

Week beginning 8th 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 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 /ee/.</p> <p>Read the phoneme spotter postcard and see how many different /ee/ words you can hear. Highlight them and write them down. Can you sort them into groups of the same sound?</p>	<p>This week you are going to consolidate your learning by practising all that you have learnt about adjacent consonants, blending them when you read, spelling them and reading and spelling high frequency words (HFW).</p> <p>Remember to continue to practise your speed sounds every day using a game or with your sound mat.</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>Task: Read the word on the worksheet and find the picture to match.</p> <p>Sound it out if you need to and then blend it together.</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 to spell the tricky words: some, come, were, there</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/train-your-brain-ph4</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 dolphins come home to sleep. Were there lots of donkeys on the beach? Were there some turkeys on the lawn?</p>

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<p>Tuesday</p>	<p>Practise the tricky words: said, so, have, like</p> <p>Today we are learning alternative spellings for the /ee/ phoneme. They make the same sounds but have different spellings.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/alt-spellings-ee</p> <p>Alternatively, try the alternative spellings sheet.</p>	<p>Recap your tricky words.</p> <p>https://www.phonicsplay.co.uk/resources/phase/4/tricky-word-trucks</p> <p>Task: Find and write the 'mp' words. Remember to say the words aloud – only write the words where you can hear the 'mp'.</p>	<p>Today's new sound is a split digraph /a-e/. e.g. cake</p> <p>The /a-e/ grapheme sounds like /ai/ and /ay/ 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>ae, s, n, k, ae, r</p> <p>Ask them to choose the correct sounds to spell snake. They may remember to cut up the /ae/ or they may do s-n-ae-k. Remind them that they hear the sneaky sound last.</p> <p>Repeat this with the word rake.</p> <p>Read the following words with your child. Can they spot the /a-e/ split digraph? Which sound is sneaky?</p> <p>Shake, invade, amaze</p> <p>Read the following sentences with them:</p> <p>It will amaze me if you can escape from this maze. When the Romans came to invade, they made long roads. Can a snake have a race with a whale in a lake?</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/sentences-5a</p>
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<p>Wednesday</p>	<p>Read out the following sentences one at a time and ask you child to have a go to write them out. Don't forget the different /ee/ spellings.</p> <p>The chief jumped in the deep-freezing sea with a squeak. He had a dream about magic beans that made him scream. The beast machine ate a feast of green peas.</p>	<p>Practise a selection of your phase 3 sounds. Read and write them to help you to remember them. Maybe you could find objects with those sounds or write the sounds on a post it and stick them around the house.</p> <p>Task: Have a fun game of blended snakes and ladders.</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 a split digraph /u-e/. e.g. tube</p> <p>The /u-e/ grapheme sounds like /oo/, /ue/ and /ew/ that the children already know, but it has a different spelling.</p> <p>Read the following words with your child. Can they spot the /a-e/ split digraph? Which sound is sneaky?</p> <p>Prune, glute, clube, cube, tube, flupe</p> <p>Which are real and which are alien? You can sort the words or play one of the one games on phonics play.</p>
<p>Thursday</p>	<p>Today we are learning alternative spellings for the /ch/ phoneme. They make the same sounds but have different spellings.</p> <p>Write down these words:</p> <p>Rich, much, future, adventure, catch, stitch</p> <p>They all have a /ch/ sound, but they have different spellings. Can you spot the alternative /ch/ graphemes?</p> <p>/ch/, /t/, /tch/</p>	<p>Choose a game from phonics play:</p> <p>https://www.phonicsplay.co.uk/resources/phase/3</p> <p>Task: Read the captions and match them to the pictures.</p> <p>Can you write your own sentences about the pictures?</p>	<p>Today's new sound is a split digraph /e-e/. This means that the sound is 'split' and has sneaky letter in between when it is written down. e.g. eve</p> <p>We sound talk this word by saying the sneaky /v/ last.</p> <p>The /e-e/ grapheme sounds like /ee/, /ea/ and /ey/ that the children already know, but it has a different spelling.</p> <p>Which is the correct spelling?</p>

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	<p>Complete the /ch/, /tch/ wordsearch.</p>		<p>Complete compleet Extream extreme Theem theme Concrete concreat Theys these</p> <p>Read the phoneme spotter postcard. How many different /ee/ sounds can you find?</p>
<p>Friday</p>	<p>Practise reading these words: day, made, came, make (remember the sneaky sounds in the split digraphs)</p> <p>Read out these words to your child, can you pick the right /ee/ grapheme and have a go to spell them?</p> <p>Tree, three, steam, happy, monkey, these, chief</p> <p>Practise reading these sentences together:</p> <p>The lazy donkey went to sleep on the beach. The sleepy puppy came to eat a meat treat by my feet. Maybe the thief is jolly or maybe he's mean.</p>	<p>Read out a selection of sounds and see if your child can remember how to write the grapheme.</p> <p>Task: Cut out and make the a chatterbox. Each time you get an adjacent consonant, write it down and see how many words you can spell with those adjacent consonants.</p> <p>E.g. cr</p> <p>Crab Cricket Crunch</p> <p>Try to use some of your new words in sentences.</p>	<p>Read out the following sentences to your children and ask them to have a go to write them:</p> <p>Can you put a huge cube in a tube? Will a complete prune contain a stone? Is it ever extremely ruse to play a flute?</p> <p>Can you spell the missing one to match the pictures?</p>