**Phonics Planning - Reception**

**Summer Term 2 2020 – Week 3: 15 – 19.06.20**

|  |  |
| --- | --- |
|  | **Reception (15-20 minutes plus 10 minutes reading to an adult any time in the day)** |
| **Monday** | **Warm Up**: Handwriting practice – first two pages of the ‘100 High Frequency Words Handwriting Sheets’. Remember to warm up your shoulders, arms, wrists and fingers before you sit in a comfortable position for writing using your ‘frog-frog-log’ pencil grip.**Main activity:** <https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials>Check how many sounds you can get right in the speed trial. If there are some sounds that you are still not sure of then try to write them down to check again at the end. Look at and use the resources for ‘ure’. If you don’t have a printer, ask your child to write ‘ure’ and think of as many words as you can featuring the sound (sure, pure, lure, azure, etc…). Look at where the sound is found in words.  |
| **Tuesday** | **Warm Up**: Handwriting practice – Pages 3 and 4 of the ‘100 High Frequency Words Handwriting Sheets’. Remember to warm up your shoulders, arms, wrists and fingers before you sit in a comfortable position for writing using your ‘frog-frog-log’ pencil grip.**Main activity:** <https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials>Check how many sounds you can get right in the speed trial. If there are some sounds that you are still not sure of then try to write them down to check again at the end. Play a word sorting game to practice segmenting and blending with the sounds that you know from Phase 3. This can be on Phonics Play or you can just try to write a word for each sound in Phase 3, or sort words into the right sound, e.g. have some words on cards for each digraph (ai, ee, igh, oa, oo, ar, or, er, ur, ow, oi, air, ear, ure). |
| **Wednesday** | **Warm Up**: Handwriting practice – Pages 5 and 6 of the ‘100 High Frequency Words Handwriting Sheets’. Remember to warm up your shoulders, arms, wrists and fingers before you sit in a comfortable position for writing using your ‘frog-frog-log’ pencil grip.**Main activity:** <https://www.phonicsplay.co.uk/resources/phase/3/flashcards-speed-trials>Check how many sounds you can get right in the speed trial. If there are some sounds that you are still not sure of then try to write them down to check again at the end. Work on the Phase 3 Activity Booklet to secure your knowledge of the letters and sounds covered so far. If you do not have a printer then you could look at the activities on the screen and have a go at just writing some sounds and words yourself, or you can find any way that works for you to practice the sounds that you know. If any are tricky, keep practising them until you are confident! |
| **Thursday** | **Warm Up**: Handwriting practice – Pages 7 and 8 of the ‘100 High Frequency Words Handwriting Sheets’. Remember to warm up your shoulders, arms, wrists and fingers before you sit in a comfortable position for writing using your ‘frog-frog-log’ pencil grip.**Main activity:** Phase 3 Activity Booklet if not yet finished.If you are ready…move on to Phase 4 by looking at the blends and clusters mat and then at the Phase 4 Sound Buttons Powerpoint. Phase 4 consolidates much of what has gone before but adds in consonant blends and clusters. Try reading the words and if you want to you could copy or write the words from memory afterwards, or mums and dads you could write the words and ask the children to add the sound buttons to practice segmenting and blending. If you need more time… stick with Phase 3 and practice reading and writing with these letters and sounds, remembering to include tricky words. |
| **Friday** | **Warm up**: Handwriting practice – Pages 9 and 10 of the ‘100 High Frequency Words Handwriting Sheets’. Remember to warm up your shoulders, arms, wrists and fingers before you sit in a comfortable position for writing using your ‘frog-frog-log’ pencil grip.**Main activity:** Phase 4 Activity Booklet (work at own pace, can be continued next week and beyond as needed). |