

Phonics Planning Bowmansgreen

Phase 3 Week 2 Objectives and criteria for success: Teach and practise letters/sounds **y z zz qu**

Lesson	Revisit and Review	Teach	Practise	Apply
1	<p>Recall all GPCs learned so far singing the phonics songs for:</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, x</p> <p>(see jolly phonics songs link on reception – phonics – remote learning explanation.)</p>	<p>Teach reading the tricky words we, me, be, he, she.</p> <p>Teach 'y'. Teach the sound 'y' It makes a y sound like y in y-a-k.</p> <p>The letter name is different, in the alphabet song the name sounds like "why". Can you think of any words that have the y sound? Visit Geraldine the giraffe to see what she can find.</p>	<p><u>Segmenting for spelling:</u> <u>Quickwrite words:</u> yap, yet, box, yes, fix.</p> <p>Holding up three fingers sound-talk it, pointing to a finger at a time for each phoneme. Ask the children to do the same and watch to see if they are correct. Holding up the three fingers on one hand, write the letters of the word in the phoneme frame, referring to the letter display to recall a letter. Say another word and ask the children to sound-talk it using their fingers.</p>	<p><u>Blending for reading:</u> Countdown with a mix of word cards. Van, will, mix, Jill, vat, win, fix, jet, vet, wag, box, jog, Vic, web, tax, Jack, Ravi, wig, six, Jen, Kevin, wax, taxi, jet-lag, jacket, visit, velvet, cobweb, wicked, vixen, exit, yap, yes, yet, yell, yum-yum, zip, quiz.</p>
2	<p>Sing alphabet song recapping the letter names ABC and point to the letters. (see alphabet songs link on reception – phonics – remote learning explanation.)</p>	<p>Practise reading we, me, be, he, she.</p> <p>Teach 'z'. e.g. zoo, zip, zero, zig-zag The letter name sounds like "Zee" but it makes a z sound like in zoo.</p>	<p><u>Segmenting for spelling:</u> <u>Quickwrite words:</u> zip, zit, Zak, zigzag. (See Mon activity for procedure)</p>	<p><u>Demonstration writing write the question:</u> Has a cat got a zip?</p>
3	<p>Flashcard game - Recall all GPCs learned so far. 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, x, y, z, zz. (see phonics play phase 2 flashcards – speed trials link on reception – phonics – remote learning explanation.)</p>	<p>Practise reading we, me, be, he, she. Try to change the order of the tricky words to ensure the children are reading them.</p> <p>Teach 'zz'. This is a digraph - two letters together making one sound. zz</p>	<p><u>Segmenting for spelling: Quickwrite words:</u> buzz, fizz, jazz, fuzz. (See Mon activity for procedure)</p> <p>Remember the zz digraph makes one sound so is written in one space on the phoneme frame.</p>	<p><u>Practise applying to reading playing the game Buried Treasure.</u> Blend to read the words, are they real words or nonsense, made up, fake words?</p> <p>This is a great game to apply your blending skills. Select buried treasure - phase 3 - select set 1-6 clicking on the z/zz.</p>

4	Review all the tricky words and practise reading them. (Tricky word trucks on phonics play)	Practise reading we, me, be, he, she Teach 'qu' e.g. qu-ee-n, qu-i-z Remember we call this a digraph - two letters together making one sound.	<u>Segmenting for spelling:</u> <u>Quickwrite words:</u> quiz, quit, quick, quack, quid. (See Mon activity for procedure)	<u>Demonstration writing write the question:</u> Can a duck quack? Can a web buzz? Is a Zebra a pet? Can a hen peck?																																																		
5	Review high frequency words learned so far is, it, in, if, at, as, and, a, had, an, back, dad, put, but, get, big, him, got, his, not, of, up, mum, but, can, on.	<u>Segmentation for spelling:</u> <u>Full circle</u> using the words: quack, quick, tick, tin, bin, bun, buzz, fuzz, fun, fan, tan, tack. 'Full circle'. 1. Say the first word (e.g. quack) and ask the children to write it. 2. Explain that the children are going to keep changing letters to make lots of words and that when they make quack again, they may call out <i>Full circle</i> . 3. Leave quack written throughout the activity. 4. Ask the children to sound-talk quack and then quick and then to change quack into quick by changing the a to an i. 5. Ask them to sound-talk and blend the word to check that it is correct. 6. Repeat with each word in the list until the first word comes round again and then say <i>Full circle</i> with the children.	<u>Blending for reading:</u> Sentence substitution using sentences:	<table border="1" data-bbox="1198 486 2150 877"> <tr> <td>Mark fed the cat</td> <td>dog</td> <td>hid</td> <td>Gail</td> <td>moon</td> </tr> <tr> <td>The sheep are in the shed</td> <td>bedroom</td> <td>farmyard</td> <td>cars</td> <td>wait</td> </tr> <tr> <td>You can hear a goat</td> <td>toad</td> <td>song</td> <td>see</td> <td>coin</td> </tr> <tr> <td>They might meet in the town</td> <td>market</td> <td>summer</td> <td>we</td> <td>fish</td> </tr> <tr> <td>The shop is on the corner</td> <td>church</td> <td>right</td> <td>shark</td> <td>boat</td> </tr> <tr> <td>She has worn red shorts</td> <td>boots</td> <td>boats</td> <td>seen</td> <td>He</td> </tr> <tr> <td>He sat down on the carpet</td> <td>chair</td> <td>fell</td> <td>soil</td> <td>weeds</td> </tr> <tr> <td>She has had lots of good books</td> <td>food</td> <td>seen</td> <td>hard</td> <td>Joan</td> </tr> <tr> <td>Join me in the pool</td> <td>them</td> <td>park</td> <td>keep</td> <td>coach</td> </tr> <tr> <td>This is a good shop for chips</td> <td>coats</td> <td>year</td> <td>coffee</td> <td>bad</td> </tr> </table>	Mark fed the cat	dog	hid	Gail	moon	The sheep are in the shed	bedroom	farmyard	cars	wait	You can hear a goat	toad	song	see	coin	They might meet in the town	market	summer	we	fish	The shop is on the corner	church	right	shark	boat	She has worn red shorts	boots	boats	seen	He	He sat down on the carpet	chair	fell	soil	weeds	She has had lots of good books	food	seen	hard	Joan	Join me in the pool	them	park	keep	coach	This is a good shop for chips	coats	year	coffee	bad
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