

Daily Phonics

Phonics sessions should last no longer than 25 minutes. These were typically held first thing in the morning on a normal school day at 9:00am. At this stage we would expect to introduce 2 new sounds a week and use the other daily sessions to recap and practise using those sounds in a variety of contexts. For example, you may wish to focus on reading the new sound on one day and then practise writing it on the following day.

This week's sounds are **ow and **oi**.** Some children may know these already but it is good to consolidate. It would also be a good idea to devote one whole session a week to practising tricky words. Each daily session should start with a short recap of what has been learnt so far before moving onto the main part of the session. Below is an example of what a weekly plan may look like and suggestions of how to deliver each part of the sessions:

Monday:

- Recap all previous **sounds**
- Introduce **ow** sound
- Practise **reading ow** sound

Tuesday:

- Recap all previous **tricky words**
- Revisit **ow** sound introduced on the previous day
- Practise **writing ow** sound

Wednesday:

- Recap all previous **sounds**
- Introduce **oi** sound
- Practise **reading oi** sound

Thursday:

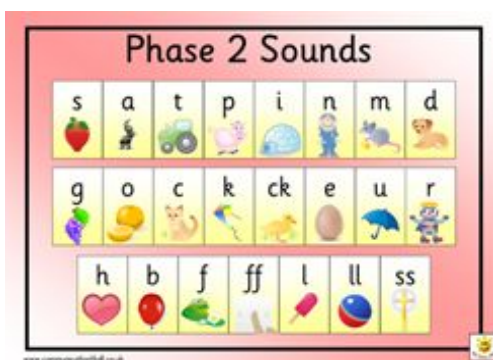
- Recap all previous **high frequency words (HFW)**
- Revisit **oi** sound introduced on the previous day
- Practise **writing oi** sound

Friday

- Recap all previous **sounds** and **high frequency words (HFW)**
- Practise reading and writing **tricky words**.

Recap Sounds - Phase 2 and Phase 3 (5 min starter)

You should recap these at least 3 times a week at the beginning of a phonics session. We have almost completed introducing all of the Phase 3 sounds. Use the sounds mats below to point at each sound and see if your child knows the sound. Try the Phase 2 and 3 flashcard challenge on the **phonicsplay** website: <https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm>. Perhaps you could create your own flashcards!



Recap Tricky Words (5 mins)

You should recap these at least 2 times a week during phonics sessions. Remember, tricky words are irregular words that are not easy to decode using phonics and need to be learnt by sight. They appear frequently in everyday life and stories. We have introduced all of the Phase 2 and 3 words listed below but children will need to consolidate these and focus on the words they do not yet recognise by sight. If they recognise all of these by sight then feel free to introduce some of the Phase 4 tricky words. Use the sound mat below which contains all of the Phase 2, 3 and 4 tricky words. This can be printed out from the [Twinkl](https://www.twinkl.com/phonics) website. You could also make your own tricky word flashcards. Try the Phase 2 and 3 tricky words challenge on the [phonicsplay](https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm) website: <https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm>



Phase 2

the
to
I
no
go
into

Phase 3

he all
she are
we my
me her
be
was
you
they

Phase 4

said there
have little
like one
so when
do out
some what
come
were

Recap High Frequency Words (HFW) (5 min starter)

You should recap these at least 2 times a week during phonics sessions. HFWs are words that appear frequently in everyday life and stories. They can be decoded using the phonic sounds we have learnt. We have completed all of the Phase 2 and 3 words listed in the table below but children will need to consolidate these and focus on the words they do not yet recognise by sight. You could also make your own HFW flashcards. Try the Phase 2 and 3 HFW challenge on the [phonicsplay](https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm) website: <https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm>

in	at	as	up	on	am
his	her	it	of	off	not
got	get	and	will	for	see
mum	dad	had	can	but	too
with	them	back	big	that	down
this	look				

OW (Monday and Tuesday)

Introducing new sound (5 minutes on Monday)

- Remind children it is a digraph (two letters together that make one sound).
- Show children the action associated with the 'ow' sound:



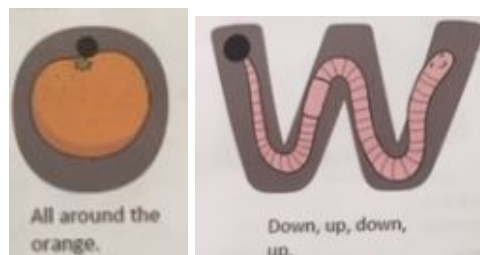
- Ask children if they know any words containing the ow sound.

Practise reading new sound (10-15 mins on Monday)

- Practise reading the digraph using words such as *how*, *now*, *brown*, *cow*, *down*, *town*, *owl*. When writing these out, it is sometimes helpful for the children if you underline the digraph so it is easier to spot at first.
- Geraldine the giraffe learns the 'ow' sound: <https://www.youtube.com/watch?v=GJtvjxBYg7I>
- Alphablocks learn the 'ow' sound: <https://www.youtube.com/watch?v=KMUAjxj6bSk>
- Play Buried Treasure <https://www.phonicsplay.co.uk/BuriedTreasure2.html> and choose words containing the 'ow' digraph.

Practise writing new sound (15 -20 mins on Tuesday)

- Practise writing the ow digraph:

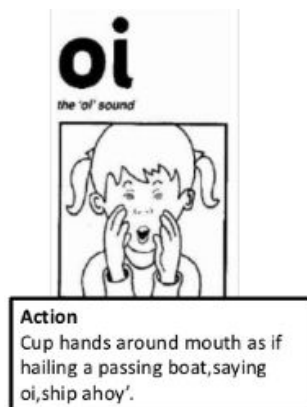


- Practise writing words that contain the 'ow' digraph: *how*, *now*, *brown*, *cow*, *down*, *town*, *owl*.
- Practise writing sentences using the 'ow' digraph. Try using an image for inspiration:



Introducing new sound (5 minutes on Wednesday)

- Remind children it is a digraph (two letters together that make one sound).
- Show children the action associated with the 'oi' sound:



- Ask children if they know any words containing the oi sound.

Practise reading new sound (10-15 mins on Wednesday)

- Practise reading the digraph using words such as *coin*, *point*, *oil*, *boil*, *soil*, *foil*, *toilet*. When writing these out, it is sometimes helpful for the children if you underline the digraph so it is easier to spot at first.
- Geraldine the giraffe learns the 'oi' sound: https://www.youtube.com/watch?v=IRTITdRL_cU
- Alphablocks learn the 'oi' sound: <https://www.youtube.com/watch?v=VB-qfTX-gF0&t=1s>
- Play Buried Treasure <https://www.phonicsplay.co.uk/BuriedTreasure2.html> and choose words containing the 'oi' digraph.

Practise writing new sound (15 -20 mins on Thursday)

- Practise writing the oi digraph:



- Practise writing words that contain the 'oi' digraph: *coin*, *point*, *oil*, *boil*, *soil*, *foil*, *toilet*.
- Practise writing sentences using the 'oi' digraph. Try using an image for inspiration:



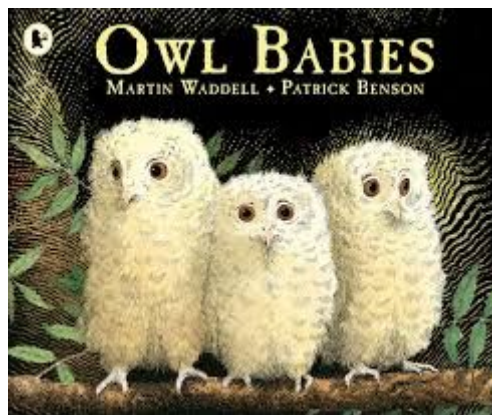
Sammy Sounds

Sammy Sounds will be continuing her magical journey with the children through Phonics Land. Please click on the link to sign up and follow her: <http://eepurl.com/ge0dCH>

Other Reading

In addition to enjoying a range of books at home, the following suggestions will compliment the focus sounds from phonics this week:

- Reading Planet Online books containing **ow** digraph. See if you can spot the **ow** digraph in the stories '*Baxter Visits Bow Wow*' and '*Howard the Dentist*'. These can both be found in **Yellow/Reading Planet Level 3** at <https://www.risingstars-uk.com/series/rising-stars-reading-planet>.
- Have a go at reading 'Owl Babies' or if you don't have a copy, read along: <https://www.youtube.com/watch?v=GyiBDPJCDFY>



- See if you can spot the **oi** digraph and others in the 'Oi Frog' series of books.
<https://www.youtube.com/watch?v=EFjaEjyk6-8>
<https://www.youtube.com/watch?v=vTDvrQxMI-Y>



Daily Maths Development

As well as exploring the maths that happens spontaneously in the daily environment, we would suggest holding a daily 'maths meeting' which lasts no longer than 25 minutes. This was typically held just before lunch during a normal school day.

This week's focus: Counting and Numeral Recognition

Objectives:

- Count forwards and backwards up to 20.
- Recognise all of the numerals up to 20.
- Match the relevant number of objects to the correct numeral.
- Recognise 1 more and 1 less than all numbers to 20.

Activities:

- It would be nice to start each session with a counting song up to 20. For example: <https://www.youtube.com/watch?v=D0Ajq682yrA>.
- Why not have a go at making your own number lines to 20.
- Practise ordering the numbers correctly.
- Practise matching the correct number of objects (use a variety) to each number so children gain a contextual understanding of what that number can actually represent.
- Hide numbers and ask the children to say which numbers are missing.
- Turn the numbers upside down and play the memory game.
- Ask which number is 'one more' and 'one less' than any given number to 20. This can be extended to 2 more/less or 3 more/less.

Extension: If your child is finding the numbers up to 20 straightforward, then feel free to extend beyond 20. Also, why not practise counting in 2s, 5s or 10s. Always try and use a real context (e.g. everyday objects) to demonstrate this.



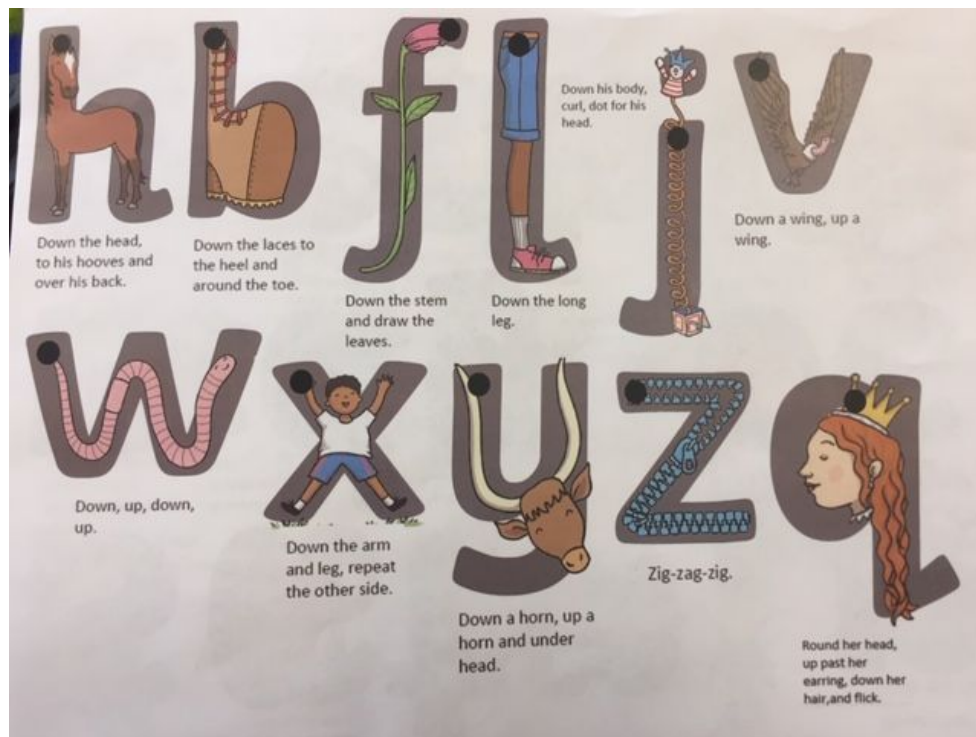
Numberblocks

The BBC Numberblocks episodes are a great way of introducing and exploring different numbers.

<https://www.bbc.co.uk/cheebies/shows/numberblocks>

Physical Development - Fine Motor

Please continue to practise letter formation. We would suggest doing this once or twice a week for no more than 25 minutes focusing on 3 or 4 different letters each week.



Make your own Chocolate Easter Nest Recipe

Step 1



Step 2



Step 3



Step 4



Movie Night

If you are enjoying watching some films over the Easter period, why not make a big deal out of it and design:

- A poster to advertise the movie
- A menu of snacks
- Entrance tickets
- A movie review



Busy Things

As always, Busy Things has a range of great activities for children to have a go at across the curriculum areas: <https://www.busythings.co.uk/>



Tapestry Online Learning Journeys



All carers should have now been sent a link which allows you to access your child's online learning Journal. Please feel free to add photos and make comments of the learning that is going on at home.