

Phonics Planning Bowmansgreen

Phase 3 Week 4 Objectives and criteria for success: Teach and practise letters/sounds **ai ee** long **oo** short **oo**

Lesson	Revisit and Review	Teach	Practise	Apply
1	<p>Recall all GPCs learned so far. Play phoneme splat or on phonics play</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, sh, th, ch, ng,</p>	<p>Teach reading was, will, with</p> <p>Teach 'ai'</p>	<p><u>Segmenting for spelling:</u> <u>Phoneme frame:</u> wait, pain, tail, bait.</p> <p>Say a CVC word and, 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 to their partners using their fingers.</p> <p><u>Blending for reading: Countdown</u> aim, main, rain, sail.</p> <ol style="list-style-type: none"> 1. Display the list of words, one underneath the other. 2. Explain to the children that the object of this activity is to read as many words as possible before the sand timer or stop clock signals 'Stop'. 3. Start the timer. 4. Call a child's name out and point to the first word. 5. Ask the child to sound-talk the letters and read the word. 6. Repeat with another child reading the next. 	<p><u>Reading captions activity Drawing:</u> I am in the rain.</p> <ol style="list-style-type: none"> 1. Display the caption or sentence. 2. Ask the children to read it and draw a quick sketch. 3. Repeat with the next caption.
2	<p>Review HFW - high frequency words learned so far on "tricky word trucks – HFW"</p> <p>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.</p>	<p>Teach reading was, will, with</p> <p>Teach 'ee'</p>	<p><u>Segmenting for spelling: Phoneme frame:</u> see, tree, feet, weep. (See Mon activity for procedure)</p> <p><u>Blending for reading:</u> <u>Countdown</u> jeep, seem, week, deep, keep.</p>	<p><u>Reading captions activity Drawing:</u> I can see a tree. (See Mon activity for procedure)</p>

			(See Mon activity for procedure)	
3	Sing alphabet song and point to the letters.	Teach reading was, will, with Teach long 'oo'	<u>Segmenting for spelling: Phoneme frame:</u> too, zoom, boo, boot. (See Mon activity for procedure) <u>Blending for reading: Countdown</u> food, loot, moon, root. (See Mon activity for procedure)	<u>Demonstration writing</u> write the sentence: The boot is too cool.
4	Review tricky words I the to no go a he she we be me was Or play the tricky word trucks game on phonics play	Practice reading was, will, with Teach short 'oo'.	<u>Segmenting for spelling: Phoneme frame:</u> book, look, cook, good. (See Mon activity for procedure)	<u>Demonstration writing</u> write the sentence: I can cook good food.
5	Recall all GPCs learned so far. Play snowball sounds game or practise on phonics play. 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, sh, th, ch, ng, ai, ee, oo, oo	<u>Segmentation for spelling:</u> Quickwrite words: book, feet, soon, pain.	<u>Blending for reading: Countdown</u> snail, wood, moon, weed (See Mon activity for procedure)	Shared reading with the children locate occasional VC, CV and CVC words Comprising the letters the children have learned and ask the children to read them independently on scholastic and in your reading books.