

Phonics

w.c 20th April

Monday

We are learning to read, write and use the phoneme **ai.**

- We will re-visit all of the phonemes we have done so far.
- We will practice writing our new phoneme, making sure we form the letters correctly.
- We will use the phoneme in words.
- We will apply our new phoneme in a sentence.



Re-visit with each click of the mouse a phoneme will appear, say the phoneme and then click for another.

s a t p í n m d g o c k

ck e u r h b f l ll ss

j v w x y z sh ch th ng

ái



Teach look at how to write today's phoneme, have a go at writing it in your phonics book.

- Both letters are short vowels.
- There are no ascenders (tall letters) or descenders (letters that go below the line).
- Write 5 "ai" in your book, put a star next to the one you have formed the most accurately.




Barlow's top tips

Are your letters sitting on the line?
Are your letters equal size?
Have you remembered finger spaces in between the digraphs?





Practise here are some words that feature the **ai** sound, have a go at writing the words. There are 2 different challenge levels.

Mild challenge		Spicy challenge- use the sound buttons to help you	
	Clue: something cold and hard that falls from the sky.		
	Clue: another word for cry.		
	Clue: the thing Jack and Jill went up the hill with to collect water.		

Barlow's top tip
This ai grapheme is usually found in the middle of words.





Apply read the sentences, and repeat it until you can remember it. Then click with the mouse to make then disappear. Have a go at writing the sentence.



The cat has a
long tail.



I sang a song
in the rain.

**Barlow's sentence writing
steps to success.**

- o Use you robot arms to segment each word.
- o Use finger spaces.
- o Read back over the sentence to check it makes sense.



Tuesday

We are learning to read, write and use the phoneme ee.

- We will re-visit all of the phonemes we have done so far.
- We will practice writing our new phoneme, making sure we form the letters correctly.
- We will use the phoneme in words.
- We will apply our new phoneme in a sentence.



Re-visit with each click of the mouse a phoneme will appear, say the phoneme and then click for another.

s a t p í n m d g o c k

ck e u r h b f l ll ss

j v w x y z sh ch th ng

aí ee



Teach look at how to write today's phoneme, have a go at writing it in your phonics book.

- Both letters are short vowels.
- There are no ascenders (tall letters) or descenders (letters that go below the line).
- Write 5 "ee" in your book, put a star next to the one you have formed the most accurately.



Barlow's top tips

Are your letters sitting on the line?
Are your letters equal size?
Have you remembered finger spaces in between the digraphs?





Practise here are some words that feature the **ee** sound, some of them are real and some are fake. Draw a line down the middle of your book, on one side write the real treasure words and on the other write the fake rubbish words.

see weep meet
leeb weep deet
feel feet
deep ree

 Treasure	 Trash
see	leeb

Barlow's top tip
Sound out each word carefully before you write it, check you know what it means before you write it on the treasure side.

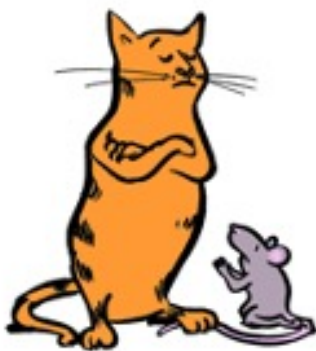




Apply read the sentences, and repeat it until you can remember it. Then click with the mouse to make them disappear. Have a go at writing the sentence.



I can see his
big feet.



A cat can
meet a rat.

**Barlow's sentence writing
steps to success.**

- o Use your robot arms to segment each word.
- o Use finger spaces.
- o Read back over the sentence to check it makes sense.



Wednesday

We are learning to read, write and use the phoneme igh.

- We will re-visit all of the phonemes we have done so far.
- We will practice writing our new phoneme, making sure we form the letters correctly.
- We will use the phoneme in words.
- We will apply our new phoneme in a sentence.



Re-visit with each click of the mouse a phoneme will appear, say the phoneme and then click for another.

s a t p í n m d g o c k

ck e u r h b f l ll ss

j v w x y z sh ch th ng

ai ee igh



Teach look at how to write today's phoneme, have a go at writing it in your phonics book.

- This phoneme uses 3 letters to make one sound, it is a trigraph.
- The letter h is an ascender so it needs to be taller than the others.
- The letter g is a descender and needs to hook round underneath the line.
- Write 5 "igh" in your book, put a star next to the one you have formed the most accurately.



Barlow's top tips

Are your letters sitting on the line?
Are your letters equal size?
Have you remembered finger spaces in between the digraphs?





Practise here are some words that feature the **igh** sound.
Set a timer for 5 minutes, can you write all the words before the time runs out? You get 1 point for each word you write accurately.



Barlow's top tip
Sound out each word carefully before you write it. See if you can beat your score second time round.





Apply read the sentences and see if you think the answer is yes or no.

Is it light at night?

Can a fox sail?

Will it rain tonight?

Can fish weep?

Can rats feel pain?

Will a chick cheep?

Barlow's sentence reading steps to success.

- Use your robot arms to segment each word.
- Break the sentence into chunks if it is too long to read at once.



Thursday

We are learning to read, write and use the phoneme oa.

- We will re-visit all of the phonemes we have done so far.
- We will practice writing our new phoneme, making sure we form the letters correctly.
- We will use the phoneme in words.
- We will apply our new phoneme in a sentence.



Re-visit with each click of the mouse a phoneme will appear, say the phoneme and then click for another.

s a t p í n m d g o c k

ck e u r h b f l ll ss

j v w x y z sh ch th ng

ai ee ígh **oa**



Teach look at how to write today's phoneme, have a go at writing it in your phonics book.

- This phoneme uses 2 letters to make one sound, it is a digraph.
- Both of the letters are small vowel letters.
- Both of the letters are round letters that are formed by using anticlockwise circles to start.
- Write 5 "oa" in your book, put a star next to the one you have formed the most accurately.



Barlow's top tips

Have you started in the correct place?
Has your pencil gone anticlockwise?
Have you kept your pencil on to the end (no sticks added on for the a)?





Practise here are some words that feature the **oa** sound.
Write a shopping list for Barlow, he is going to the shops and can only buy things that feature the oa sound.

Here are some examples:



Can you think of any more?



Apply race Humphrey and Barlow along the board

Autumn Woodland Trail

Phase 3 'igh' and 'oa' words

Start

Roll a dice and move that number of spaces along the woodland trail. Read the 'igh' and 'oa' words and move one space forward for each one you get right. Watch out for woodland dangers and good luck!

Finish!

high

coat

sigh

load

light

goat

might

oak

fight

road

toad

night

tight

loaf

foal

See a bird!
Go back 2.

See a hedgehog!
Go back 2.

See a squirrel!
Go back 2.

See a fox!
Go back 2.

See a rabbit!
Go back 2.

See an owl!
Go back 2.

See a badger!
Go back 2.

coach

shoal

poach

Barlow's top tips

You could print this slide off or use the mouse to click on our picture and drag us along the board on the screen.



Friday

We are learning to read, write and use the tricky words

was and **my**.

- We will re-visit all of the tricky words we have done so far.
- We will practice writing our new words, making sure we form the letters correctly.
- We will use the tricky words in a game.
- We will apply our tricky words in a sentence.



Re-visit with each click of the mouse a word will appear, say the word and then click for another.

s a t p í n m d g o c k

ck e r h b f l ll ss

j v w x y z sh ch th ng

ai ee igh oa



Re-visit with each click of the mouse a word will appear, say the word and then click for another.

I no be he to

go **my** the we

me she **WAS** into



Teach look at how to write today's tricky words, have a go at writing it in your phonics book.

my

was

my

was

my

was

Barlow's top tips

Remember tricky words are ones that we cannot use our phonics (they are not phonetically decodable). We just have to train our brains to remember them.





Practise parents: use post-its or pieces of paper and write the tricky words on. Hide them around the house for the children to find.



To help re-cap previous learning, you could use all the tricky words you have done so far this year in your hunt. Have a look at the tricky word sheet that was sent home for examples of words we have already learnt.





Apply play a pairs game with your tricky words.



Barlow's top tips

This game really helps develop your memory, which is an important part of learning tricky words.

