

Blackbirds phonics for week beginning 01st March

<p>Mon</p>	<p>See if your child can remember how to say the sounds learnt so far - focus on those you have noticed that your child has struggled with.</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, ure.</p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'.</p>	<p>Teach reading tricky words some, come.</p> <p>Explain that it can be hard to hear the sounds of some letters when put together with others. This week you are going to show them these tricky combinations.</p> <p>Show your child the st picture in Appendix 1 and explain how it sounds like sd but words don't start with these two letters together.</p>	<p>Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words:</p> <p>stop, start, stick, stack.</p> <p>Make sure your child sees the adjacent consonants as separate sounds within separate boxes.</p>	<p>Ask your child to read the following sentences and to then decide if the answer is yes or no:</p> <p>Can you start the car? Do you stop at a green light? Did you get a sticker?</p>
<p>Tue</p>	<p>Practise reading and spelling the following words:</p> <p>said, so, went, from, he, she, me, we, be, have, like, it's, was, you, some, come.</p>	<p>Explain to your child how to read the tricky word there and the decodable word help.</p> <p>Show your child Appendix 2 about words with sk/sc and explain that it sounds like sg but words don't start with these two letters together.</p> <p>Play Snowball Sounds (Appendix 3): skip, scoop, skill.</p>	<p>Ask your child to write the following words:</p> <p>scarf, scab, skid, skin.*</p>	<p>Ask your child to write the following sentence:</p> <p>The scarf was black and red.</p>

Wed	<p>See if your child can remember how to say the sounds learnt so far - focus on those you have noticed that your child has struggled with.</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, ure.</p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'.</p>	<p>Explain to your child how to spell the word they and ask them to write it down.</p> <p>Show your child Appendix 4 about words with tr and explain how it sounds like chr but isn't spelt that way.</p> <p>Play Countdown (see Appendix 5).</p>	<p>Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words:</p> <p>train, trip, track, trap.</p> <p>Make sure your child sees the adjacent consonants as separate sounds within separate boxes.</p>	<p>Ask your child to read the following sentence and then draw a matching picture:</p> <p>The truck got stuck in the tree.</p>
Thu	<p>Practise reading and spelling the following words:</p> <p>said, so, went, from, he, she, me, we, be, have, like, it's, was, you, some, come, there, help.</p>	<p>Explain to your child how to spell the word are.</p> <p>Show your child Appendix 6 about words with dr and explain how it sounds like jr but words don't start with these two letters together.</p> <p>Play Snowball Sounds (Appendix 3): drip, drum, drop, dress.</p>	<p>Ask your child to write the following words:</p> <p>droop, drag, drain, dragon, drab.</p>	<p>Ask your child to write the following sentence:</p> <p>I got a drop of my drink on my dress.</p>
Fri	<p>See if your child can remember how to say the sounds learnt so far - focus on</p>	<p>Show your child Appendix 7 about words with sp and explain how it sounds like sb but words don't start with these two letters together.</p>	<p>Play Sort the Letters (Appendix 8): sport, spoil, spark, speck.</p>	<p>Read a book of your choice to your child. When reading, occasionally locate</p>

	<p>those you have noticed that your child has struggled with.</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, ure.</p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'.</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>speeth, spot, spin, sparm, spoon.</p>		<p>words containing adjacent consonants and ask your child to read them.</p>
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If you have a day when you cannot teach our phonics, you could show your child one of the Letters and Sounds lessons on YouTube. They can be quite long and of course it's more screen time, but some families may like to have a backup resource. This link is the first video that matches Blackbirds' phonic phase <https://www.youtube.com/watch?v=66VrNnJSDPw&t=5s> The lessons that match this phase are lessons 16 to 30.

Appendix 1:



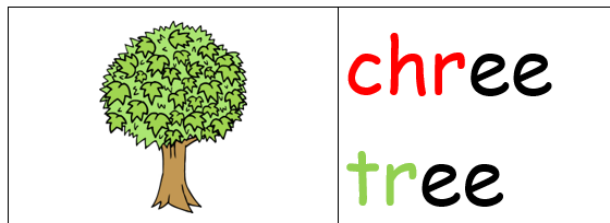
Appendix 2:



Appendix 3: Snowball sounds

Show your child how to sound these words by building up the way you blend. For example, if you were reading the word *stop* you would give your child the sounds **s** and **t**, the child then sounds **s** and **t**, and then blends to give 'st'. Then you add the **o**, now they sound the **st** and the **o**, then blend them to give 'sto', then continue in the same way by giving the **p**. This will give them plenty of practice of blending adjacent consonants. As you build the word, your child can guess what word is coming to make it more fun.

Appendix 4



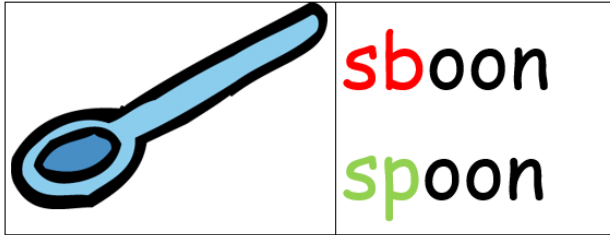
Appendix 5: Countdown - time your child for 60 seconds, see how many of the following words they can read in that time. Record the number of words they read, and see if next time they play they can beat their score:

tree, trash, trick, tram, truck, sure, pure, cure, insure, secure, manure, 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

Appendix 6



Appendix 7



Appendix 8: Sort the letters

If you have magnetic or wooden letters you can use them for this activity otherwise you can write the letters. Give your child the letters for the word but jumble them up e.g. **n**, **t**, **e**, **l**. Now ask your child to write the word e.g. **lent**. 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.