

Week beginning 25th 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 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>Today's alternative grapheme is /u/.</p> <p>Try saying these words and listen for the different sound the /u/ makes.</p> <p>Plug, hump, but, gust, under, unit, unicorn, music, tuba, stupid, pull, bull, pudding, full, awful</p> <p>Play Acorn Adventures and match the /u/ 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 /u/ 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>Practise reading all phase 3 sounds by reading them from your mat or by using the flashcards on phonics play.</p> <p>The children are reading tricky words and practising words with adjacent consonants.</p> <p>Tricky words: were, there, little, one</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4</p> <p>What are the tricky parts of the word?</p> <p>Practise writing the words.</p> <p>Read the words: steep, tree, trail, train, smEEP, gree, prail, fraIn</p> <p>Play dragons den or decide which are real and which are fake?</p> <p>Read these sentences together:</p> <p>Were there some chimps at the zoo? Yuck! There was a paint brush in the coffee cup. One little brown toad got stuck down a drain.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</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>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5b</p> <p>Can a unicorn play music on a tuba? Will a stupid human get stuck in a pudding if they eat it sitting on a muddy cushion? Will it be fun for a duck to use a computer?</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>
<p>Tuesday</p>	<p>Practise spelling the tricky words: little, one, do</p> <p>This week's alternative graphemes will be digraphs (2 letters that make one sound). They will look the same but sound different, depending on the word.</p> <p>Today's grapheme is /ow/.</p> <p>Listen to or read these words and see if you can sort them into 2 groups:</p> <p>cow, owl, brown, crown, frown, low, bowl, snow, window, show</p> <p>Play Cheeky Chimps to match the /ow/.</p> <p>Read these sentences together:</p> <p>Is a brown owl at the window? Did the cow put his food in a bowl? Can a shadow be brown?</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5b</p>	<p>Today children are learning to read 2 syllable words with adjacent consonants:</p> <p>A syllable is how many beats in a word. Children can clap out the syllables.</p> <p>Write down lunch/box. Sound talk both parts of the word first to make sure that your child can read them. Ask them to clap for each word lunch/box – lunchbox.</p> <p>Repeat with the words: helpdesk, windmill, treetop, starlight, sandwich, sandpit</p> <p>Read these sentences together:</p> <p>You put a shampoo sandwich in my lunchbox. Ring the helpdesk and tell them my cat is stuck. I stuck a little windmill in this sandpit.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</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> <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>

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<p>Wednesday</p>	<p>Practise the following tricky words:</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</p> <p>Today's alternative grapheme is /ie/.</p> <p>Listen to or read these words and see if you can hear the different sounds:</p> <p>pie, fried, cried, denied, replied, chief, thief, shield, belief, shriek</p> <p>Play cheeky chimps to match the /ie/.</p> <p>Read these sentences together:</p> <p>Will a chief shriek with relief in a field? A thief cried and denied his crime. A priest and a chief ate fried pies</p>	<p>Today we are learning to spell the 2 syllable words we read yesterday.</p> <p>Practise clapping out the syllables: lunchbox, helpdesk, windmill, treetop, starlight, desktop, sandwich, sandpit</p> <p>Read out the words one at a time and ask your child to sound it out and write it down.</p> <p>Read out one of these sentences and ask them to write it down.</p> <p>Can lightning hit a windmill? The chimpanzee did a handstand. This frog is chomping on pondweed</p> <p>Check it together.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</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> <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>
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<p>Thursday</p>	<p>Choose a selection of sounds or tricky words that your child needs to practise and review these.</p> <p>Today's new tricky words are: water, where, who, again, thought, through, work, mouse</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/train-your-brain-ph5</p> <p>What makes it tricky? Can you find ways to remember the tricky parts?</p>	<p>Practise some tricky words.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</p> <p>Today's recap tricky words are: they, all, are</p> <p>Which part is tricky? E.g. They – /ey/ sounds like /ai/</p> <p>https://www.phonicsplay.co.uk/resources/phase/3/train-your-brain-ph3</p> <p>Practise writing them down. Time your child to see how many times they can write each word in 30 seconds.</p> <p>Try reading these sentences together:</p> <p>They all had a sandwich and some crisps for a snack. The windmills are all near the farm. They are all jumping for joy.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/sentences-4</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> <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, snew, plew</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>
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<p>Friday</p>	<p>Practise spelling tricky words: when, what, out</p> <p>Today's alternative pronunciation grapheme is /ea/.</p> <p>Read and listen to these words with /ea/:</p> <p>sea, meat, treat, steam, repeat, head, deaf, bread, feather, instead</p> <p>Can you hear the 2 different ways that /ea/ sounds?</p> <p>Play Cheeky Chimps or Acorn Adventures.</p> <p>Read these sentences together and spot the different /ea/ phonemes.</p> <p>Is bread a treat or do you dread it? Will a deaf cat bleat to get treats? Can reading a book freak you out?</p>	<p>Try some of the games on phonics play in phase 3 or phase 4.</p> <p>Blending games are good for reading and spelling words.</p> <p>Play reading rocket or reading robot.</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> <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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