

# Week beginning 11<sup>th</sup> January 2021 - Year 1 Phonics Planner – 20 minutes per day

	Mrs Simpson*	Mrs Boyd*	Miss Doughney*
Monday	<p>Start by logging in to <b>phonics play</b> (login details below). Choose <b>one</b> of the following quick flash sounds games:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</a></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</a></p> <p><b>Make a record of any sounds that your child is struggling with and make these a priority to practise throughout the week.</b></p> <p>Today's new sound is a <b>split digraph /i-e/</b>. This means that the sound is 'split' and has another letter in between when it is written down. e.g. <b>shine</b></p> <p><b>We sound talk this word by saying the /n/ last. In split digraphs we always say that in between letter as the final sound.</b></p> <p>The <b>/i-e/</b> grapheme sounds like <b>/igh/</b> and <b>/ie/</b> that the children already know, but it has a different spelling.</p> <p>To teach your child about split digraphs ask your child to write down the following letters on a separate square of paper or post-it: <b>t, m, p, n, ie and ie</b> Ask them to choose the correct sounds to make the word <b>tie</b>.</p>	<p>Start by logging in to <b>phonics play</b> (login details below). Choose <b>one</b> of the following quick flash sounds games:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</a></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</a></p> <p><b>Make a record of any sounds that your child is struggling with and make these a priority to practise throughout the week.</b></p> <p>The children are learning to read CVCC words (<b>C = consonant and V= vowel</b>).</p> <p>Start by writing the word ten. Sound talk the word and then blend it together</p> <p>e.g. t – e – n      <b>ten</b></p> <p>Then add the letter '<b>t</b>' to the end of the word. Sound talk again, what word is this? <b>tent</b></p> <p>Repeat this process with: <b>bend and damp</b>.</p> <p>Explain to your child that the 2 letters at the end of the word are called <b>adjacent consonants</b> and because they are next to each other, we <b>blend</b> them together when we read them.</p> <p>e.g. t-e-<b>nt</b>, b-e-<b>nd</b>, d-a-<b>mp</b> Play buried treasure with <b>real</b> and <b>alien</b> words:</p>	<p>Start by logging in to <b>phonics play</b> (login details below).</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/train-your-brain-ph5">https://www.phonicsplay.co.uk/resources/phase/5/train-your-brain-ph5</a></p> <p>Practise reading: <b>people, their, oh</b></p> <p>We are learning a new grapheme - <b>/ea/ (like tea)</b> Ask your child to practise saying and writing this sound. Remind your child that it sounds like the <b>/ee/</b> sound that they already know, but the spelling is different. They will be learning <b>alternative graphemes</b> (same sounds, different spellings).</p> <p>Today they are going to learn to read words with the <b>/ea/</b> sound.</p> <p><b>steam, repeat, dream, cream</b></p> <p>Sound talk these with your child.</p> <p>e.g. s-t-ea-m <b>steam</b></p> <p>Read these sentences with your child. Encourage them to sight read the words and sound talk any that they find difficult.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a">https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</a></p> <p><b>We sit on a seat and read books near the sea. Can a sheep repeat a bleat? At least we can have meat as a good treat.</b></p>

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How can they change **tie** to the word **time**?

**They will probably choose:**

**t-ie-m**

Explain that even though it sounds correct, it is written slightly differently.

Ask them to cut up the **/ie/** into **/i/** and **/e/**. Show them that the **/m/** goes **in between** the **/i/** and **/e/** to spell t-i-m-e. We say the **/m/** sound last.

Repeat this with the words **pie** to become **pine**.

Read the following words with your child. Can they spot the **/i-e/** split digraph? Do they notice which sound they hear last?

**Shine, slide, prize, nice, inside, invite**

Read the following sentences with them:

**Will you invite me inside?**

**Can a slide shine all the time?**

**Is it time to get my nice prize yet?**

<https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a>

**Tent, damp, lump, bend, mend, fump, hent, yend**

<https://www.phonicsplay.co.uk/resources/phase/4/buried-treasure>

Read through the following sentences with your child. Encourage them to read the words by sight and sound talk and blend the words they find difficult.

<https://www.phonicsplay.co.uk/resources/phase/4/sentences-4>

**Help! I got a bump on the leg.**

**A tent will get damp in the rain.**

**Milk is good for teeth and gums.**

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<p>Tuesday</p>	<p>Choose <b>one</b> of the following quick flash sounds games:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</a></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</a></p> <p>Today's new sound is a <b>split digraph /o-e/</b>. <b>e.g. hope</b></p> <p>The <b>/o-e/</b> grapheme sounds like <b>/oa/</b>, <b>/oe/</b> and <b>/au/</b> that the children already know, but it has a different spelling.</p> <p>Ask your child to write down the following sounds on separate pieces of paper or post-its:</p> <p><b>h, oe, p, p, oe, l</b></p> <p>Ask them to choose the correct sounds to spell hope. They may remember to cut up the <b>/oe/</b> or they may do <b>h-oe-p</b>. Remind them of which sound they hear last and where this sound goes.</p> <p>Repeat this with the word <b>pole</b>.</p> <p>Read the following words with your child. Can they spot the <b>/o-e/</b> split digraph? Do they notice which sound they hear last?</p>	<p>Choose <b>one</b> of the following quick flash sounds games:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</a></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</a></p> <p>Again, keep practising the sounds that your child is struggling with.</p> <p>Today children are learning to read <b>tricky words</b> (words that they cannot use their phonics to decode)</p> <p>The tricky words we are learning are: <b>said, so</b>.</p> <p>Use the following game to help identify the tricky part of the word:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4">https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4</a></p> <p>e.g said – the tricky part is the 'ai'. It looks like <b>/ai/</b> but we pronounce it <b>/e/</b>.</p> <p>Read through these sentences with your child. <a href="https://www.phonicsplay.co.uk/resources/phase/4/sentences-4">https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</a></p> <p><b>Mum said " It is best not to jump on the bed. "</b> <b>A lost chimp felt so sad he wept.</b> <b>This belt is so tight it hurts my waist.</b></p>	<p>Login to Phonics Play and choose <b>one</b> of the following quick flash sounds games to continue to review the sounds that they know:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</a></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge">https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</a></p> <p>Today's new sound is <b>/oy/</b>. This sounds like the <b>/oi/</b> that they already know but the spelling is different. Ask your child to practise saying and writing it.</p> <p>The children are going to read some 'oy' <b>real</b> and <b>alien</b> words. Enter your own words. Are they real or fake?</p> <p>Play Buried Treasure with these words:</p> <p><b>Boy, annoy, enjoy, employ</b> <b>Floy, emgloy, scroy, display</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</a></p> <p>Read these sentences with your child. <a href="https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a">https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</a></p> <p><b>Can you annoy a boy?</b> <b>Will a royal enjoy eating an oyster?</b> <b>Will it be annoying if a boy destroys a toy?</b></p>
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	<p><b>Whole, explode, alone</b> Read the following sentences with them:</p> <p><b>Can a stone explode?</b> <b>If you are home alone and you find a bone, will you get on the phone?</b> <b>Will you see a queen on a throne or on an envelope?</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a">https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</a></p>		
<p>Wednesday</p>	<p>Practise the following tricky words:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks">https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</a></p> <p>Make a note of any word that your child needs to practise.</p> <p>Today the new <b>tricky</b> words (words that cannot generally be decoded using phonics) are: <b>Some, come, were, there</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4">https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4</a></p> <p>Click on the word and find which part is the tricky part. The children should already know these words but they need to know that these words are <b>not</b> split digraphs, even though they look like it.</p> <p>e.g. <b>some</b> is sound talked s-u-m</p>	<p>Practise these tricky words:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/tricky-word-trucks">https://www.phonicsplay.co.uk/resources/phase/3/tricky-word-trucks</a></p> <p>Use the phoneme frames (one sound per box) to help your child to learn to spell CVCC words.</p> <p>Sound talk the word: <b>d-u-m-p</b>      <b>dump</b></p> <p>Ask your child to write down the sounds in the phoneme frame. Even though we blend together <b>m</b> and <b>p</b>, they children will still write them in separate boxes.</p> <p>Repeat with: <b>sent</b></p> <p>Ask your child to listen to the following sentences, one at a time, and they are going to write it down.</p> <p><b>I can boast that I has toast for my lunch.</b> <b>I think that pink socks might be the best.</b> <b>If you feel down in the dumps then jump and sing.</b></p>	<p>Login to Phonics Play and choose <b>one</b> of the following quick flash sounds games to continue to review the sounds that they know:</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/f-lashcards-speed-trials">https://www.phonicsplay.co.uk/resources/phase/3/f-lashcards-speed-trials</a></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/3/f-lashcards-time-challenge">https://www.phonicsplay.co.uk/resources/phase/3/f-lashcards-time-challenge</a></p> <p>Today's new sound is <b>/ir/</b>. This sounds like the <b>/ur/</b> and <b>/er/ sounds</b> that they already know but the spelling is different. Ask your child to practise saying and writing it.</p> <p>Practise reading the following words with the game Dragon's Den:</p> <p><b>Girl, thirteen, birth, skirt</b> <b>Twirt, plirth, virteen, skirl</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/dragons-den">https://www.phonicsplay.co.uk/resources/phase/5/dragons-den</a></p>

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	<p>The tricky part is the /o/ is pronounced /u/ and the /e/ is silent.</p> <p>Ask your child to practise writing out these tricky words, saying them aloud as they write them.</p> <p>Read these sentences one at a time to your child and ask them to have a go to write them.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a">https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</a></p> <p><b>Some dolphins come home to sleep. Were there lots of donkeys on the beach? Were there some turkeys on the lawn?</b></p> <p>Remember capital letters, finger spaces and punctuation.</p>	<p><a href="https://www.phonicsplay.co.uk/resources/phase/4/sentences-4">https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</a></p>	<p>Ask your child to listen to these sentences and have a go to write them on their own.</p> <p><b>Can a girl put on a skirt that twirls? Is your birthday the first or the third? Can a girl annoy a boy?</b></p> <p>Encourage them to sound talk the words and use capital letters, finger spaces and correct punctuation.</p>
<p>Thursday</p>	<p>Ask your children to read down up to 5 random sounds that they have learned so far from phase 3 and phase 5. There is a copy of the sounds in their reading packet.</p> <p>Today's new split digraph is /a-e/. <b>e.g flake</b></p> <p>Play buried treasure with these <b>real</b> and <b>alien</b> words: <b>Shake, invade, amaze Inflape, plame, trake</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</a></p>	<p>Choose a selection of sounds from phase 3 (the sounds in the speed trial or flashcards challenge). Say the sound and ask your child to write it down as quickly as possible. Repeat with up to 5 sounds.</p> <p>Write down the tricky word – <b>he</b>. Remind your child that we say <b>h – e[e]</b> and the tricky part is that the /e/ sounds like /ee/.</p> <p>Repeat with: <b>she, we, me, be</b></p> <p>Your child is going to use these words to write sentences.</p> <p>Read out the sentences one at a time and ask your child to write it out. Can they remember how to write the tricky words?</p>	<p>Start with a game of tricky word trucks (remind your child that these are words that they cannot generally use their phonics to decode).</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks">https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</a></p> <p>Make a note of the words that your child could not remember and prioritise these to practise throughout the following weeks.</p> <p>Today they are learning to read the following tricky words:</p> <p>Mr, Mrs, looked, called, asked</p> <p>What do they notice about looked, called and asked?</p>

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	<p>Remind your child that we say the in between letter last and help them to sound talk words that they are unable to sight read.</p> <p>Can they read the following sentences and find the /a-e/ split digraph?</p> <p><b>It will amaze me if you can escape from this maze.</b></p> <p><b>When the Romans came to invade they made long roads.</b></p> <p><b>Can a snake have a race with a whale in a lake?</b></p>	<p><a href="https://www.phonicsplay.co.uk/resources/phase/4/sentences-4">https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</a></p> <p><b>The chimp sings a song as he jumps up and down.</b></p> <p><b>We put the tent next to the pond.</b></p> <p><b>He put the milk in the sink.</b></p>	<p>They all have the <b>suffix</b> (ending) '<b>ed</b>' because they are in the past tense, they have already happened.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/train-your-brain-ph5">https://www.phonicsplay.co.uk/resources/phase/5/train-your-brain-ph5</a></p> <p>Read these sentences to your child and ask them to have a go to write them down.</p> <p><b>Is it Mrs Brown's birthday today?</b></p> <p><b>Mr Green called today and asked if he can help.</b></p> <p><b>Mr and Mrs Smith looked sad this morning.</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a">https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</a></p> <p>Ask your child to check it or fix it.</p>
Friday		<p>Today your child is going to use their CVCC words to write their own sentences.</p> <p><b>Tent, damp, lump, bend, send.</b></p> <p>Can they also include their new tricky words? <b>said, so</b></p>	<p>Start by practising any sounds or tricky words that they are struggling to remember from week 1 and this week.</p> <p>Today's new sound is /ue/. It sounds like 'oo' (moon) but it has a different spelling. Practise saying and writing it.</p> <p>Play Buried Treasure with these <b>real</b> and <b>alien</b> words:</p> <p><b>Venue, statue, rescue, argue</b></p> <p><b>Platue, denue, lescue, ormue</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</a></p> <p>Read these sentences with your child:</p>

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			<p><a href="https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a">https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</a></p> <p><b>Can you argue with a statue?</b> <b>You need to queue until the bus is due.</b> <b>Is it true that you can get blue glue?</b></p>
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Please remember to send in your child's work, so that it can be put into their workbooks. You can do this online or you can arrange to hand in a completed week of work in person by contacting the office. Many thanks! 😊

Phonics Play - <https://www.phonicsplay.co.uk/>

Username: jan21

Password: home

\*If you are unable to access Phonics Play, all of the words and sentences that the children need are in bold in the learning grid. The real and alien words can be written on paper, the children can read them and put them into 2 piles of real and fake words.

The phoneme frame templates are available on the school website, year 1 class blog.