

Week beginning 18th January 2021 - Year 1 Phonics Planner – 20 minutes per day

	Mrs Simpson*	Mrs Boyd*	Miss Doughney*
Monday	<p>Start by logging in to phonics play (login details below). Choose one of the following quick flash sounds games:</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</p> <p>This week we are learning alternative pronunciations for different graphemes. This means learning the different ways that the same letter sounds in different words.</p> <p>Today's grapheme is /i/.</p> <p>Try saying these words aloud and listen for the different sounds the /i/ grapheme makes.</p> <p>Tin, pin, milk, link, wild, blind, behind, remind</p> <p>Play Acorn Adventures and match the /i/ grapheme that sounds the same.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/acorn-adventures</p> <p>Alternatively, sort the words into 2 groups where the /i/ grapheme sounds the same. Can you think of any more? Ask your child to read these sentences or read them together.</p>	<p>Start by logging in to phonics play (login details below). Choose one of the following quick flash sounds games:</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</p> <p>The children are learning to read CCVC words (C = consonant and V= vowel).</p> <p>Start by writing the word pot. Sound talk the word and then blend it together</p> <p>e.g. p-o-t pot</p> <p>Then add the letter 's' to the beginning of the word. Sound talk again, what word is this? spot</p> <p>Repeat this process with: step, stop, skip, trip, plan, from</p> <p>Explain to your child that the 2 letters at the beginning of the word are called adjacent consonants and because they are next to each other, we blend them together when we read them.</p> <p>e.g. st-e-p, tr-i-p</p> <p>Write down these words and read them with your child:</p>	<p>Start by logging in to phonics play to play flashcards speed trial or flashcards time challenge. Alternatively, children can speed read the phonics mats that were provided in the learning pack in week 2.</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</p> <p>We are learning a new grapheme - /aw/ (like claw) Ask your child to practise saying and writing this sound. Remind your child that it sounds like the /or/ sound that they already know, but the spelling is different.</p> <p>Today they are going to learn to read words with the /aw/ sound.</p> <p>Claw, yawn, shawl, drawer</p> <p>Sound talk these with your child.</p> <p>e.g. c-l-aw claw</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>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</p> <p>Can a paw also be a claw?</p>

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	<p>The wild child did a trick. You will find a big stick behind the tree. Remind me to stick things in my mind.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5b</p>	<p>Spot, step, stop, skip, trip, plan, from, frog, twin, swim.</p> <p>Set a timer for 1 minute. How many times can they read them?</p> <p>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.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</p> <p>Can I plan a trip to the moon? Help! Can you grab that green frog for me? Will a clown put on a green wig or stick with his brown hair?</p>	<p>Do you stretch your jaw when you yawn? If you go out on the lawn, will you need a shawl to help you stay warm?</p>
Tuesday	<p>Choose one of the following quick flash sounds games:</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/flashcards-time-challenge</p> <p>Today's grapheme is /o/.</p> <p>Try saying these words aloud and listen for the different sounds the /o/ grapheme makes.</p> <p>Hot, spot, shock, clock, golf, so, don't, gold, both, hold</p>	<p>Play Make a Match:</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/matching-ph4</p> <p>Today children are learning to read tricky words:</p> <p>have, like, some, come</p> <p>Use the following game to help identify the tricky part of the word:</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4</p> <p>Read through these sentences with your child.</p>	<p>Login to Phonics Play and choose one of the games to flashcard their sounds.</p> <p>Today's new sounds is /wh/. This sounds like the /w/ that they already know but the spelling is different. Ask your child to practise saying and writing it.</p> <p>Your child is going to read some /wh/ real and alien words. Enter your own words. Are they real or fake?</p> <p>Play Buried Treasure with these words:</p> <p>When, which, wheel, whisper Wheck, whump, wheem</p>

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	<p>Play Acorn Adventures and match the /o/ grapheme that sounds the same.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/acorn-adventures</p> <p>Alternatively, sort the words into 2 groups where the /o/ grapheme sounds the same. Can you think of any more?</p> <p>Ask your child to read these sentences or read them together.</p> <p>Don't go on the hot spot. Can we both hold the gold block? Don't get a shock if it is too cold or too hot.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5b</p>	<p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</p> <p>It smells like we might have some roast chicken tonight. Can we train a dragon to come and cook food for us? Will you come and have some roast bugs on toast for dinner?</p> <p>Help them to sound talk any words they are unsure of.</p>	<p>https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</p> <p>Use the phoneme frame to practise the real words. Read the word out to your child, sound talk it with them (if they need it).</p> <p>When, which, wheel, whisper</p> <p>Ask them to tick or fix their answers.</p>
Wednesday	<p>Practise the following tricky words:</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</p> <p>Today the new tricky words are: Little, one, do, when, what, out</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4</p> <p>Click on the word and find which part is the tricky part. The children should already know these words.</p>	<p>Practise these tricky words:</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/tricky-word-trucks</p> <p>Use the phoneme frames (one sound per box) to help your child to learn to spell CCVC words.</p> <p>Sound talk the word: s-t-o-p stop</p> <p>Ask your child to write down the sounds in the phoneme frame. Even though we blend together s and t, they children will still write them in separate boxes.</p>	<p>Play a game of quick write sounds. Say a sound to your child and ask them to write down the digraph (2 letters that make 1 sound) or the trigraph (3 letters that make 1 sound). Make a note of the ones that they find difficult and spend time going over these.</p> <p>Today's new sound is /ph/. This sounds like the /f/ and /ff/ sounds 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>

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	<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>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5b</p> <p>One little frog jumped on a pond. He likes to do that when it gets hot. What do you think will make him get out?</p> <p>Remember capital letters, finger spaces and punctuation.</p>	<p>Repeat with: spin</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>This frog is strong. His green skin has bumps. He likes to swim in his pond.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</p>	<p>Phonics, graphics, alphabet, graph Phen, craph, braphics</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/dragons-den</p> <p>Ask your child to listen to these sentences and have a go to write them on their own.</p> <p>Which is a dolphin better at, jumping or swimming? Phonics is about sounds. I can whisper them or say them loud. When will you take a photo of a big wheel?</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</p> <p>Encourage them to sound talk the words and use capital letters, finger spaces and correct punctuation.</p>
Thursday	<p>Choose a selection of sounds or tricky words that your child needs to practise and review these.</p> <p>Today's grapheme is /g/.</p> <p>Try saying these words aloud and listen for the different sounds the /g/ grapheme makes.</p> <p>Gap, gas, pig, plug, golf, gent, ginger, magic, danger, germ</p> <p>Play Cheeky Chimp and match the /g/ grapheme that sounds the same.</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 – was. Can your child remember this word? Say a sentence using the word. Sound talk the word, raising a finger for each phoneme. Explain that it sounds like we need /o/ in the middle of this word but this word is special and we have to train our brains to remember to spell it with the letter /a/</p> <p>Repeat with: you</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/train-your-brain-ph3</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>https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</p> <p>Today's new sound is /ew/. This sounds like the /oo/ and /ue/ sounds that they already know but the spelling is different. Ask your child to practise saying and writing it.</p> <p>This sound can also be pronounced in 2 different ways. Say stew and blew and listen to the difference.</p>

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	<p>https://www.phonicsplay.co.uk/resources/phase/5/cheeky-chimps</p> <p>Alternatively, sort the words into 2 groups where the /g/ grapheme sounds the same. Can you think of any more?</p>	<p>Read these sentences to your child and ask them to have a go to write them 1 at a time.</p> <p>Can you smell the sweets? Was that you on the swing? It was cool to see you jump and spin.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</p>	<p>Read out these words to your child, ask them to spell them and decide if they are real or alien? Can they use the word in a sentence?</p> <p>Nephew, grew, few, brew, snow, blew</p> <p>Read these sentences with your child.</p> <p>A balloon blew up in the air and flew away. My nephew is called Drew. What can you do if you find a screw in your stew?</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</p>
Friday	<p>Choose a selection of sounds or tricky words that your child needs to practise and ask them to quickly write them. Tick or fix them.</p> <p>Today's grapheme is /c/.</p> <p>Try saying these words aloud and listen for the different sounds the /c/ grapheme makes.</p> <p>Cat, crisp, coat, curls, clock, cell, acid, success, accent, ice</p> <p>Play Cheeky Chimp and match the /c/ grapheme that sounds the same.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/cheeky-chimps</p>	<p>Today your child is going to use their CVCC words to write their own sentences.</p> <p>sniff, smell, brown, groan</p> <p>Can they also include their new tricky words? have, like, some, come</p>	<p>Start by practising any sounds or tricky words that they are struggling to remember.</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>https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</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>Said, so, have, like</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4</p>

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	<p>Alternatively, sort the words into 2 groups where the /c/ grapheme sounds the same. Can you think of any more?</p> <p>As your children to read aloud these sentences. Remind them to have a go at the different pronunciations and see which one sounds right.</p> <p>Can you cycle and cling on to a clock? Can an accent bring success? Can you grow ginger in a magic garden?</p>		<p>Find out which part is tricky and practise writing them to help your child to remember them.</p> <p>Read out these sentences for your child to write down.</p> <p>My nephew said the alphabet. Will a dolphin whisper so that he can have a throat sweet? An elephant said he flew like a bird. Do you think this is true?</p> <p>Tick or fix the answers.</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/>

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