

## Phonics Planning Bowmansgreen

### Phase 4 Week 1

**Objectives and criteria for success:** Teach spelling CVCC words and the tricky words [he](#), [she](#), [me](#), [we](#), [be](#).

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><b><u>Practise reading</u></b></p> <p>Said, so, went, from</p> <p><b><u>Blending for reading</u></b></p> <p>bend, mend, hump, bent, tent</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><b><u>Segmenting for spelling</u></b></p> <p>lost, fact, husk, bank, milk, lamp, wind, next.</p> <p>Say a CVCC word and, holding up four 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 four 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><b><u>Reading Sentences</u></b></p> <p>The bank was shut</p> <p>Display the caption. Ask the children to read it with their partners and draw a quick sketch.</p>
2		<p><b><u>Practise spelling</u></b></p> <p>he, she, me, we, be</p> <p><b><u>Blending for reading</u></b></p> <p>best, gulp, band, dent.</p>	<p><b><u>Segmenting for spelling:</u></b> Quickwrite words</p> <p>land, nest, link, hunt, hand, gust, lift.</p>	<p><b><u>Reading Sentences</u></b></p> <p>I kept bumping into things in the dark</p>
3		<p><b><u>Blending for reading – Sentence substitution</u></b></p> <p>The man burnt the toast/ towel, girl, milk, brings</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/4/sentence-substitution-ph4">https://www.phonicsplay.co.uk/resources/phase/4/sentence-substitution-ph4</a></p>	<p><b><u>Segmenting for spelling:</u></b></p> <p>lent, bend, sift, vest, tilt, tuft, tusk damp, bust.</p>	<p><b><u>Reading Sentences</u></b></p> <p>Go through Yes/no questions.</p> <p>Is milk good for teeth? Can a clock get cross?</p>
4		<p><b><u>Blending for reading - Countdown</u></b></p>	<p><b><u>Segmenting for spelling:</u></b></p>	<p><b><u>Writing Sentence</u></b></p>

		champ, tenth, bench, thank, toast, shift, thump.	paint, roast, beast, shelf, north, boost, think.	I lit the lamp in the dark.
5		<b><u>Buried Treasure</u></b> dift, soft, lant, camp, chimp, panch.	<b><u>Segmenting for spelling:</u></b> faint, theft, drank, drink , thank.	<b><u>Shared Reading</u></b> locate occasional VC, CV, CVC and CVCC words comprising the letters the children have learned and ask the children to read them independently on scholastic and in their reading books.