

Phonics

w.c 1st June

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 **Z.**

- 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 point to the phonemes and read them.

s 	a 	t 	p 	i 	n 	m 	d 	j 	v 	w 	x 	y 	z 	zz 	qu 
g 	o 	c 	k 	ck 	e 	u 	r 	ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
h 	b 	f 	ff 	l 	ll 	ss 	oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 													

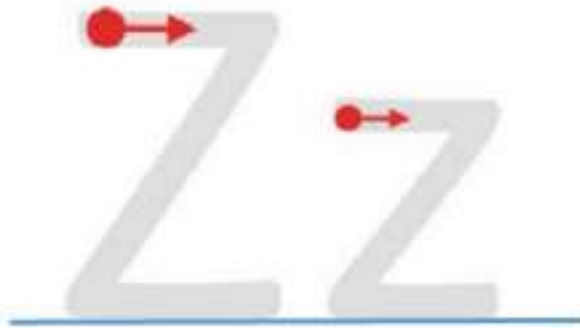
Barlow's top tips
If you can't remember the sound use the pictures as a clue.





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

- o Here is a capital and lower case example.
- o The letters are formed in the same way, but a capital z is a tall letter.
- o Write 5 "z" in your book, put a star next to the one you have formed the most accurately.



Barlow's top tips
Use straight lines for this letter, not curvy ones.





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



z	z

Barlow's top tip
If this sound is at the end of a word then it is often a digraph.





Apply read the sentences and fill in the missing words.

Zip it up!

PhonicsPlay.co.uk

Phase 3 - Week 3 - Tuesday - Applying

Can a tangle bag?

PhonicsPlay.co.uk

Phase 3 - Week 3 - Tuesday - Applying

Can a ball buzz?

PhonicsPlay.co.uk

Phase 3 - Week 3 - Tuesday - Applying

ACT

**Barlow's Top
Tips**
Keep your
eyes peeled
for digraphs.












































Tuesday

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

- 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 point to the phonemes and read them.

s 	a 	t 	p 	i 	n 	m 	d 	j 	v 	w 	x 	y 	z 	zz 	qu 
g 	o 	c 	k 	ck 	e 	u 	r 	ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
h 	b 	f 	ff 	l 	ll 	ss 	oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 													

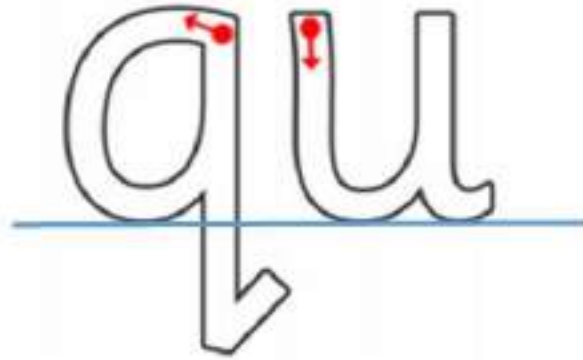
Barlow's top tips
If you can't remember the sound use the pictures as a clue.





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

- o There is a descender and small letter.
- o Write 5 "qu" in your book, put a star next to the one you have formed the most accurately.



Barlow's top tips

A way to remember this digraph is by saying "the queen never goes out without her umbrella", then you remember you need a "q" and a "u".





Practise here is a piece of text that features the **qu** sound.
See how many **qu** words you can spot.

The Quick Fox



A quick fox ran to the quiz in Qued.



"I will win a quid!" the quick fox quips.



He ran in the mud next to a pig. "Quit it!"



He ran next to a duck in the pen. "Quack!"



He ran in the sun next to a dog. "You are quick!"



The quick fox had fun and got a quill and a quid at the quiz.

Barlow's top tips
Some of the **qu** words might start with a capital, they will look like this **Qu**





Apply we often muddle up the qu, ck and x phonemes, here is a game focusing on being able to distinguish between these sounds.

Barrier game instructions













Barrier games are a fun way to develop children's speaking and listening skills.

This barrier game is designed for two players. Each player has a sheet with different graphemes on it and some pictures cut out individually. The two players sit opposite each other. A barrier is then placed between the two players (such as a book) so they are unable to see the other person's picture.

1. Player A gives an instruction to the player B, such as, "Place the queen on the 'qu'" (player A will say the sound, not the name of the letters).
2. Player B listens and then responds to the instruction by putting the correct pictures onto the correct sound.
3. Steps 1-2 are then repeated until both players have filled in all the sounds.
4. At the end of the game, the barrier is removed and the children compare their sheets, looking to see if the same pictures are in the correct positions. The children can then discuss why their sheets do or don't look the same.
5. The players can then swap roles and play the game again.



ck	qu	ck	qu
qu	x	ck	x
x	ck	x	ck
ck	x	qu	qu

Barlow's top tips
Here are the boards for the barrier game.



Wednesday

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

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 point to the phonemes and read them.

s 	a 	t 	p 	i 	n 	m 	d 	j 	v 	w 	x 	y 	z 	zz 	qu 
g 	o 	c 	k 	ck 	e 	u 	r 	ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
h 	b 	f 	ff 	l 	ll 	ss 	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 This digraph is formed using a small letter and a tall ascender.
- o Write 5 "sh" in your book, put a star next to the one you have formed the most accurately.









Barlow's top tips
This sound can be found anywhere in a word.






Practise here are some words that feature the **sh** sound, can you write them in your phonics book?

 _ . . _	 _ . _	 _ . . _
 _ . . _	 _ . . _	 _ . . _



 _ . . . _
--

 _ _ _
--

 _ . . _ . . _
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Apply

look at the pictures, use the words to finish writing the sentences.

Barlow likes to eat _____ and
_____ for his dinner.

Humphrey was late to go to the
_____ so he had to _____.



Every night Humphrey uses some
_____ to wash with in the _____?








































Thursday

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

- 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 	j 	v 	w 	x 	y 	z 	zz 	qu 
g 	o 	c 	k 	ck 	e 	u 	r 	ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
h 	b 	f 	ff 	l 	ll 	ss 	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 This digraph is made of a short letter and a tall letter.
- o Write 5 "ch" in your book, put a star next to the one you have formed the most accurately.



Barlow's top tips

When practicing writing digraphs make sure the letters are close together.





Practise here are some words that feature the **ch** 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.

chíp chím chick

chín chill nich

lich chap rich



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.

kitchen lunchbox matches children





Apply read the sentences.

The rich man had a big chin.



Is it fish and a bag of chips?



The chicken got a chill.



Chuck quickly sat down on the chair.



In my lunchbox are chips, chicken and chocolate.



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.



Friday

We are learning to differentiate between the **sh and **ch** phonemes.**

oWe will re-visit all of the phonemes we have done so far.

oWe will practice writing our new phonemes, making sure we form the letters correctly.

oWe will use the phonemes in a game.

oWe will apply our new phoneme in a sentence.



Re-visit play one of these games on phonics play.



Look at the flashcard and say the sound. How quickly can you go?
Great for: Grapheme recognition

Barlow's top tips

You can explore some of the other games on Phonics Play, you should be able to independently play all of the phase 3 games.



Listen to a phoneme and choose the grapheme that represents it.
Great for: Matching phonemes and graphemes



Practise here are some words that feature all the sounds we have covered this week sound, can you sort them into trash and treasure words?

lich

ship

lish

shop

chip

rush

hush

fish

rich

shil

chim

much

shampoo

dishcloth

children

lunchbox

kitchen

shower

Barlow's top tip.
If it is a treasure word then you must know what it means.





Apply I have been busy shooting digraphs with my paint ball gun.

quiz	ull	shell	hur
rip	ack	rop	fir
rip	ri	ack	rit
car	rop	tick	much

Can you help me work out what the digraphs under the paint are?

