

Macaws Phonics

Phase 4 **8 lessons (4 per week)** **weeks beginning 15.6.20 & 22.6.20**

	Revisit and review	Teach	Practice	Apply	Assessment
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.	Give the sound when shown any Phase 2 and 3 flashcard. Find any Phase 2 or 3 grapheme, from a display, when given the sound.
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.	Be able to blend and read words containing adjacent consonants. Be able to segment and spell words containing adjacent consonants.
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:	Be able to read the tricky words said, so, have, like, some, come, there.
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?	Be able to spell the tricky words he, she, we, me, be, was, you, they, are.
17	Practise recognition and recall of Phase 2 and 3 sounds	Teach reading the decodable word children Blending for reading: Play Countdown, blend, stunt, crust, tramp, grunt.	Segmentation for spelling: Play Filling in the Blanks: drift, slept, skunk, blink.	Writing sentence: I like crisps.	Give the sound when shown any Phase 2 and 3 flashcards. Find any Phase 2 or 3 sound from a

18	Practise reading and spelling all high frequency words learned so far in this phase: Reading- said, so, have, like, some, come, there, when, what. Writing- he, she, we, me, be, was, you, they, are, my, her.	Teach spelling my Blending for reading: Play Snowball Sounds: drank, blank, trunk, crust.	Segmentation for spelling: Quickwrite words: spark, thrust, traps, stomp, shrink.	Read sentences and draw a picture to go with it: The children shrank.	display, when given the sound. Be able to blend and read words containing adjacent consonants.
19	Practise recognition and recall of Phase 2 and 3 sounds.	Teach spelling her Blending for reading: Buried treasure: clost, clamp, brist, speet, street.	Segmentation for spelling: Play Filling in the Blanks: prowl, scoop, frown, scrunch, crisp, stand.	Writing sentence: A wasp can sting.	Be able to segment and spell words containing adjacent consonants.
20	Practise reading and spelling all high frequency words learned so far in this phase: Reading- said, so, have, like, some, come, there, when, what. Writing- he, she, we, me, be, was, you, they, are, my, her.	Blending for reading: Play Countdown: drown, drink, stink, plank, thank, stamp.	Segmentation for spelling: Play Spare letters: trust, thrust, frost, brand, blend, bland.	Read sentences: It is fun to camp in a tent. A crab crept into a crack in the rock. The clown did tricks with a chimpanzee.	Be able to read the tricky words said, so, have, like, some, come, there, when, what. Be able to spell the tricky words he, she, we, me, be, was, you, they, are, my, her.

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.

Countdown

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

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.

Spare letters

This is similar to sort the letters but you add an extra unwanted letter. The children have to listen to the word and write it then tell you which letter was the spare that wasn't needed. This encourages children to listen carefully rather than just play about with the letters. You can add in more letters to make it more difficult.

Phoneme frames

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

