

Mr. Rapley's Phonics group

Please Note: Due to the nature of 'transition week' for the children, the teachers have provided three days of planning for each subject. We understand that the structure of the week is slightly different, so have created plans that reflect these changes.

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
Day One	<p>Flash through the set 2 sounds already covered and the word cards for: got, mat, shop and chop.</p> <p>When working with the children over the past few weeks - two sounds that seem to have been challenging are the ng and nk sounds.</p> <p>Continue the session by showing your child the card with the ng sound. This can be a challenging sound to make/remember, so please see the link above the planning table to hear the correct pronunciation. Get your child to think about what the digraph looks like (an n sat next a g) and say the following words, placing an emphasis on, and stretching out the ng sound:</p> <p style="text-align: center;">thing string wing ring</p> <p>Your child does not need to read these words - but it is important that they hear you modelling it, and try to mimic this like a 'mirror.' Next, can you get your child to practice forming the 'ng' sound in their books.</p>
Day Two	<p>Flash through the set 2 sounds already covered, the word cards for: got, mat, shop and chop.</p> <p>Recap the sound from yesterday by showing your child the 'ng' sound and asking if they are able to make that sound. If you have a mirror, get your child to make it in a mirror to think about the way their mouth looks and moves when they are making this sound. Encourage them to 'stretch' the sound to place an emphasis on the sound it is making. Next, sound out</p>

	<p>the following words to your child; are they able to blend the words together and draw pictures to match?</p> <p style="text-align: center;">w-i-ng, s-i-ng r-i-ng</p> <p>Underneath each picture, get your child to either write the 'ng' sound or the full word, depending on the stage of your child's learning.</p>
Day Three	<p>Resources: Cards with the following words written on: the, I, no, go, she, to, he, we.</p> <p style="text-align: center;">Start the session with the 'tricky words' song: https://safeYouTube.net/w/X3aM</p> <p>Once the song has finished, can you lay out the 'tricky words' in front of your child. Explain that you are going to ask them to 'splat' the tricky words once you say them. Call out one of the words, and challenge your child to splat it as quick as they can! As an additional challenge; get your child to record the tricky words you say into their books.</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!'