

Phonics Planning Bowmansgreen

Phase 3 Week 5 Objectives and criteria for success: Teach and practise letters/sounds **oa ar or igh**

Lesson	Revisit and Review	Teach	Practise	Apply
1	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, w, x, y, z, zz, qu, sh, ch, ng, ai, ee, oo/oo Play phonics play flashcard time challenge or use sound cards.	Practice reading the high frequency words my, for, too Teach 'oa'. Practise recognising the grapheme and the sound with its mnemonic (hand over mouth as if shocked "oh"! – playing the Jolly phonics song). Do you know any words that have 'oa' in?	<u>Segmenting for spelling:</u> loaf, toad, oak, foal. <u>Blending for reading:</u> coat, boat, soap, goat.	<u>Reading captions</u> activity model handwriting. Recognise the tricky word and sound-talk the words. After sound talking the second word read both words e.g. the coat then continue to sound talk the next word etc. The coat is too big.
2	Practise the name of each letter Singing the alphabet song and pointing to the letters.	Practise reading my, for, too Teach 'ar'. Practise recognising the grapheme and the sound with its mnemonic (open mouth wide to say 'ar' – playing the Jolly phonics song). Geraldine the Giraffe – off she went around the house to find something with the 'ar' sound.	<u>Segmenting for spelling:</u> bar, park, card, jar. <u>Blending for reading:</u> market, car, cart, hard.	<u>Demonstration writing.</u> Show a picture and ask the children to help write the sentence: Mark and Carl got wet in the rain. Read the caption together Remember that a space is needed after each word, put a mark where the next word will go.
3	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 See phonics play game tricky word truck and select HFW (high frequency words phase 2 all) to recap.	Practice reading my, for, too Teach 'or' – hear it and say it. Say the grapheme with its mnemonic (donkey ears – playing the Jolly Phonics song).	<u>Segmenting for spelling:</u> for, fork, cord, cork. <u>Blending for reading:</u> lord, born, torn, sort.	<u>Reading caption activity:</u> Encourage children to read it and read it to a peer. Children to draw a picture to go with the caption on whiteboards. The farm has a big tree.
4	Play the tricky word trucks on phonics play phase 3 or play tricky word splat.	Practice reading my, for, too Teach 'igh' – model terminology – trigraph, because there are three graphemes making one sound.	<u>Segmenting for spelling</u> high, sigh, light, night. <u>Blending for reading:</u> tight, might, right, sight.	<u>Demonstration writing</u> write the sentence: The night is not light.
5	Recall all GPCs learned so far. Play snowball sounds game	<u>Segmentation for spelling:</u>	<u>Blending for reading:</u>	<u>Shared reading</u>

	<p>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, oa, ar, or, igh.</p>	<p>Quickwrite words: cart, fork, high, goat.</p>	<p>Sort the pictures between the picture of the kitchen and bedroom by reading the words: fork, spoon, sink, bed, lamp.</p>	<p>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.</p>
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