


Mr. Rapley's Phonics group






Here is a guide to the pronunciation of the sounds we have learnt:

<https://www.youtube.com/watch?v=p7hRbrpq5Bo> (please ignore the last 3)

m, a, s, t, d, p, i, n, g, o, c, k, b, u, f, e, l, h, sh, r, ch, th, ng, nk, qu

Please continue to work at your child's pace and dip in and out of the previous weeks planning as needed.

Day	Activity
Monday 18 th May	<p>Pick a few of the sound cards you have already made and spread them out on the floor for your child. Give them something to throw (a beanbag, a hoop etc.) and ask them to try and throw it at any sound. Once the object lands, can your child tell you what sound they have landed on?</p> <p>Once they have told you the sound, challenge them to go and record the sound in their books in their neatest hand writing. Remember your child may still need to use the RWI Ditties to support their formation.</p> <p>Once the game has progressed - try and challenge your child to land on set sounds (i.e. can you land your beanbag on the 'm'?)</p> <p>This game can also be made more challenging by getting your child to throw the beanbags and spell out specific words such as: bun, peg, sit, mud, rat, bed or bug.</p>
Tuesday 19 th May	<p>Show your child the following images - what can they see in the pictures? Get your child to record what they can see (this can be as simple as the word 'dog' or can be made more complicated with a sentence such as 'Pat the dog.' Remember to work at your child's pace.</p> <div data-bbox="635 1424 1310 1630" style="text-align: center;"></div> <p style="text-align: center;">Pat the dog. Cat in a hat. A sad man.</p>
Wednesday 20 th May	<p>Go on a word/sound hunt! Depending how you feel your child is doing with phonics - select some sounds (or create some word cards that your child can read) around a room. Get your child to try and retrieve the sounds/words from around the room and bring them to you.</p> <p>As your child brings them to you, can you ask them to read out the word/say the sound? Get your child to create a 'list' of the sounds/words they find. If they are recording words, get them to</p>

	<p>read them out, then cover the word card and 'say the word' to see if they can spell it out independently.</p>
<p>Thursday 21st May</p>	<p>Show your child the following pictures below - explain that the first 'sound' of these words is missing. In their books, can they record the missing sound from these words? If you want to challenge your child further, cover the entire word and get them to attempt to write it.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>_og</p> </div> <div style="text-align: center;">  <p>_ap</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p>_nt</p> </div> <div style="text-align: center;">  <p>_ug</p> </div> </div>
<p>Friday 22nd May</p>	<p style="text-align: center;">Phonics board game!</p> <p>Play another round of the 'phonics board game' you made during week 5.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Here are the rules as a quick reminder....</p> <p>Have one counter for each player. The first player rolls the dice and moves that many spaces. When they land on the sound or word, they have to say the sound or read the word. If it is a decodable word, you may need to support your child to sound it out. You could also write the sound buttons underneath the word to help your child sound out the word.</p>

Additional learning ideas/games:

What's in the Box?

1. Hide some objects or pictures in the box or bag. (Make sure these are decodable for your child)
2. Spread some sounds or word cards around the outside of the box or bag. (These should match up with the objects in the box) Use sounds if you only want to focus on the initial sound of the object.

3. Ask your child to choose one of the sound or word cards. Ask them to say the sound or sound out the word. You can support your child by adding sound buttons to the word to help them sound out.
4. Once your child has said the sound or word, encourage them to look in the box or bag to find the picture that matches.

Cross the river

1. Lay some fabric on the floor so it looks like a river.
2. Give your child a sound or word card that they are able to decode. Explain to them that to cross the river, they need to be able to read the word to the puppet (or you if not using a puppet).
3. Encourage your child to either say the sound, sound out the decodable word or say the Tricky Word.
4. Once they have read the sound or word, tell them to ask the puppet 'May I cross the river?' If they are correct, the puppet can tell them yes or nod their head.
5. Give your child another sound or word card and repeat steps 3 and 4.

Bingo

This game can be played with multiple players – so if your child has an older/younger sibling get them involved!

1. Create a 6x6 grid and fill it with some of the sounds your child knows.
2. Call out some different sounds (they don't all have to be on the Bingo card) if your child hears a sound that is on their board, they may cross it out. (Alternatively, they can put a counter over it if you would like to reuse the grid)
3. Once your child has covered or crossed out all of their sounds, they must shout 'BINGO!'