

# Phonics

w.c 11<sup>th</sup> May

Guide to challenge levels:



**Mild**- all children should be able to access this, it should feel comfortable.



**Hot**- some children should be able to access this, it should feel a little bit tricky.



**Super hot**- few children should access this and might need adult support, feel the burn.

# Monday

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

- We will re-vist 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** point to the phonemes and read them.

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 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

**Barlow's top tips**  
If you can't remember the sound use the pictures as a clue.





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

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



**Barlow's top tips**  
This digraph is an alternative spelling "er". It is usually, but not always, found at the end of a word.

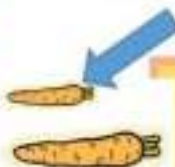
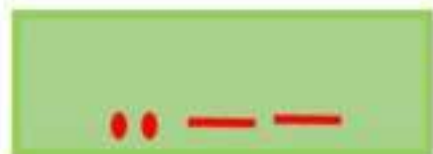
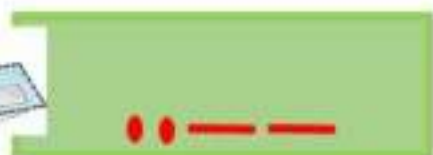
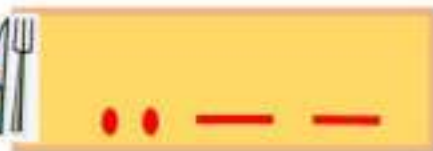




## Practise

here are some words that feature the **er** sound.

Have a go at writing the words and using sound buttons. On the next slide is the answers, an adult can read the words to you if you are unsure of what they are.



### Barlow's top tips

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

better





## Practise

here are some words that feature the **er** sound.

Have a go at writing the words and using sound buttons. On the next slide is the answers, an adult can read the words to you if you are unsure of what they are.



hammer



dinner



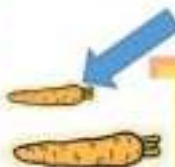
letter



summer



ladder



shorter



farmer



longer

### Barlow's top tips

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

better





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



I got a letter from a farmer.

**Barlow's Top Tips**

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

My ladder was much longer than her ladder.



# Tuesday

**We are learning to write captions and sentences.**

- We will re-visit all of the phonemes we have done so far.
- We will use our phonic knowledge to write.
- We will write captions.
- We will write sentences with the correct punctuation.





**Re-visit** point to the phonemes and read them.

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 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

**Barlow's top tips**  
If you can't remember the sound use the pictures as a clue.





**Teach** here is a woodland scene with some sentences for you to read.

I can see an owl in a tree.

I can see a fox looking at me.



Can you see some of the features you need for a sentence?

- Capital letter
- Full stop
- Finger spaces



**Barlow's top tips**

Now we have looked at all of the phase 3 phonemes it is important that we can apply them in our writing.





**Practise and apply** have a go at writing your own woodland scene sentences.



Steps to success:

- I can segment the words.
- I can form my letters correctly.
- I can use finger spaces in between words.

- I can use capital letters and full stops to punctuate my sentences

**Barlow's top tips**

Say your sentences a few times to help you remember it before you start writing.



# Wednesday

**We are learning to revise all of the phase 3 phonemes.**

- We will re-visit all of the phonemes we have done so far.
- We will identify phonemes that we need to practice.
- We will use these phonemes in a game.
- We will apply our knowledge by playing a game.



**Re-visit** point to the phonemes and read them, below are examples of games found on [phonicsplay.co.uk](http://phonicsplay.co.uk) that will help you re-visit phonemes.



### Barlow's top tips

It is important we continually assess children's learning to check for gaps. As you play the different games make a note of phonemes you are finding tricky to remember and focus on them for the next few days.





**Teach** when you have identified some phonemes that you need to practise play a game of swat it with them.



#### How to play "Swat It"

- Write the phonemes on pieces of paper and stick them to the wall (carefully).
- Use a fly swat or cut out a hand from cardboard.
- One person says the phonemes and the other person has to swat as quick as they can.

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

Here are some examples of games on phonics play that will help with phoneme-grapheme correspondence.





Practise and apply below are some sentences, use the words that follow it to play "sentence substitution". You can swap the words around to see what different sentences you can make.

Step 1- read the sentence

Step 2- see what words you can swap around to make a new sentence. You might want to write the words on different pieces of paper and re-arrange them to form your sentences. E.g. You can **see** a **toad**.

**Barlow's top tip**

The sentences do not have to make sense but ensure you can tell when you have made a silly sentence and can explain why it does not make sense.

You can hear a goat

toad      song      see      coin





Practise and apply below are some sentences, use the words that follow it to play "sentence substitution". You can swap the words around to see what different sentences you can make.

The shop is on the corner

church    right    shark    boat

They might meet in the town

market    summer    we    fish



# Thursday

**We are learning to read, write and use words with more than 1 syllable.**

- oWe will re-vist all of the phonemes we have done so far.
- oWe will practice reading 2 syllable words.
- oWe will write 2 syllable words.
- oWe will apply our new learning in sentences.

## Barlow's top tips

A **syllable** is a single, unbroken sound of a spoken (or written) word. Syllables usually contain a vowel and accompanying consonants. Sometimes syllables are referred to as the 'beats' of spoken language.





**Re-visit** point to the phonemes and read them.

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 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

**Barlow's top tips**  
If you can't remember the sound use the pictures as a clue.





Practise here are some words that are made of more than 1 **syllable**, have a go at reading the words.



chicken



market



boatman



lightning



rooftop



bedroom



farmyard

**Barlow's top tips**

When reading words with more than one syllable it is sometimes useful to break the word down into separate syllables and read the "chunks" separately and then join them together.





Practise here are some words that are made of more than 1 **syllable**, have a go at writing the words.



**Barlow's top tips**  
When writing words with more than one syllable it is sometimes useful to break the word down into separate syllables and segment the "chunks" separately and then join them together.



Friday

**We are learning to read, write and use phase 3  
tricky words.**

- We will re-visit all of the tricky words we have done so far.
- We will practice writing our 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** read each tricky word, make a note of ones you are not sure of and practise them later in the day.

I      no      be      he      to  
my      the      you  
go      we  
she      was  
they      into



**Teach** use the games on phonics play to help you practise reading tricky words.



#### Barlow's top tips

It is important we continually assess children's learning to check for gaps. As you play the different games make a note of tricky you are finding tricky to remember and focus on them for the next few days.





**Practise** here are some bingo boards with tricky words on, you can either print them off or make your own to play bingo with.

These boards can be found on the twinkl website, type phase 3 bingo in the search box and scroll down until you find them.

was	he	they
she	her	you

she	me	be
was	you	they

her	we	be
are	my	all

we	me	he
they	my	be

**Barlow's top tip**  
If you are find some more tricky than others then focus on them.







**Apply** help, I have got in a muddle. The tricky words have got muddled up on my computer screen. Can you help me put them back together?

sh

h

w

m

b

w



**Barlow's top tips**

There might be more than one correct answer.

e

e

e

e

as

e