

## Blackbirds phonics for week beginning 18<sup>th</sup> January

<p>Mon</p>	<p>Practise reading the following digraphs: ai, ee, oa, ow (as in 'cow'), oi.</p>	<p>Briefly, show your child how to spell words with these digraphs followed by the letter l. Children often find these spellings tricky, for example writing taiyul instead of tail, peeyul instead of peel, foiyul instead of foil, owul instead of owl.</p> <p>Now, ask your child to draw a phoneme frame as they did last week (see Appendix 1). Then ask them to write the following words:</p> <p>soil, howl, coil, wail, foal, pail, reel, goal.</p>	<p>Play Buried treasure. Can your child use their phonic knowledge to read the words below and decide which are treasure (real words) and which are rubbish (made up words)?</p> <p>gowl, boil, howl, coil, feel, yoyal, zail, goal, geel, tail.</p>	<p>Ask your child to read the following sentence and see if they can answer the question.</p> <p>Can an eel howl?</p>
<p>Tue</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,</p>	<p>Show your child the ear 'sound'.</p> <p>Ask your child to draw a phoneme frame as they did last week (see Appendix 1). Then ask them to write the following words:</p>	<p>Ask your child to read the following words:</p> <p>near, tear, year, beard.</p>	<p>Ask your child to write the following sentence:</p> <p>I can hear an owl hoot at night.</p> <p>Once they have finished ask them to check, have they used</p>

	<p>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>ear, dear, fear, hear.</p>		<p>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>
Wed	<p>Ask children to write as many consonants as they can think of in one minute.</p>	<p>Show your child the <b>er</b> sound.</p> <p>Show them how to use this sound to read the word <b>her</b>.</p> <p>Then ask your child to draw a phoneme frame as they did last week (see Appendix 1). Then ask them to write the following words:</p> <p><b>berk, fern, herd, her.</b></p>	<p>Play Buried treasure, as you did on Monday, with the words: <b>fern, herd, her, perd, merg.</b></p>	<p>Play Yes/no questions. Ask your child to read the following sentences and to decide if the answer is Yes or No.</p> <p><b>Is it hot this year?</b></p> <p><b>Can we see a herd of cows?</b></p>
Thu	<p>Ask you child to write the following words:</p> <p><b>this, that, then, them</b></p>	<p>Show your child the word <b>her</b>. Recap the <b>er</b> sound learned in the previous lesson.</p> <p>Show your child the <b>er</b> sound in the following words: <b>hammer, farmer, boxer</b>. Practise reading</p>	<p>Play Countdown with the words in Appendix 2.</p>	<p>Ask your child to write the following sentence:</p> <p><b>The hammer hit the nail hard.</b></p>

		and saying this sound at the end of words.		
Fri	<p>Read through high frequency words learned so far:</p> <p>this, that, then, them, with, they, are, you, will, was, he, we, me, be, see, my, all, she, look, for, too, now, down</p>	<p>Show your child the <b>air</b> sound.</p> <p>Remind children that a trigraph is three letters that make one sound.</p>	<p>Ask your child to draw a phoneme frame (see Appendix 1).</p> <p>Then ask them to write the following words: <b>air, hair, fair, pair.</b></p> <p>Then ask them to read the following words: <b>air, hair, fair, pair.</b></p>	<p>Ask your child to read the following sentence and then draw a picture to go with it.</p> <p><b>She has big hair.</b></p>

### 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.

c	a	t
p	ai	d

**Appendix 2: 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:

lighter, rocker, better, harder, corner, 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