

# Week beginning 1<sup>st</sup> February 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> 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><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>Today's alternative grapheme is /er/.</b></p> <p><b>Try saying these words and listen for the different sound the /er/ makes.</b></p> <p>Letter, hammer, ladder, feather, boxer, herbs, stern, jerk, germ, her</p> <p>Play Acorn Adventures and match the /er/ grapheme that sounds the same.</p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/acorn-adventures">https://www.phonicsplay.co.uk/resources/phase/5/acorn-adventures</a></p> <p>Alternatively, sort the words into 2 groups where the /er/ 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><b>We are learning to read high frequency words (HFW) and practising reading words with adjacent consonants.</b></p> <p>Tricky words: <b>do, when, out, what</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>What are the tricky parts of the word?</p> <p>Practise writing the words.</p> <p>Read the words: <b>think, thank, street, spring, plink, thand, spreet, sprick</b></p> <p>Play Picnic on Pluto or decide which are real and which are fake? Can you use them in a sentence?</p> <p>Play thumbs up (yes) or thumbs down (no) to answer these questions:</p> <p><b>Do clocks get cross? Can crabs clap hands? Are you fond of plums? Did a shark ever jump up a tree? Do trains run on tracks? Will a truck go up steep stairs? Can we see the stars on a clear night? When you get wet, will you shrink?</b></p>	<p>Start by logging in to <b>phonics play</b> 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><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>We are learning a new grapheme - /oe/ (like toe) Ask your child to practise saying and writing this sound. Remind your child that it sounds like the /oa/ sound that they already know, but the spelling is different.</p> <p>Today they are going to learn to read words with the /oe/ sound.</p> <p><b>Toe, goes, hoe, foe, dominoes</b></p> <p>Sound talk these with your child.</p> <p><b>e.g. t-oe toe</b></p> <p>Read the words out to your child and ask them to try and write them. Try using a phoneme frame to help.</p>

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	<p><a href="https://www.phonicsplay.co.uk/resources/p/hase/5/sentences-5b">https://www.phonicsplay.co.uk/resources/p/hase/5/sentences-5b</a></p> <p>Can a farmer grow herbs? Dis a boxer hit a fern with a hammer? Can a stern rocker get up a ladder?</p> <p><a href="https://www.phonicsplay.co.uk/resources/p/hase/5/sentences-5b">https://www.phonicsplay.co.uk/resources/p/hase/5/sentences-5b</a></p>	<p>Will trash jump from a dustbin?</p>	
<p>Tuesday</p>	<p>Today we are learning alternative spellings for the /ai/ phoneme. They make the same sounds but have different spellings.</p> <p><a href="https://www.phonicsplay.co.uk/resources/p/hase/5/alt-spellings-ai">https://www.phonicsplay.co.uk/resources/p/hase/5/alt-spellings-ai</a></p> <p>Read the phoneme spotter story and see how many different words you can find that have the /ai/ sound but have different spellings.</p>	<p>Today children are <b>practising reading HFW</b>:</p> <p>Words: <b>said, so, do, have, like, some, come, were, there, little, one, when, out, what</b></p> <p>Remember which part is the tricky part. Write them out to help to remember them.</p> <p>e.g. h -a – v (the e is silent) have w-er (the e is silent) were</p> <p>Read these sentences together and play <b>yes/no</b> with these sentences:</p> <p><b>When you drink milk, will you hear it crunch?</b> <b>Will an igloo melt in spring?</b> <b>Will a pink shrimp punch a green crab?</b> <b>Can string think?</b> <b>Do you think mud will scrunch?</b> <b>Do cars sleep?</b> <b>Will a plump toad burst?</b> <b>Do skunks stink?</b> <b>Do fish blink?</b></p>	<p>Login to Phonics Play and choose <b>one</b> of the games to flashcard their sounds.</p> <p>Today's new sounds is /au/. This sounds like the /oe/ from yesterday and the /oa/ 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 /au/ words:</p> <p><b>Launch, August, haunt, author, astronaut</b></p> <p>Use a phoneme frame to practise writing the words. Read the word out to your child, sound talk it with them (if they need it).</p> <p>Ask them to tick or fix their answers.</p> <p>Read these sentences together:</p> <p><b>Can a toe be jaunty?</b> <b>Can a rocket launch in August?</b> <b>Will a haunted venue make you scream?</b></p>

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<p>Wednesday</p>	<p>Practise reading these tricky words: <b>said, so, have, like</b></p> <p>Today we are continuing to learn about the alternative spellings for the <b>/ai/</b> phoneme.</p> <p>Try the alternative <b>/ai/</b> worksheet.</p> <p>Can you spot any patterns for each grapheme?</p> <p>Where in the word do you usually find <b>/ai/</b>? Where do you usually find <b>/ay/</b>?</p> <p><b>Look at each of the different graphemes and work out your best bet for which grapheme to use and where in the word to put it.</b></p> <p>e.g. <b>/ay/</b> most of the time you find this grapheme at the <b>end</b> of words – <b>play, stay, away</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai">https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai</a></p>	<p>Today we are learning to <b>spell</b> words with adjacent consonants.</p> <p>Read out the words one at a time. Count the phonemes (sounds) on your fingers, say them aloud together and ask your child to write it down.</p> <p>Words: <b>think, thank, street, spring, crept, slept, crunch, scrunch, trunk, drift.</b></p> <p>Use a <b>phoneme frame</b> to help you.</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). <b>Make a note of the ones that they find difficult and spend time going over these.</b></p> <p>Today's new sound is <b>/ey/</b>. This sounds like the <b>/ee/</b> and <b>/ea/</b> 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><b>Donkey, jockey, turkey, trolley</b></p> <p>Notice where the <b>/ey/</b> is found in the word (at the end).</p> <p>Which words are <b>real</b> and which are <b>fake</b>?</p> <p><b>Tronkey, turkey, donkey, surkey, quockey, jockey</b></p> <p>Can you say them in a sentence?</p>
<p>Thursday</p>	<p>Try and read these sentences together:</p> <p><b>Snakes and ladders is a good game to play. If a lady, in a grey apron, is on a train that gets delayed, should she complain? Can a snail get on a plane to go away on holiday?</b></p> <p><a href="https://www.phonicsplay.co.uk/resources/phase/5/sentences-5c">https://www.phonicsplay.co.uk/resources/phase/5/sentences-5c</a></p>	<p>Practise some 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>We are learning to <b>spell HFW</b> and practise <b>writing</b> words with adjacent consonants.</p> <p>Words: <b>my, all, her</b></p>	<p>Today's new sound is a <b>split digraph /i-e/</b>. This means that the sound is 'split' and has sneaky letter in between when it is written down.</p> <p>e.g. <b>shine</b></p> <p><b>We sound talk this word by saying the sneaky /n/ last.</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>

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Sort the /ai/ words by writing them into the correct groups.

<https://www.phonicsplay.co.uk/resources/phase/3/train-your-brain-ph3>

Read out these sentences and ask your child to write them down:

**My damp tent smells as bad as a mad skunk.  
Do all brown toads grunt and groan?  
My chimp had a sandwich for her lunch.**

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

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:

**t, m, p, n, ie and ie**

Ask them to choose the correct sounds to make the word **tie**.

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? Can they find the **sneaky** sound?

**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>

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<p>Friday</p>	<p>Practise these tricky words: <b>some, come, were, who</b></p> <p>Today we are learning alternative spellings for the /c/ phoneme. They make the same sounds but have different spellings.</p> <p>Write down these words: <b>Cat, lick, kit, box, school, fox, queen</b></p> <p><b>They all have a /c/ phoneme. Which part of the word makes the /c/ phoneme?</b></p> <p>Write down all of the different /c/ graphemes: <b>c,ck,x,ch, qu</b></p> <p>Have a go to write out these sentences. Listen carefully and think about which /c/ to use.</p> <p><b>The quick fox kicks like a cat. A box of cookies is quite cool. Can a skunk quack like a duck?</b></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>Practise any HFW or phase 3 graphemes that your child finds difficult to remember.</p>	<p>Today's new sound is a <b>split digraph /o-e/</b>. <b>e.g. hope</b></p> <p>The /o-e/ grapheme sounds like /oa/, /oe/ and /au/ 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 /oe/ 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 /o-e/ split digraph? Which sound is <b>sneaky</b>?</p> <p><b>Whole, explode, alone</b> Read the following sentences with them:</p> <p><b>Can a stone explode? If you are home alone and you find a bone, will you get on the phone? 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>
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