

Blackbirds phonics for week beginning 11th January

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| <p>Mon</p> | <p>See if your child can remember how to say the sounds learnt so far.</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or.</p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'. If you would like to, you can watch this short video that will help with pronunciation https://www.youtube.com/watch?v=UCI2mu7URBc</p> <p>Don't try to do all of them today, break them up over today and future sessions.</p> | <p>Explain the igh sound to your child.</p> <p>Explain that this is a trigraph (we sometimes call them 'special friends') where three letters make one sound.</p> <p>Ask your child to draw a phoneme frame (see appendix 1). Then ask them to write the following words using the new sound.</p> <p>high, sigh, light, night.</p> | <p>Now ask your child to read the following words. Encourage them to sound the word out first rather than immediately reading the word. Once they have told you the sounds then they can blend the sounds to make the word.</p> <p>e.g. 't-igh-t tight'</p> <p>tight, might, right, sight.</p> | <p>Ask your child to write the following sentence <i>The night is dark not light.</i></p> <p>Once they have finished ask them to check, have they used a capital letter, have they used a full stop?</p> <p>Can they tell you where today's sound is in the sentence? Can they spot any other 'special friends' (digraphs where two letters make one sound) in the sentence?</p> |
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| Tue | <p>Ask your child to read the following high frequency words:</p> <p>this, that, then, them, with, they</p> | <p>Explain the ur sound to your child. Then ask them to draw a phoneme frame again as they did yesterday.</p> <p>Then ask them to write the following words:</p> <p>surf, urn, hurt, urn.</p> | <p>Now ask your child to read the following words and match them to the pictures in Appendix 2.</p> <p>church, burn, fur, curl.</p> | <p>Show your child the following sentences and asking them to read them and tell you if the answer is yes or no.</p> <p>Is it hard to surf? Is it my turn? Can a cat curl up?</p> |
| Wed | <p>Show children letters of the alphabet and ask them children to say whether it's a vowel or consonant - See Appendix 3. for the alphabet.</p> | <p>Explain the ow sound to your child. Then ask them to draw a phoneme frame again as they did yesterday.</p> <p>Then ask them to write the following words:</p> <p>sow, how, down, town.</p> | <p>Ask you child to read the following words. owl, now, down, town.</p> | <p>Show your child the following sentence and ask them to draw a picture to represent it.</p> <p>The owl is high up in the tree.</p> <p>Finally ask them to read the high frequency words now and down.</p> |
| Thu | <p>Ask your child to write the words now and down.</p> | <p>Explain the oi sound to your child. Then ask them to draw a phoneme frame again as they did yesterday.</p> <p>Then ask them to write the following words:</p> <p>coin, oil, foil, soil.</p> | <p>Play countdown - see Appendix 4.</p> | <p>Dictate the following sentence for your child to write.</p> <p>I can see a cow down on the soil.</p> <p>Once they have finished ask them to check, have they used a capital letter, have they used a full stop?</p> <p>Can they spot the special friends?</p> <p>Finally ask them to read the high frequency words now and down.</p> |

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| Fri | <p>See if your child can remember how to say the sounds learnt so far.</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, igh, ur, ow, oi</p> <p>Again, don't try to do all of them today, break them up over today and future sessions.</p> | <p>Play Digraph Spotter: ask your child to read the following sentences and to highlight with a coloured pen all the digraphs (special friends).</p> <p>She has fur on her back. Put the coin in the jar.</p> | <p>Ask your child to write the following sentences:</p> <p>How can you see at night? He went for a surf but he got sun burn.</p> | <p>Shared reading and looking for words containing the new digraphs. Find a book to share, as you read ask your child to listen and look out for digraphs.</p> |
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Appendix 1: Phoneme frame

Ask your child to draw a phoneme frame on an A4 sheet, they should be familiar with what a phoneme frame looks like. For example, if you were going to ask them to write the word *cat* or *paid* you would first ask them to draw a phoneme frame with three sections. Then give them the word to spell. If they miss out a letter they can see that there is a letter missing and know they must try again. This makes children listen more carefully for the sounds in a word and is extended as the words they are spelling become more complicated.

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| c | a | t |
| p | ai | d |

Appendix 2 - church

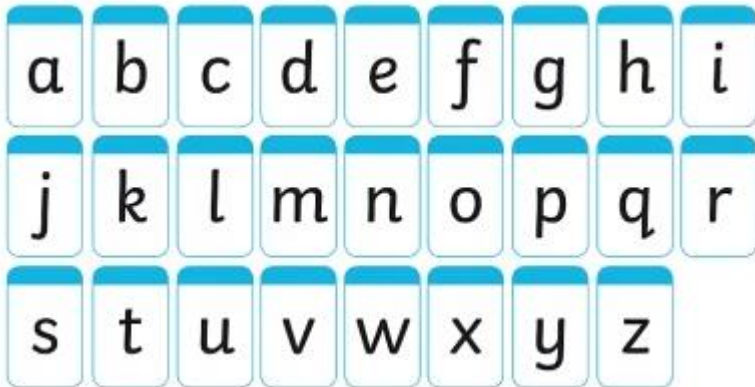
burn

fur

curl



Appendix 3:



Appendix 4: Countdown - time your child for 60 seconds, see how many of the following words they can read in that time. Record the number of words they read, and see if next time they play they can beat their score:

foil, join, toil, boil, coin, oil, aim, main, rain, wait, pain, bait, she, all, see, long, my, rank, sing, wink, ding, dunk, rink, pink, sunk, honk, chunk, long, sang, ring.