




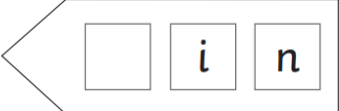



Mr. Rapley's Phonics group


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 8 <sup>th</sup> June	<p>Play a game of 'splat' using the sounds: m, a, s, t, d, p, i, n, g, o, c</p> <p>Collect any sounds that your child is unsure on.</p> <p>Show your child the following images, and explain that a burglar has stolen one of the sounds from the words! Can your child tell you what sound it might be? Once they tell you, get them to record the whole word in their books.</p> <div data-bbox="708 969 1019 1077"></div> <div data-bbox="1121 958 1235 1077"></div> <div data-bbox="703 1135 778 1245"></div> <div data-bbox="895 1135 1235 1245"></div> <div data-bbox="671 1305 1002 1417"></div> <div data-bbox="1070 1305 1259 1417"></div>
Tuesday 9 <sup>th</sup> June	<p>Play a game of 'splat' using the sounds: k, b, u, f, e, l, h, r, y</p> <p>Collect any sounds that your child is unsure on.</p> <div data-bbox="834 1632 1102 1951"></div> <p>Phonics bowling! Using some skittles or bottles, use some of the sound cards and stick these to the bottles/skittles. As an</p>

	<p>additional challenge, you can stick some familiar words onto them. Get your child to throw a ball, and knock over some of the skittles. After they have had a turn, set them up with their book and go and collect the skittles. As you set them back up, say the sounds or words that your child knocked over to your child and get them to record them. This can be done a number of times, it might look a little bit like this:</p> <p>1) r, b, k, b 2) e, l, h, r, y</p>
<p>Wednesday 10<sup>th</sup> June</p>	<p>Play a game of 'splat' using the sounds: sh, ch, th, ng, nk, qu Collect any sounds that your child is unsure on.</p>  <p>Create a 'washing line' for your sound cards, say the following words to your child, and ask them if they can create these words on the washing line: <b>sing, thing, ring, quit, think</b></p> <p>Once completed, can your child record these words in their books? As an additional challenge, get them to write the sentence: <b>'I think I stink.'</b></p>
<p>Thursday 11<sup>th</sup> June</p>	<p>Play a game of 'splat' using any of the sounds you have collected this week. This group of sounds should be filled with ones your child is a little uncertain on and require additional revision. If your child is confident, flash through some simple CVC words such as 'dog', 'cat', 'mat', 'log' etc.</p> <p>Collect a dice, and create a chart similar to the one below, if preferred, you can use the larger version found below the grid:</p>



Get your child to roll the dice, and tell you the number. Once this has been done, your child can select one of the words under that number to read. This game can be altered to just include the sounds that your child is confident with.

Friday 12<sup>th</sup> June

Show your child the following image:  
(A larger version can be found below)



Can your child spot anything? Try and start with the phrase 'I spy a...!' and allow your child to finish the sentence. Encourage them to then sound out the word 'I spy a b-a-t.'

In their phonics books, can your child record the words that they can spot? Please try to encourage independence by getting them to think about the sounds they hear.

Thursday 11<sup>th</sup> June

Phase 2 – SATPIN Roll and Read

					
a	in	is	it	at	an
as	sat	sit	tip	tap	pin
pan	sip	nap	nip	tin	sap
pat	nit	pip	tan	pit	ant

Friday 12<sup>th</sup> June



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!'