

<p>Focus for the week: Recap all sounds learnt so far and HFWs</p> <p>Objectives and criteria for success:</p> <p>Teach new graphemes for reading ay, oy, ir, ue,</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p>	<p>Practise reading and spelling high frequency words</p> <p>Practise reading sentences</p> <p>Practise recognition and recall of Phase 2, 3 and 4 graphemes as they are learned.</p> <p>Practise reading and spelling polysyllabic words</p> <p>Practise writing sentences</p>
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	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Recall all sounds from phase 2, 3 and 4 and so far in Phase 5.	Recall all sounds from phase 2, 3 and 4 and so far in Phase 5.	Practise recognition and recall of Phase 2, 3 and 4 sounds Practise reading high frequency words.	Practise recognition and recall of Phase 2, 3 and 4 sounds. Practise reading high frequency words and spelling tricky words.	Practise recognition and recall of Phase 2, 3 and 4 sounds.
Teach	Teach 'ay' and talk about the difference between this and 'ai' and that 'ay' usually comes at the end of a word. Reading words activity: day, play, may, spray, stray, delay.	Teach 'oy' and talk about the difference between this and 'oi'. Explain that 'oy' <u>usually</u> comes at the end of a word. Reading words activity: boy, toy, joy, enjoy, royal, Roy.	Teach 'ir' and compare to 'er'. Reading words activity: sir, girl, bird.	Teach 'ue' and compare to the word 'you' Reading words activity: cue, due, value, statue, rescue, hue.	Practise spellings from Spelling Book in yellow reading record.
Practise	Writing words activity: stay, tray, clay, pray, play.	Writing words activity: enjoy, oyster, destroy, boy, toy.	Writing words activity: fir, stir, third, shirt, dirt	Writing words activity : venue, due, rescue, value, cue, argue.	
Apply	Reading sentences activity Yes/no questions: Can I stay and play? Can I spray the paint? May I stay at home today?	Sentence substitution on Phase 5 Phonics Play website. Loud sounds can be annoying/ noises/ singing/ frightening/ mountains.	Writing sentences: The girl sees a bird in the tree.	Writing sentences: Sue argues with you. Remind of capital letters and full stops.	

Guidance:

Quick write - ask your child to sound out and write the words

Demonstration writing - model sounding out and recording the sounds that you can hear - ask your child to help you.

Yes/No Questions - support your child in reading the sentence. Then they need to decide whether the answer to the sentence is 'Yes' or 'No'.

Countdown - give your child a set time (e.g. 1 minute) to read the group of words given. How quickly can they sound out and blend the words.

Sentence substitution - have a basic sentence for your child to read. Then have other words that could be used to change the sentence. Each time a change is made, read the sentence through to check it still makes sense.

Sound buttons - draw dots underneath the individual sounds, draw a line underneath digraphs and trigraphs to practise spotting them.

Video Links for online phonics lessons:

Monday: <https://www.youtube.com/watch?v=6AiVFK9SMj0&feature=youtu.be>

Tuesday: https://www.youtube.com/watch?v=6_33f0rHkFg&feature=youtu.be

Wednesday: https://www.youtube.com/watch?v=sgXywhMY_CI&feature=youtu.be

Thursday: <https://www.youtube.com/watch?v=AtH5Do7PaHk&feature=youtu.be>