

## Phonics Planning Bowmansgreen

### Phase 4 Week 3

**Objectives and criteria for success:** Teach reading words containing two adjacent consonants.

Lesson	Revisit and Review	Teach	Practise	Apply
1	Choose a practise game each day following the links on the website  OR  Go to phonics play to find the game.	<p><b><u>Practise reading</u></b></p> <p>were, there, little, one, help</p> <p><b><u>Blending for reading - sentence substitution</u></b></p> <p>Gran went to get fresh fish/Stan/needed/meat/grill.</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>brand, frost, cramp, plump, stamp, trend.</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 - yes/no</u></b></p> <p>Are you fond of plums?</p> <p>Did a shark ever jump up a tree?</p> <p>Can frogs swim in ponds?</p>
2		<p><b><u>Blending for reading - countdown</u></b></p> <p>blend, stunt, crust, tramp, grunt, crept.</p>	<p><b><u>Segmenting for spelling:</u></b> Quickwrite words</p> <p>drift, slept, skunk, think, thank, blink</p>	<p><b><u>Writing Sentences</u></b></p> <p>A drip from the tap drops in the sink.</p>
3		<p><b><u>Blending for reading – countdown</u></b></p> <p>drank, blank, trunk, crunch, drench, shrink.</p>	<p><b><u>Segmenting for spelling:</u></b></p> <p>spark, thrust, spring, strap, stomp, speech.</p>	<p><b><u>Reading Sentences - drawing</u></b></p> <p>It is fun to camp in a tent.</p>
4		<p><b><u>Blending for reading - Buried treasure</u></b></p> <p>clost, clamp, brist, string, speet, street.</p>	<p><b><u>Segmenting for spelling:</u></b></p> <p>prowl, scoop, frown, scrunch, crisp, stand.</p>	<p><b><u>Writing Sentence</u></b></p> <p>The crisps crunch.</p>
5		<p><b><u>Blending for reading - Countdown</u></b></p> <p>drown, drink, stink, plank, thank, stamp.</p>	<p><b><u>Segmenting for spelling:</u></b></p> <p>trust, brand, frost, blend, grasp, bland.</p>	<p><b><u>Shared Reading</u></b> locate occasional VC, CV, CVC and CVCC words and ask the children to read them independently.</p>

