

Phonics activities w/b 4.5.20

In phonics, all children are in the process of either developing their sound knowledge or consolidating their sound knowledge by revising sounds we have taught already.

This week we are going to continue with the set 2 Read Write Inc sounds. There will be 5 sessions and within these we will cover 2 new sounds and then provide some reading activities to practice that sound.

There are 5 sessions below – these do not need to be completed daily if this is too tricky for you. We would however, suggest that you complete these in order.

There are a number of resources to help you with supporting your child to learn phonics on the Oxford Owl website, it is well worth exploring this as there are a variety of activities that you can use to both support and extend your child's learning.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

There are also daily video sessions that are being shown, which now include a daily sound (Set 1, 2 and 3), word time activities which develops children's blending skills and spelling activities which support segmenting skills for writing. These lessons mirror how we teach your child in school so are a very valuable resource. Each lesson is available for 24 hours.

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ



The current timetable of these sessions can be found below. Although we are currently working on teaching / consolidating set 2 sounds, if you feel that your child might enjoy revisiting the Set 1 sound lessons then there is no harm in this. Equally, if you feel your child would enjoy a little more challenge then you could explore the Set 3 sessions in addition to the Set 2 sessions.

https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf

Although the sounds may not correspond exactly with the sounds we are covering each week, regular practice of these sounds is key to embedding these so if they do the same sound a few times, don't worry!

Session 1 – Introducing the ‘oo’ sound

Speed Sounds Set 2 **oo**



Say the sound ‘oo’ (as in zoo) and ask your child to copy.

Show the picture card (a zookeeper with a shovel for cleaning up poo at the zoo)

Explain the picture to your child and ask them to repeat ‘poo at the zoo’

Write the 2 letters down and explain when we see the letters we say ‘oo’ and when we see the picture we say ‘poo at the zoo’

Alternate between pointing to the picture and the letters and ask your child to say either the phrase or the sound depending on which one you are pointing to.

Mix this new sound with some of the set 1 and set 2 flashcards that you have at home and ask your child to tell you the sounds for each one. (We say ‘gotcha’ when we spot the focus sound so they may like to do this!)

Session 2 – Reading words with the ‘igh’ sound

Recap the ‘oo’ sound with your child by looking at the picture card and letter card above. Explain that we are going to read some words that contain the new sound. You can write these down and underline the ‘oo’ sound in each word to help.

Use the following words (1 at a time)

too, zoo, moon, food, mood, spoon

Sound out the word first and ask your child to repeat – e.g. m-oo-n

You can also use the sheet (via the following link to read some of these words)
https://cdn.oxfordowl.co.uk/2016/07/22/09/35/57/955/rwi_RPhO_SSPS_Set2_long_oo.pdf

Then using the sound cards, say the sounds as you place the letters on the table. Ask your child to repeat the sounds and then blend these to read the word. Muddle up the cards on the table. Say the word and ask your child to find the sounds, lay these out in the right order, say the sounds and then blend to read the word.

If your child is able to do this easily then you can skip the steps above and simply start by placing the sound cards on the table to make the word without saying the sounds. Ask your child to say the sounds and then blend these to read the word.

If you would prefer, you can just write the words on a plain piece of paper and underline the focus sound, if this is too challenging then repeat the steps above.

We call this blending 'fred talk'. In school, when we read a new word we first ask the children to spot the any special friends in the word and say this aloud e.g. 'oo' in zoo, then fred talk the word e.g. z-oo, then read the whole word e.g. zoo.

To finish the session you can also try making some words with sounds that the children are familiar with. (you say the word and the children find the letters to make and then read the word).

thin, thick, this, zap, zip, chin

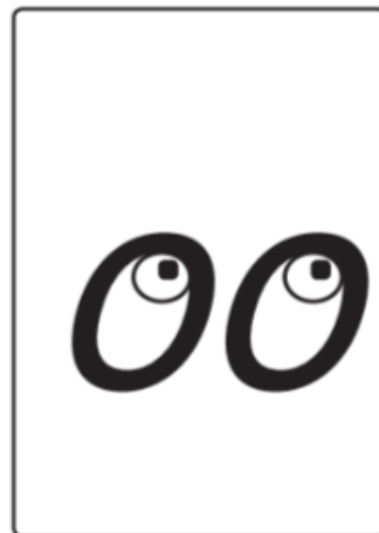
Again, if you would prefer then you can write these words on a piece of paper.

If you say the words without showing the letters / word, can your child tell you / write the sounds that they can hear? In school, we use our 'Fred fingers' to work out the sounds. E.g. in 'this' we would say we need 3 'Fred fingers' 'th', 'i', 's'. This could include words containing the 'oo' sound and those above.

Sessions 3 – Introducing the ‘oo’ sound

Speed Sounds Set 2

oo



Follow the same routine as with the ‘oo’ sound.

Say the sound ‘oo’ (as in book) and ask your child to copy.

Show the picture card (2 people looking at a book together)

Explain the picture to your child and ask them to repeat ‘look at a book’

Write the 2 letters down and explain when we see the letters we say ‘oo’ and when we see the picture we say ‘look at a book’

Alternate between pointing to the picture and the letters and ask your child to say either the phrase or the sound depending on which one you are pointing to.

Mix this new sound with some of the set 1 and set 2 flashcards that you have at home and ask your child to tell you the sounds for each one. (We say ‘gotcha’ when we spot the focus sound so they may like to do this!)

Session 4 – Reading words with the ‘oo’ sound

Recap the ‘oo’ sound with your child by looking at the picture card and letter card above. Explain that we are going to read some words that contain the new sound.

Use the following words (1 at a time)

took, look, book, shook, cook, foot

Sound out the word first and ask you child to repeat – e.g. t-oo-k. (without cards initially).

Say the sounds as you place the letters on the table. Ask your child to repeat the sounds and then blend these to read the word.

Muddle up the cards on the table. Say the word and ask your child to find the sounds, then lay these out in the right order, say the sounds and then blend to read the word.

If your child is able to do this easily then you can skip the steps above and simply start by placing the sound cards on the table to make the word without saying the sounds. Ask your child to say the sounds and they blend these to read the word.

If you would prefer, you can just write the words on a plain piece of paper and underline the focus sound, if this is too challenging then repeat the steps above.

You can also use the sheet (via the following link to read some of these words)
https://cdn.oxfordowl.co.uk/2016/07/22/09/36/35/12/rwi_RPhO_SSPTS_Set2_short_oo.pdf

We call this blending 'Fred talk'. In school, when we read a new word we first ask the children to spot the any special friends in the word and say this aloud e.g. 'oo' in 'took', then 'Fred talk' the word e.g. t-oo-k, then read the whole word e.g. took.

To finish the session, you can also try making some words with sounds that the children are familiar with.

Chop, chat, quiz, quit, fox, box

Again, if you would prefer then you can write these words on a piece of paper.

If you say the words without showing the letters / word, can your child tell you / write the sounds that they can hear? In school, we use our 'Fred fingers' to work out the sounds. E.g. in 'chat' we would say we need 3 'Fred fingers' 'ch' 'a' 't'

Session 5 – Practicing reading to apply sound knowledge

At the beginning of any reading session in school we go through our sound cards. You can choose to either focus on a few or go through all the set 1 sounds and the new set 2 sounds introduced.

We would then go through a few red words together – as these are words that need to be learned by sight, the more frequently you do these, the better!

Here are a few that you could practice this week

said, was, are, of,

(the red part of these words is the tricky part, that cannot be sounded out)

Then you can ask your child to read the sentences below. (you can copy them out if this is easier).

It is fun to go to the zoo.

I can go to the moon in a rocket.

I will look at a good book at night.

CHALLENGE: If you read the sentence below to your child without showing them, they can try and write this using their sound knowledge (it's ok to use a sound mat to help!)

'I went to the zoo and it was a good day!'

They could draw a picture to match and you could add this to google classroom for us to see.

Follow up activities

You could look at the following sheet and read and discuss this together

https://cdn.oxfordowl.co.uk/2018/03/02/14/15/20/460/PWO_Age_4_5_phonics.pdf

On the Oxford Owl website there are lots of resources that are currently free that you can use to support your children when learning new sounds.

Practising blending of sounds learned (online activity). These go up in difficulty so start with 1 and move on when your child is confident.

1. <https://www.oxfordowl.co.uk/api/interactives/29096.html>
2. <https://www.oxfordowl.co.uk/api/interactives/29098.html>
3. <https://www.oxfordowl.co.uk/api/interactives/29097.html>

Reading books

Finally, you can access reading books on the Oxford Owl website that are linked to our Read Write Inc phonics. These are free to access currently but you will need to register on the site first.

<https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc>.

Here are a selection of books that you could read this week.

Under the level drop down, choose 'Read Write Inc' then 'RWI Phonics Green'

Choose the book 'Hands.'

<https://www.oxfordowl.co.uk/api/interactives/29268.html>

If you would like a challenge:

Under the level drop down, choose 'Read Write Inc' then 'RWI phonics purple'

Choose the book 'A Pet Goldfish'

<https://www.oxfordowl.co.uk/api/interactives/29263.html>

If your child is finding these books a bit tricky then please try the following book.

Under the level drop down, choose 'Read Write Inc' then 'RWI phonics red'

Choose the book 'Get Up'

<https://www.oxfordowl.co.uk/api/interactives/29262.html>

This book contains 4 shorter stories (Ditties). These do not all need to be read at the same time. Each ditty has questions at the back to help to develop understanding.

In each of these books you can

Read the speed sounds

Read the green words

Read the red words

Read the story

We read it up to 3 times

1. Reading by decoding the words (Fred talking)
2. Reading for understanding
3. Reading with expression

Discuss and answer the questions to talk about (it is good to encourage your child to refer back to the text to find the answer to these questions where you can).

You can also explore other books on here, if you'd like. We would encourage you to try and read with your child daily – just a few minutes at a time, just as we would if we were in school. Thank you!

Enjoy your reading and don't forget to tell us how you're getting on by adding comments on Google Classroom.