

## Phonics Planning Bowmansgreen

**Phase 4 Week 2** Objectives and criteria for success: Teach reading the tricky words have, like, some, come and decodable words it's, just

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>Practise reading</b></p> <p>Have, like, some, come, it's, just</p> <p><b>Blending for reading</b></p> <p>spot, frog, swim, drop, step, star, tree.</p> <p>1. Display the list of words, one underneath the other. 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'. 3. Start the timer. 4. Call a child's name out and point to the first word. 5. Ask the child to sound-talk the letters and read the word. 6. Repeat with another child reading the next.</p>	<p><b>Segmenting for spelling</b></p> <p>plan, grip, glad, from, stop, twin, sniff, plum, gran, swim, clap, trip.</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>Reading Sentences</b></p> <p>The clown did tricks with a chimpanzee.</p> <p>Display the caption. Ask the children to read it with their partners and draw a quick sketch.</p>
2		<p><b>Blending for reading</b></p> <p>speck, green, fresh, steep, smell, track, spin.</p>	<p><b>Segmenting for spelling:</b> Quickwrite words</p> <p>brown, sport, trash, start flag, spear, spoil, spoon.</p>	<p><b>Writing Sentences</b></p> <p>A crab crept into a crack in the rock.</p>
3		<p><b>Blending for reading – Sentence substitution</b></p> <p>Fred has spent lots of cash this year/ Gretel/ lost/ lent/ bricks.</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>Segmenting for spelling:</b></p> <p>spark, bring, crash, bleed, creep, brown, clown, cream.</p>	<p><b>Reading Sentences</b></p> <p>Reading sentences 'I can...'  <b>I can drink my milk</b>  <b>I can toast some cheese</b>  <b>I can punch a bag</b>  <b>I can hunt the slipper</b></p>

				<b>I can brush my hair</b>
4		<u>Blending for reading - Countdown</u>  clear, train, swing, droop, spoon, float, smart, groan.	<u>Segmenting for spelling:</u>  brush, sport, growl, scoop, frown, speech.	<u>Writing Sentence</u>  Writing sentences 'I can...'  Children make their own versions from yesterday.
5		<u>Blending for reading - Countdown</u>  smear, thrill, stop, stick, flock, flash, crash.	<u>Segmenting for spelling:</u>  pond, desk, grab, slug, snail, plum.	<u>Matching Sentences</u>  Look at three pictures and match the picture to the sentence.  <b>The frog jumps in the pond and</b> <b>swims off.</b>