

Week beginning 22nd February 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.</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 /ou/.</p> <p>Read these words and see if you can spot the difference and sort them into groups:</p> <p>loud, proud, sound, round, mountain, you, soup, group, could, would, should, mould, shoulder, boulder</p>	<p>Start by logging in to phonics play (login details below).</p> <p>https://www.phonicsplay.co.uk/resources/phase/5</p> <p>Practise reading speed sounds from phase 3.</p> <p>We are learning a new grapheme - /ay/ (like tea) Ask your child to practise saying and writing this sound. Remind your child that it sounds like the /ai/ sound that they already know, but the spelling is different. They will be learning alternative graphemes (same sounds, different spellings).</p> <p>Today they are going to learn to read words with the /ay/ sound.</p> <p>Lay, stray, spray, crayon</p> <p>Sound talk these with your child.</p> <p>e.g. s-t-r-ay stray</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 crayon spray paint? Can a stray cat play? Do not delay unless you want to stay all day.</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>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>

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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>Tuesday</p>	<p>Today we are learning alternative spellings for the /ai/ phoneme. They make the same sounds but have different spellings.</p> <p>Read through the phoneme spotter together and see how many /ai/ sounds you can find.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai</p> <p>Alternatively, try the alternative spellings sheet.</p>	<p>Practise reading speed sounds from phase 3.</p> <p>We are learning a new grapheme - /ou/ (like cloud) Ask your child to practise saying and writing this sound. Remind your child that it sounds like the /ow/ sound that they already know, but the spelling is different. They will be learning alternative graphemes (same sounds, different spellings).</p> <p>Today they are going to learn to read words with the /ow/ sound.</p> <p>Cloud, found, about, sprout</p> <p>Sound talk these with your child.</p> <p>e.g. c-l-ou-d cloud</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>Will you see clouds in the mountains? Can a sprout be proud? What is the loudest sound around?</p> <p>Practise writing your new sounds /ay/ and /ou/.</p>	<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 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>

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			<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>Wednesday</p>	<p>Practise tricky words: said, so, have, like</p> <p>Play the word sort game for /ai/</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai</p> <p>Alternatively, read out the following words and ask your child to write out the word in the correct column.</p> <p>Frustrate Weight Crayon Estate Lady Prey Paint Aim Eight stayed</p>	<p>Start by logging in to phonics play to tricky words:</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</p> <p>We are learning to spell the tricky words: oh, their, people</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/train-your-brain-ph5</p> <p>Can you spot the tricky parts of the word?</p> <p>Read these sentences out and ask you child to have a go to write them:</p> <p>Some people play loud sounds on horns. Oh! I found a crayon. Do people play with their sprouts?</p>	<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>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>

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<p>Thursday</p>	<p>Today we are looking at the best bet for the /ai/ sounds.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ai</p> <p>Practise reading these sentences together:</p> <p>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?</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5c</p> <p>Can you spot the alternative graphemes?</p>	<p>We are learning a new grapheme - /ie/ (like fried) Ask your child to practise saying and writing this sound. Remind your child that it sounds like the /igh/ sound that they already know, but the spelling is different. They will be learning alternative graphemes (same sounds, different spellings).</p> <p>Today they are going to learn to read words with the /ie/ sound.</p> <p>Fried, cried, replied, spied</p> <p>Sound talk these with your child.</p> <p>e.g. f-r-ie-d fried</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>Oh no! I spied a fried pie. People denied that they had cried. She replied that their cat had been found.</p>	<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>https://www.phonicsplay.co.uk/resources/phase/5/c/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>Friday</p>	<p>Play Quickwrite. Words: make, clay, snail, eight, grey, date, tray</p> <p>Today we are learning alternative spellings for the /c/ phoneme.</p> <p>Practise reading the tricky words: some, come, were, who</p> <p>Write the words cat, lick, kit, box, school, fox, queen.</p>	<p>We are learning a new grapheme - /ea/ (like tea) Ask your child to practise saying and writing this sound. Remind your child that it sounds like the /ee/ sound that they already know, but the spelling is different. They will be learning alternative graphemes (same sounds, different spellings).</p> <p>Today they are going to learn to read words with the /ea/ sound.</p> <p>steam, repeat, dream, cream</p>	<p>Choose a selection of sounds or tricky words that your child needs to practise and ask them quick 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>

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	<p>Ask children to read the words aloud and soundtalk them. Which phoneme do these words all contain?</p> <p>Highlight the sound button that makes the /c/ phoneme in each word.</p> <p>Ask your child to write out these sentences thinking about which /c/ phoneme to use.</p> <p>The quick fox kicks like a cat. A box of cookies is quite cool. Can a skunk quack like a duck?</p>	<p>Sound talk these with your child.</p> <p>e.g. s-t-ea-m steam</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>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.</p>	<p>Play Cheeky Chimp and match the /c/ grapheme that sounds the same.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/c/cheeky-chimps</p> <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>
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