

# Phonics

w.c 27<sup>th</sup> April

# Monday

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

- 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

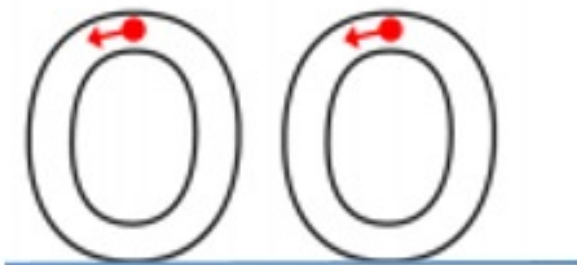
j v w x y z sh ch th ng

ai ee ígh oa oo



**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 "oo" in your book, put a star next to the one you have formed the most accurately.



**Barlow's top tips**

This digraph represents 2 different phonemes

- "oo" as in book is a short and bouncy sound.
- "oo" as in moon is a longer stretchy sound.



**Practise** here are some words that feature the **oo** sound, have a go at writing the words in the correct column.



 Short oo	 Long oo

**Barlow's top tip**  
Divide a page in your phonics book into 2 and sort the words, you might need to say them out loud a few times to hear which oo phoneme it is.





**Apply** read the sentences and when you are sure you know what they say draw a picture to match.

I go to the moon in a boat.

It is fun to go to the zoo.



The foal had a pain in his hoof.



**Barlow's Top Tips**

Make sure you include all the information from each sentence in your picture.

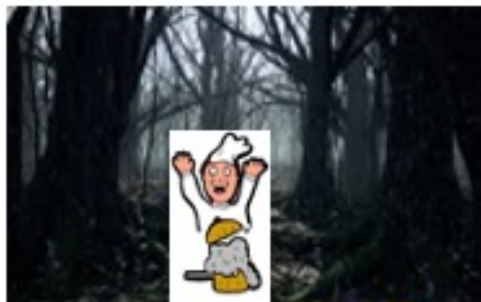




**Extra challenge** can you work out which is the picture to match Barlow's sentence? How do you know it is the right picture?



Deep in the dark wood was a man and he was not a good cook.



# Tuesday

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

- 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 oo  ar



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

- o Both letters are short vowels.
- o There are no ascenders (tall letters) or descenders (letters that go below the line).
- o Write 5 "ar" 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 **ar** 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.

car      tarn      card  
lar      bark      pard  
part      lark      far

 Treasure	 Trash

**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.

market      carpet      darken      garden





**Apply** read the sentences, they all feature the ar sound.



Will it be hard to park my car on this road?

Will a dog bark if it sees a shark?

Is it dark on the moon?

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

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



The farmer looked at is garden and said "my garlic is ready to harvest".



# Wednesday

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

- 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 oo ar **or**



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

- Both letters are short letters.
- There are no ascenders (tall letters) or descenders (letters that go below the line).
- Write 5 "or" 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 **or** sound, can you write them in your phonics book?



**Barlow's top tip**  
Humphrey has got in a muddle, some of the words do not feature **or**, can you find them?







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

Is a fork sharp?

Is corn red?

Is a boot short?

Will a fort be big?

Is a torch bright?

Will a fish forget things?

Is a tail for wagging?

Can a coat get torn on a torn?

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

- o Use you robot arms to segment each word.
- o 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 **or**.**

- oWe will re-visit all of the phonemes we have done so far.
- oWe will practice writing our new phoneme, making sure we form the letters correctly.
- oWe will use the phoneme in words.
- oWe 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 ígh oa oo ar or ur



**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 letters.
- Write 5 "ur" in your book, put a star next to the one you have formed the most accurately.



**Barlow's top tips**

The "ur" grapheme is usually found in the middle of words, the "er" spelling is usually used if it is at the end of the word.





## Practise

here are some words that feature the **ur** sound. Have a go at writing the words and using sound buttons. When you have finished click the mouse and the sound buttons will appear for you to check your learning.

fur



burn



burp



hurt



surf



turn



### Barlow's top tips

Sound buttons help us identify phonemes as we read. Here is an example:

curl



burst



church



turnip



return





**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.



I can surf or sail a boat.



My dog has fur in his tail.



If I burn my leg, it will hurt.

**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.



# Friday

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

**you** and **they**.

- 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.

I no be he to

go my the we you

me she was into they





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

you

they

you

they

you

they

**Barlow's top tips**

Remember to make your ascenders tall and your descenders need to go under the line.





**Practise** write all the tricky words you know onto pieces of paper, your adult will cut each one into two pieces and muddle them all up. Now you have to use your memory to put the words back together.

**you**

**they**

**Barlow's Top Tips**

You can also play this game with digraphs and trigraphs. Simply cut each one into pieces then have a go at matching them up again.





**Apply** hunt through a newspaper or magazine, see what tricky words you can find hiding amongst the text.

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\*\*\* **FAIRY TALE TIMES** \*\*\*

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## **FARMER GROWS AN ENORMOUS TURNIP!**

There was a surprise last night at the Fairy Tale town vegetable show. Farmer Fred had brought his enormous turnip to show the judges and it was the size of a car! The farmer had planted

The farmer needed the help of his wife and his grandchildren and even some of the farm animals to pull up the turnip. Then they had to move it to the show. Fred used his tractor to pull the

### **Barlow's top tips**

The trick words you are hunting for are:

I  
no  
go  
the  
into

he she  
we me  
be my  
you they





## Extra challenge

can you help Humphrey check these sentences? Write the correct way in your phonics book, when you have had a go, click the mouse to check.



the dog and cat went to the parc. he sed "yoo can go on the swins or th slide". then thai had a dink of worta and went home

The dog and cat went to the park. He said "you can go on the swings or the slide". Then they had a drink of water and went home.

### Barlow's sentence check list

- o Correct digraphs
- o Finger spaces
- o Capital letters and full stops.
- o Spelling of tricky words.

