

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 we know, with a focus on digraphs (sh, ch, th, ng and qu) read the following words written on card: wing, sing, ring. To support your child, you can write sound buttons underneath the sounds, broken down like so: w-i-<u>ng</u>, s-i-<u>ng</u>, r-i-<u>ng</u>.</p> <p>Show your child the sound 'nk' written on a large, A4 card. Ask your child about the two letters sat next to each other - explain that they are the letter 'n' (pronounced 'en') and 'k' (pronounced 'kay') when they sit together, they make the 'nk' sound. Practice saying the sound with your child.</p> <p>Next, say some words with your child that contain the 'nk' sounds - they do not need to be reading these, simply saying them: try saying, wink, sink, rink, pink and link.</p> <p>Practice 'fred talking' these words like a robot - break the word down into the sounds, can your child count the sounds they say on their fingers? (i.e. pink becomes p-i-nk which should be three fingers) Ask them to put up a finger for each sound they say.</p>
Day Two	<p>Flash through the set 2 sounds we know, with a focus on digraphs (sh, ch, th, ng and qu) read the following words written on card: wing, sing, ring. To support your child, you can write sound buttons underneath the sounds, broken down like so: w-i-<u>ng</u>, s-i-<u>ng</u>, r-i-<u>ng</u>.</p> <p>Review yesterday's sound by showing them the 'nk' A4 Card, ask them what this sound is when they see it. Explain that today, you are going to be writing some 'nk' words! Try to fred talk the</p>

	<p>words from yesterday as a warmup. Remember to get them to put up a finger for each sound so they can count them.</p> <p>Next, can you get your child to practice writing this sound in their books? Show your child the following images and get them to write the words to match. As an additional strategy, say the word, get them to Fred Talk it, and get them to 'pinch' each sound on their fingers. As they 'pinch' a sound, get them to write it. You can give them the word, just do not show it to them until they give it a try. They can write a 'corrected version' next to it once you review it with them.</p> <div style="text-align: center;">    </div> <p style="text-align: center;">sink pink wink</p>
<p>Day Three</p>	<p>Resources: Cards with the following words written on: the, I, no, go, she, to, he, we. Start the session with the 'tricky words' song:</p> <p style="text-align: center;">https://safeYouTube.net/w/X3aM</p> <p>Practice reading the 'tricky words' cards with your child - how quickly can they flash through the cards? If they can read it, they can keep the card! Next, get your child to write in their book. Call out the tricky word, and get them to write it with the card hidden. Next, show your child the card, they can 'tick' each letter they got right in the right order.</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!'