

## Phonics Planning Bowmansgreen

**Phase 3 Week 6**    **Objectives and criteria for success:** Teach and practise letters/sounds **ur ow oi ear**

Lesson	Revisit and Review	Teach	Practise	Apply
1	<p>Choose a practise game each day following the links on the website</p> <p>OR</p> <p>Go to phonics play to find the game.</p> <p>EYFS Phonics practice flash cards game</p> <p>EYFS Phonics practice Dragons Den game</p> <p>EYFS Phonics practice Metal Mike robot game</p> <p>EYFS Phonics phoneme splat game</p> <p>EYFS Phonics tricky word splat game</p> <p>EYFS Phonics snowball game</p> <p>EYFS Phonics practice sound race game</p>	<p>Practice reading <b>you, this, that</b></p> <p>Teach <b>'ur'</b> –</p> <p>roll your hands over each other as if being a mixer and say 'er,er,er'</p>	<p><u>Segmenting for spelling:</u>  <u>Phoneme frame:</u>  <b>fur, burn, burp, curl</b></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>  <b>Surf, urn, hurt, turn</b></p> <ol style="list-style-type: none"> <li>1. Display the list of words, one underneath the other.</li> <li>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'.</li> <li>3. Start the timer.</li> <li>4. Call a child's name out and point to the first word.</li> <li>5. Ask the child to sound-talk the letters and read the word.</li> <li>6. Repeat with another child reading the next.</li> </ol>	<p>Reading captions activity</p> <p><b>The chimpanzee sat in the tree.</b></p> <p>Display the caption. Ask the children to read it with their partners and draw a quick sketch.</p>

2		<p>Teach reading <b>you, this, that</b></p> <p>Teach <b>'ow'</b> – action = pretend your finger is a needle and prick your thumb saying ow,ow,ow!</p>	<p><u>Segmenting for spelling: Phoneme frame:</u> <b>how, down, town</b></p> <p>(See Mon activity for procedure)</p> <p><b>Blending for reading:</b> <u>Countdown</u> <b>owl, now, pow, town</b></p> <p>(See Mon activity for procedure)</p>	<p><b><u>Demonstration writing.</u></b></p> <p>Show a picture of a big cow. Discuss the picture. Ask the children to help write a caption to go with it. Ask them to say the caption together a couple of times and then count how many words and begin to write from the first word.</p> <p>Write the sentence: <b>I can see a big cow.</b></p>
3		<p>Practice reading <b>you, this, that</b></p> <p>Teach <b>'oi'</b> – cup your hands around your mouth and pretend to shout to a passing boat saying 'oi'.</p>	<p><u>Segmenting for spelling: Phoneme frame:</u> <b>coin, oil, foil, soil.</b></p> <p><b>Blending for reading:</b> <u>Countdown</u> <b>foil, join, toil, boil.</b></p>	<p><b><u>Play Yes/no questions :</u></b></p> <p><b>Can he see a cow?</b> <b>Can I go to town?</b> <b>Can I see an owl?</b></p> <p>Display questions. Children to vote yes or no as they independently read the questions.</p> <p><b>Look at the game “sentences” on phonics play, selecting Phase 3 “oi” or revision for a wider selection of yes/no questions.</b></p>
4		<p>Practice reading <b>you, this, that</b></p> <p>Teach <b>'ear'</b> – use terminology trigraph.</p> <p>Geraldine the giraffe.</p>	<p><u>Segmenting for spelling: Phoneme frame:</u> <b>ear, dear, fear, hear.</b></p> <p><b>Blending for reading:</b> <u>Countdown</u> <b>near, tear, year, beard.</b></p>	<p><b><u>Demonstration writing.</u></b></p> <p>Show a picture of an owl. Discuss the picture. Ask the children to help write a caption to go with it. Ask them to say the caption together a couple of times.</p> <p>Write the sentence: <b>I can hear an owl hoot at night.</b></p>

5		<p><b><u>Segmentation for spelling:</u></b> <b><u>Quickwrite words:</u> beard, how, coin, turn.</b></p>	<p><b><u>Blending for reading:</u></b> Sentence substitution to practise reading words in sentences. List alternative words for each sentence. Children to read the sentence Choose one word in the sentence to and substitute it with a different word. Ask the children to read the sentence and give it a tick if they think it makes sense. Read it back together. Continue substituting words to make new sentences asking the children to read each new sentence to see if it makes sense or if it is ridiculous!</p> <p>Example: Mark fed the cat (dog, hid, Gail, moon)</p> <p>The sheep are in the shed (bedroom, farmyard, cars, wait)</p>	<p><b><u>Shared reading</u></b> 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 their reading books.</p>
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