



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 22 nd June	<p>Resources: Three word cards with the following words written: 'fish' 'and' 'chips'</p> <p>Hide these cards around the room, and explain to your child that there is a 'secret message' hidden around the room! Challenge your child to find the words, and when they return them, get them to read them. Once all the cards have been retrieved and read, can they put them together to read the secret message? (fish and chips)</p>  <p>Can your child draw a picture of the secret message and write the caption underneath it? Remember to hide the words when they do this so they do not simply copy it.</p>
Tuesday 23 rd June	



Show the above pictures to your child and go through the names of each of them (shop, queen, chips and shop) Play a game of 'I spy' with a twist! Say the phrase 'I spy with my little eye...something beginning with' and say the pure sound the word starts with. (i.e. *ch* for chips, or *qu* for queen.) For ship and shop, you can say, 'can you spot something else that starts with this sound?'

In their books, can your child either:

Practice writing these digraphs.

Sound out and write the words as they find them as a 'tick list.'

Wednesday 24th
June

Resources: Card/Paper (preferably green as this is what the children will be used to) and the words 'fish', 'shop', 'quit', 'chop', 'chat' and 'ship' written on them.

Today, can you start by flashing through the pure sounds you and your child have been working on? (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)

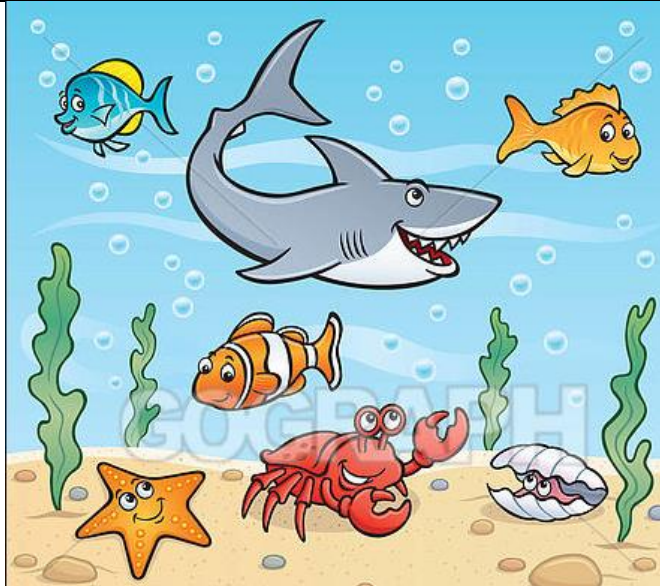
Continue the session by showing the word cards to your child.

Can your child practice reading these words to you independently? You can support your child by putting sound buttons underneath the sounds, and pointing to each sound. It should look like this with sound buttons:



Thursday 25th June

Flash through the sounds and add in a few select words from yesterday. It is important at this stage that your child includes word reading practice on a daily basis, so these words cards can now be incorporated into our 'daily phonics routine.' It might be challenging at first, but the more your child practices this the better the end result will be.



Show the following scene to your child, there is lots to spot in their picture! To begin with, ask your child what they can spot? Can they see the clam? The Shark? The fish?

Tell them that you are going to play another game of 'I spy'...much like Tuesdays session, start by saying 'I spy with my little eye, something beginning with...' and say the initial sound. Can your child spot the right thing after only hearing the initial sound? If this is too challenging, you can 'fred talk' or sound out the whole word and they will have to blend it. (i.e. f-i-sh, or sh-ar-k or even 'c-l-a-m)

In their books, can your child either:
Practice writing these digraphs.

Sound out and write the words as they find them as a 'tick list.'

Friday 26th June

Flash through the sounds and add in a few select words from Wednesday. Try to mix them up so your child doesn't get into the habit of 'sight reading.' Try to encourage a good balance of sounding out, and recognition.

Using some simple to sound out objects or pictures and a stuffed toy, today your child is going to practice some oral blending. Collect or draw a picture of a - cat, dog, fish, log, frog, ship and a shape. These all need to be separate so your child can hand these out. Go through the names of each thing to ensure that your child understands the words first.

Next - say that the stuffed toy needs a specific item, but you will need to fred talk it. (i.e. teddy needs a f-i-sh) it is now up

	to your child to orally blend it and hand the teddy the fish. Continue until all of the items have been handed out.
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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!'