

## Phonics Planning Bowmansgreen

### **Phase 3 Week 7**    **Objectives and criteria for success:** Teach and practise letters/sounds **er air ure**

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>they, then, them, down</b></p> <p>Teach 'er' –</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>Bert, fern, herd, her.</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>letter, dinner, summer, hammer.</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> </ol>	<p>Play Yes/no questions :</p> <p><b>Is it hot this year?</b> <b>Can she see a heard of cows?</b> <b>Can a hammer chop wood?</b> <b>Are fingers as long as arms?</b></p> <p>OR see questions on phonics play the game "sentences" selecting phase 3 and "er". Or a revision of all the sounds.</p> <p><a href="https://new.phonicsplay.co.uk/resources/phase/3/sentences-3">https://new.phonicsplay.co.uk/resources/phase/3/sentences-3</a></p>

			6. Repeat with another child reading the next.																																																			
2		<p>Teach reading <b>they, then, them, down</b></p> <p>Teach 'air'</p> <p>Three letters making one sound is called a trigraph.</p>	<p><u>Segmenting for spelling: Phoneme frame:</u> <b>air, hair, fair, pair.</b></p> <p>(See Mon activity for procedure)</p> <p><u>Blending for reading:</u> <u>Countdown</u> <b>unfair, chair, stair, airport</b> (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>they, then, them, down</b></p> <p>Teach 'ure'</p>	<p><u>Segmenting for spelling: Phoneme frame:</u> <b>pure, sure, cure,</b></p> <p><u>Blending for reading:</u> <u>Countdown</u> <b>insure, manure, secure, mature</b></p>	<p><b><u>Reading captions activity</u></b></p> <ol style="list-style-type: none"> <li>1. Display a caption or sentence.</li> <li>2. Ask the children to read it with their partners and draw a quick sketch.</li> <li>3. Repeat with the next caption.</li> </ol> <p>Drawing: <b>Look at his hair.</b></p>																																																		
4	Practise reading: <b>waitress, raindrop, weeping, carpark, looking, powder, thicker, singer.</b>		<p>Segmenting for spelling: Phoneme frame: <b>look, good, book, cook.</b></p> <p>Blending for reading: <b>wool, took, hood, look.</b></p>	<p>Demonstration writing write the sentence <b>They look good.</b></p>																																																		
5	<p>Reading sentences. Stop at a full stop. Point out capitals at the start of the next sentence. Read 'In the woods' together. <b><u>In the Woods</u></b> Chip the dog runs to the woods. He is looking for rabbits but sees a fox. The fox sees him but rushes off to its den. Chip dashes after it but cannot see it. He feels sad and runs back to his kennel.</p>		<p>Play sentence substitution</p> <table border="1"> <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	<p><b><u>Read the caption and draw a picture to go with it.</u></b></p> <p><b>Having food in a wigwam is fun.</b></p>
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