

## Phonics Planning Bowmansgreen

### Phase 3 Week 8

**Objectives and criteria for success:** Teach how to read two-syllable words

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>Practise reading <b>all, her, look, now.</b></p> <p><b><u>Reading Two Syllable Words</u></b> <i>Procedure</i></p> <ol style="list-style-type: none"> <li>Write a two syllable word putting a / between the two syllables. E.g. (car/park)</li> <li>Sound-talk the first syllable and blend it: c-ar car.</li> <li>Sound talk the second syllable and blend it: p-ar-k park.</li> <li>Say both syllables car park.</li> </ol> <p>Sorting between things at school and things at home by reading the words and putting them in the correct frame: <b>bedroom, teacher, rooftop, pen-pot, sister.</b></p> <p>NB Some items, e.g. <b>rooftop</b>, might belong in both categories!</p>	<p><b><u>Segmenting for spelling with two-syllable words:</u></b> <i>Procedure</i></p> <ol style="list-style-type: none"> <li>Say a word (e.g. <b>farmyard</b>) then clap each syllable.</li> <li>Repeat with two or three more words.</li> <li>Clap the first word again and tell the children that the first clap is <b>farm</b> and the second is <b>yard</b>.</li> <li>Listen for the sounds in <b>farm</b> and write them.</li> <li>Repeat with the second syllable.</li> <li>Read the completed word.</li> <li>Repeat with another word.</li> </ol> <p><b>workman, pigpen, bookshop, market.</b></p>	<p><b><u>Reading Sentences</u></b></p> <p>Go back through all Yes/no questions to read.</p> <p><b>Will six cows fit in a car? Can coins sing a song? Will all shops sell nails?</b></p> <p>Yes/no questions suitable for the end of Phase Three See page 97.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                 Is rain wet? Can a boat sail? Is all hair fair? Is the moon far off? Are fish and chips food? Is it dark at night? Is a thick book thin? Can we get wool from sheep? Will six cows fit in a car? Can coins sing a song?             </td> <td style="width: 50%; border: none;">                 Will all shops sell nails? Can a chicken sit on a chair? Can a coach zoom into the air? Are the teeth of sharks sharp? Are fingers as long as arms? Can a coat hang on a hook? Can a hammer chop wood? Will a ship sail on a road? Can ducks see fish in rivers? Can you hear bees buzzing now?             </td> </tr> </table>	Is rain wet? Can a boat sail? Is all hair fair? Is the moon far off? Are fish and chips food? Is it dark at night? Is a thick book thin? Can we get wool from sheep? Will six cows fit in a car? Can coins sing a song?	Will all shops sell nails? Can a chicken sit on a chair? Can a coach zoom into the air? Are the teeth of sharks sharp? Are fingers as long as arms? Can a coat hang on a hook? Can a hammer chop wood? Will a ship sail on a road? Can ducks see fish in rivers? Can you hear bees buzzing now?
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2		<p>Practise reading <b>all, her, look, now.</b></p> <p><b><u>Reading Sentences</u></b> <b><u>On the farm</u></b> <b>I will soon visit my Nan at her farm. She will let me feed the hens and chickens.</b></p> <p><b>They peck up corn in the farmyard.</b></p>	<p><b><u>Segmenting for spelling:</u></b> Practise writing captions and sentences.</p> <ol style="list-style-type: none"> <li>Say the sentence a couple of times.</li> <li>Count how many words.</li> <li>Say the first word.</li> <li>Write the letters needed for the first word.</li> <li>Remember a capital letter.</li> <li>Leave a finger space.</li> <li>Say the sentence again.</li> <li>Listen for the second word.</li> </ol>	<p><b><u>Reading Sentences</u></b></p> <p>Go back through all Sentence substitution:</p> <p><b>You can hear a goat (toad/song/see/coin)</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3">https://www.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3</a></p>		

		<p>She has goats and cows as well as hens. She gets the hens into a shed at night – foxes might get them.</p>	<p>9. Repeat for each word. 10. Remember a full sentence at the end of the sentence.</p> <p>Dictate sentences to the children: The farmer gets up at six to feed the cows and sheep in the morning.</p>	<p>Make new sentences by swapping the words. Does your new sentence make sense?</p>
3		<p>Practise reading all, her, look, now.</p> <p><b><u>Reading Sentences</u></b> <b><u>In Town</u></b> You and I can meet on the corner. We can get the bus to the fish and chip shop. Janaki and her sister may join us. They can get fish and chips too. Then we can all run to the park.</p>	<p><b><u>Segmenting for spelling:</u></b> (As above)</p> <p>Dictate sentences to the children: Jill has fair hair but Jack has dark hair.</p>	<p><b><u>Reading Sentences</u></b></p> <p>Go through Yes/no questions.</p> <p>Can a chicken sit on a chair? Can a coach zoom into the air? Can a coat hang on a hook?</p>
4		<p>Practise reading all, her, look, now.</p> <p><b><u>Reading Sentences</u></b> <b><u>In a Wigwam</u></b> Kevin has a wigwam in the garden. Alex, Jon and Jeevan visit him.</p> <p>Kevin's Dad cooks chicken for them on hot coals.</p>	<p><b><u>Segmenting for spelling:</u></b> (As above)</p> <p>Dictate sentences to the children: Jim has seven silver coins. He gets sweets with them.</p>	<p><b><u>Reading Sentences</u></b> Sentence substitution: They might meet in town (market/summer/we/fish)</p>
5		<p>Practise reading all, her, look, now.</p> <p><b><u>Reading Sentences</u></b></p>	<p><b><u>Segmenting for spelling:</u></b> (As above)</p> <p>Dictate sentences to the children:</p>	<p><b><u>Reading Sentences</u></b></p> <p>Go through Yes/no questions</p>

	<p><b><u>At the river</u></b> Max and Vikram sail a wooden boat. Jeff chucks bits of bun in the river for the ducks. Yasmin sits on a rock and looks for fish.</p>	<p>I can see a pair of dark boots on the mat. Can she see them?</p>	<p>Can ducks see fish in rivers? Can you hear bees buzzing now?</p>
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