






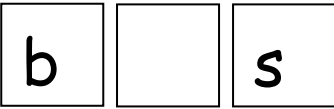
Mr. Rapley's Phonics group




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 15 <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> <p> </p> <p> </p> <p> </p>
Tuesday 16 <sup>th</sup> June	<p>Play a game of 'splat' using the sounds: k, b, u, f, e, l, h, r, y</p> <p>Create word cards for the following words: ink, shop, chip, chat, wink.</p> <p>Place these in front of your child, and sound out any of the words. Get your child to orally blend this together and try to 'guess' the word that you are sounding out. (i.e. I spot a ch-i-p.) Once they know it, they can pick it out and keep it in a pile.</p> <p>Next can you play a round of 'speed sounds' with your child? Call out some select sounds from the 'splat' game and see how</p>

	<p>quickly your child can record these. Remember to encourage them to independently form them by saying the ditties.</p>
<p>Wednesday 17<sup>th</sup> June</p>	<p>Play a game of 'splat' using the sounds: sh, ch, th, ng, nk, qu</p>  <p>Using lollipop sticks, can you practice making words with your child? This can be done by attaching individual sounds to the top of the stick using paper, or simply writing the sounds on the top of the stick. Alternatively, you can use strips of cards with the sounds written on them. The purpose of this activity is for your child to visually see how words are 'made' and manipulate the resources to create them. Your lollipop sticks will need to have the following sounds: b, u, g, f, o, x, h, a, t, s, ck.</p> <p>Can you make the following words? Bug, fox, hat, sock.</p>
<p>Thursday 18<sup>th</sup> June</p>	<p>Play a game of 'splat' using the sounds: 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</p> <p>Show your child the following images: Can they write some sentences about these images? If this is proving too challenging, get them to record some of the things they see and record the sounds they hear.</p>  <p>a)  Fox in a box</p>



b) Cat in a hat



c) Dog on a log



d) Bug in a rug

Friday 19<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.

Friday 19<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!'