

Warren class: phonics learning (Summer 1)

<p>20.4.20</p> <p>Alternative spellings for short or and igh sounds</p> <p>Read and spell: 'home' and 'going' this week</p> <p>Mon: review- or as in for, fork and stork, haunt and launch</p> <p>Tues: teach-ore as in store, core, before...</p> <p>Wed: teach-our as in pour, court, fourteen</p> <p>Thurs: review igh sound as in light, bright, pie and tie</p> <p>Fri: i_e spelling as in like, spite, ride and line.</p>	<p>27.4.20</p> <p>Alternative spellings for the ee sound</p> <p>Read and spell: 'people' this week</p> <p>Mon: review- ee as in bee, tree and meet and sea, seat, steam, least</p> <p>Tues: teach- e_e as in these, Pete, even, theme, gene</p> <p>Wed: teach- ie chief, thief, field, yield, shriek, relief.</p> <p>Thurs: y happy, very, funny, silly, merry, pretty.</p> <p>Fri: spot ee words in a text you're reading this week.</p>	<p>5.5.20</p> <p>Alternative spellings for oa sounds</p> <p>Read and spell: 'magic' and 'school' this week</p> <p>Mon: review- coat, float and show, window, rowing.</p> <p>Tues: teach-oe as in toe, Joe, doe, woe.</p> <p>Wed: o_e as in woke, spoke, stone.</p> <p>Thurs: o as in potato, go, so, echo, hero.</p> <p>Fri: spot oa words in a text you're reading this week.</p>	<p>11.5.20</p> <p>Alternative spelling for sh sounds⁷</p> <p>Read and spell: 'every', 'everyone' and 'everybody' this week</p> <p>Mon: review- oo as in value, rescue and in use, cute.</p> <p>Tues: ew as in stew, few, new, nephew</p> <p>Wed: oo and ue as in spoon, boot and clue, blue, true</p> <p>Thurs: u_e as in flute, spruce, plume, rule, rude, brute</p> <p>Fri: spot oo words in a text you're reading this week.</p>	<p>18.5.20</p> <p>Alternative spelling for the sh and or sounds</p> <p>Read and spell: 'when' and 'children' this week</p> <p>Mon: review- 'sh' as in sure, sugar..</p> <p>Tues: or as in floor, door, poor, indoors.</p> <p>Wed: review air, ear and are as in fair, pear and care</p> <p>Thurs: review ai, ay and a_e as in pain, play and cake</p> <p>Fri: review eer, and ere as in steer, here and severe</p>
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Above is a table showing the new sounds (known as phase 5 phonics), which children in Warren should be learning this summer -broken down day by day. Our usual pattern of learning is: review sounds, teach a new sound, practise this and apply it to different words. The **Read and spell** section in the table above shows high frequency words to practise- along with those in section A8 (later in this document).

You will see from the phonics table, at the top, that a big part of the learning is about alternative spelling for different sounds. Here is a set of instructions for introducing a new sound with familiar letters (A activities):

Here are some games/activities you could use to help practise reading, writing and spelling the daily sounds.

A1.What's in the box?

Resources: Set of word cards, set of objects or pictures corresponding to the word cards, hidden in a box, soft toy (optional)

Procedure:

1. Display a word card.
2. Go through the sounds and blend the sounds into words eg c-ar-t, cart.
3. Ask your child to find the object in the box or invite her/him to 'ask' a toy to find it.

Variation:

1. Ask your child to match the word cards with the images/objects.
2. Alternatively play a game of pairs with the cards face down to match the words with picture cards.

A2. Countdown

Resources: List of words and sand timer or stop clock

Procedure:

1. Display the list of words, one underneath the other.
2. Explain that the object of this activity is to read as many words as possible before the sand timer or stop clock signals 'stop'.
3. Start the timer.
4. Ask your child to sound out the groups of letters and say the word eg c-ar-t, cart
5. How many did they manage in the time?
6. Record the score.

The next time the game is played, the objective is to beat this score.

With less confident children this game could be played with an adult and child reading the words together. If your child does not respond well to time pressure, skip the timer.

A3. Sentence substitution

Purpose: To practise reading words in sentences

Resources: A number of prepared sentences at the child's current level and a list of alternative words for each sentence (in green/pink tables).

Procedure:

1. Write a sentence (e.g. The man burnt the toast).
2. Ask your child to read the sentence
3. Read it together.
4. Cover one word in the sentence and substitute a different word (e.g. The man burnt the towel).
5. Ask your child to read the sentence and tell them to smile if they think it makes sense.
6. Read it together.
7. Continue substituting words – The man burnt the towel; The girl burnt the towel; The girl burnt the milk; The girl brings the milk – asking your child to read the new sentence to decide whether it still makes sense or is nonsense.

The man burnt the toast.	towel	girl	milk	brings
The frog swam across the pool.	pond	flag	jumps	dog
Gran went to get fresh fish.	Stan	needed	meat	grill
Trisha took a book off the shelf.	grabs	desk	Krishnan	spoon
A clock stood on the wooden chest.	was	lamp	soft	cabinet
The train had to stop in the fog.	hand	wait	storm	truck
Fran took a scarf as a gift for Brad.	present	Vikram	sent	snail
I will travel to the Swiss Alps next week.	winter	punch	this	go
Fred has spent lots of cash this year.	Gretel	lost	lent	bricks
We had sandwiches for a snack.	plums	slugs	picnic	took

Paul eats peas with his meat.	beans	reads	cooks	Phil
Kay must pay for her new bike.	toes	Jean	wait	toy
We can bake a pie today.	they	yesterday	cake	make
The boys shout as they play outside.	sleep	girls	run	sing
They saw that the dog had hurt its paw.	found	she	tail	stone
Children like the seaside.	dentist	beach	enjoy	zoo
Loud sounds can be annoying.	noises	singing	frightening	mountains
Mum gave us a few grapes as a treat.	sold	made	punishment	Dad
The girl came home on the train.	bird	bus	went	boy
You can tie things up with string.	rope	we	glue	ribbon

A4. Buried treasure

Purpose: To motivate children to read the words and so gain valuable reading practice

Resources: Cards, shaped and coloured like gold coins with words and nonsense words on them, made up from letters the children have been learning (e.g. fork, cork, corp, clorp, misorm, mork, sort), in a tray. Containers representing a treasure chest and a waste bin, or pictures of a treasure chest and a waste bin on large sheets of paper, placed flat on the table.

Procedure: Ask your child to sort the coins into the treasure chest and the waste bin, putting the coins with proper words on them (e.g. fork) in the treasure chest and those with meaningless words (e.g. drep) in the waste bin.

Variation: Instead of doing treasure and trash, call the game alien words.

Hold up a card with a word on it. If it is an alien (nonsense) word your child should wiggle and wobble like an alien might. If it is a real word, then they sit down.

A5. Practising reading two-syllable and three-syllable words

Resources: Short list of two-syllable and three-syllable words (see words in the Word List for Phase 5 document)

Procedure:

1. Write a two-syllable word making a slash between the two syllables (e.g. thir/teen).
2. Sound out the first syllable and blend it: th-ir thir.
3. Sound out the second syllable and blend it: t-ee-n teen.
4. Say both syllables: thirteen.
5. Repeat and ask your child to join in.
6. Repeat with another word.

A6. Practising reading sentences

Resources: A number of prepared questions on card, Cards for each child with 'yes' on one side and 'no' on the other (see below)

Could you carry an elephant on your head?

Would you like to wave a magic wand?

Would you crawl into a thorn bush?

Have you ever seen a live crocodile?

Are you ready for school by nine in the morning?

Could a cactus grow in Antarctica?

Would you scream if you saw a snake?

Can magpies perch on clouds in the sky?

Would you put ice-cream in the freezer?

Has a cat got sharp claws?

Do you go to school in the holidays?

Is December a summer month?

Could you fly to Mars on a bike?

Has a space-ship ever been to the moon?

Could you make up a story about a giant?

Procedure:

1. Give your child cards saying "yes" and "no".
2. Display a yes/no question for your child to read.
3. Ask them to show their cards.
4. Sometimes invite your child to read the question.
5. Repeat 2-5 with another question.

A7. Homographs-when two words look the same but sound different eg read and read

Purpose: To learn that when two words look the same the correct pronunciation can be worked out in the context of the sentence

Resources: Six sentences using homographs:

- Wind the bobbin up!
- She will read it to her little brother.
- The **wind** blew the leaves off the trees.
- You have to **bow** when you meet the queen.
- He **read** about the frightening monster.
- Robin Hood used a **bow** and arrows.

Procedure:

1. Display a sentence and read it using the **incorrect** pronunciation for the homograph (emboldened).
2. Ask your child which word doesn't fit the sense of the sentence.
3. Try the alternative pronunciation and reread the sentence.
4. Display another sentence and ask your child to read it so it makes sense.
5. Continue with more letters.

A8. Learning to spell and practising high-frequency words

By the end of year 1, all children should be able to read and spell these words. Move onto the next 100 words when your child can do this. These are the most commonly occurring words in the English language.

Children should be able to read these words before being expected to learn to spell them.

Resources: pens/pencil and paper

Procedure:

1. Write the word to be learned on paper and check that your child can read it.
2. Say a sentence using the word.
3. Sound out the word raising a finger for each sound.
4. Ask your child to do the same.
5. Discuss the letters required for each sound, using letter names.
6. Ask your child to trace the shape of the letters that make up each sound writing the word in the air.
7. Hide the word and ask them to write the word on their paper.

Note: Although ending in the letter **e**, four of the high frequency words, some, come, have and one do not follow the usual rule of split digraph words (magic e). The last sound in these words is represented by a consonant and the letter e together.

Illustrated below, is a system that children can be encouraged to apply to a word to read and spell it, called "sound buttons".

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

no

have

some

were

when

go

like

come

there

what

so

one

little

do

out

Sound buttons are dots and dashes that can be written underneath a sound to support reading. When the sound is made up of more than one letter (digraph or trigraph), then a line is drawn connecting the letters. When you touch the sound button you then practice saying the sound aloud.

A9. Rhyming word generation

Procedure:

1. Write a word (e.g. rain).
2. Ask your child to suggest words that rhyme (e.g. lane, Spain) and write them down.
3. Write another word containing the same vowel sound (e.g. date) and ask your child to suggest words that rhyme and write them down.
4. Repeat with another word (e.g. snake).
5. Repeat with one more word, this time one that has the vowel sound at the end of it (e.g. day).
6. Pick any word and ask your child what letters make up the vowel sound (called **grapheme**).
7. Draw columns and write the grapheme at the head of one column.
9. Ask your child to find a word with a different spelling of the sound.
10. Write that grapheme at the head of another column.
11. Repeat with another word until all alternative spellings for the vowel sounds are written as column headers (e.g. ai, ay, a-e, ea, aigh, eigh).
12. Write one word under each grapheme (e.g. rain, day, date, great, straight, eight).
13. Ask your child to write the words from the original list formed together, in the appropriate columns.

A10. Writing sentences

Resources: Sentence including words you wish to practise

Procedure:

1. Ask your child to say the sentence a couple of times.
2. Ask your child to tell you the first word.
3. Ask what letters are needed and write the word.
4. Ask about, or point out, the initial capital letter in the sentence
5. Remind your child that a space is needed between words and put a mark where the next word will start.
6. Ask your child to say the sentence again.
7. Ask for the next word and ask what letters are needed.
8. Repeat for each word.
9. Ask about or point out the full stop at the end of the sentence.

Independent writing: When children are writing, for example letters or diaries at home, their letter knowledge along with their ability to segment will allow them to make a good attempt at writing many of the words they wish to use. Even though some of their spellings may be partially inaccurate, the experience gives them further practice in segmentation and, even more importantly, gives them experience in composition and makes them see themselves as writers. Encourage your child to spell the 100 high frequency correctly but do not correct every incorrect word as this is discouraging. As a rule of thumb, allow words spelt using phonics and only correct two or three words per piece of writing (particularly common words).