

Week beginning 1st March 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 /igh/.</p> <p>Read the phoneme spotter postcard and see how many /igh/ phonemes you can find. Remember that they sound like /igh/ but they have different spellings. Try listening to it first with your grown up and see if you can hear the /igh/ words.</p>	<p>Login to Phonics Play and choose one of the following quick flash sounds games to continue to review the sounds that they know:</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 new sound is /oy/. This sounds like the /oi/ 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' real and alien words. Enter your own words. Are they real or fake?</p> <p>Play Buried Treasure with these words:</p> <p>Boy, annoy, enjoy, employ Floy, emgloy, scroy, display</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</p> <p>Read these sentences with your child. https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</p> <p>Can you annoy a boy? Will a royal enjoy eating an oyster?</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.</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>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5b</p>

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		<p>Will it be annoying if a boy destroys a toy?</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>Tuesday</p>	<p>Today we are learning alternative spellings for the /igh/ phoneme. They make the same sounds but have different spellings.</p> <p>Practise spelling tricky words: very, I'm, by, time</p> <p>Play the /igh/ word sort game:</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-igh</p> <p>Alternatively, try the alternative spellings sheet. Try and spell the words with an /igh/ sound. Remember to check the grapheme at the top of the column.</p>	<p>Login to Phonics Play and choose one of the following quick flash sounds games to continue to review the sounds that they know:</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 new sound is /ir/. This sounds like the /ur/ and /er/ 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>Girl, thirteen, birth, skirt Twirt, plirth, virteen, skirl</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>Can a girl put on a skirt that twirls? Is your birthday the first or the third? Can a girl annoy a boy?</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>

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		<p>Encourage them to sound talk the words and use capital letters, finger spaces and correct punctuation.</p>	
<p>Wednesday</p>	<p>Play quickwrite grapheme game where children write down as many of the graphemes they can remember for a particular sound.</p> <p>Try /ai/, /igh/, /ow/, /oa/</p> <p>Which /igh/ graphemes can children remember? Record them on a board or piece of paper.</p> <p>Now read the /igh/ words out to children and ask them to have a go to spell them, thinking about which /igh/ grapheme to use.</p> <p>Cry Delight Slice Blind Quite Tried Fright Eyes</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>Mr, Mrs, looked, called, asked</p> <p>What do they notice about looked, called and asked? They all have the suffix (ending) 'ed' because they are in the past tense, they have already happened.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/train-your-brain-ph5</p> <p>Read these sentences to your child and ask them to have a go to write them down.</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>

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<p>Thursday</p>	<p>Today we are looking at the best bet for the /igh/ sounds.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-igh</p> <p>Practise spelling tricky words: some, come, who, were.</p> <p>Practise reading these sentences together:</p> <p>We had a delightful time driving by my home. Can tiny mice fly and sky dive? Can a tiger be nice and kind?</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5c</p> <p>Can you spot the alternative graphemes?</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 real and alien words:</p> <p>Venue, statue, rescue, argue Platue, denue, lescue, ormue</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure</p> <p>Read these sentences with your child:</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</p> <p>Can you argue with a statue? You need to queue until the bus is due. Is it true that you can get blue glue?</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/rain-your-brain-ph5</p> <p>What makes it tricky? Can you find ways to remember the tricky parts?</p>

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<p>Friday</p>	<p>Play Quickwrite. Words: might, bright, strike, kite, behind, cried, dry, reply</p> <p>Today we are learning alternative spellings for the /f/ phoneme.</p> <p>Write the words: fix, cliff, phone, cough</p> <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 /f/ phoneme in each word.</p> <p>Ask your child to write out these sentences thinking about which /f/ grapheme to use.</p> <p>The dolphin flaps his fin. The fox huffs and puffs and coughs. Get off the phone!</p> <p>Point out that gh only makes the /ph/ sound in a few unusual words, which they will just have to learn. 😊</p> <p>Laugh Tough Enough Rough</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? 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>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>
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