look at a book of your choice and hunt for words containing the new digraphs.	Write each letter correctly when following a model. Be able to blend and segment in order to read and spell (using magnetic letters) VC word ox , CVC words cart, lord , and silly words boak, parp .
3	Play Quickwrite words using the high frequency words look, for, too .	Practice reading look, for, too . Teach or using phonics scheme. Segmenting for spelling: Phoneme frame: for, fork, cord, cork .	Play Buried treasure with the words lord, bork, sort, for, gorg .	Writing sentences: A torch is good in the dark. Read look, for, too .	Be able to spell the tricky words the, to, I, no, go . Be able to read the high frequency words learned so far.
4	Recall all previously learned sounds. Read through high frequency words learned so far.	Play Digraph Spotter using the following sentences: I got a fork in my tooth. My torch is too dark. She has wood in her foot.	Ask children to write the following sentences: Is it a boot or a sock?	Look at a book of your choice and hunt for words containing the new digraphs.	

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>

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?

CVC phoneme frames

