

## Phonics activities w/b 1.6.20

We are going to spend some time revising the sounds that we introduced last half term.

We will continue to revise 2 sounds a week. As these have already been introduced the sessions should include a brief reintroduction of the focus sound(s), some reading practice (using fred talk), some writing practice (using fred fingers) and an activity that helps to apply the focus sound(s). The final session will provide some red (tricky) words that you can read, write and then apply by having a go at putting these in sentences.

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.

Please continue to refer to the Oxford Owl website for support and guidance on Read Write Inc

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](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](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 – Revising the ‘ay’ sound

Begin each session by using some of your set 1 flashcards to revise these sounds. Today you could do m, a, s, d, t.

Speed Sounds Set 2		ay
		

Following this, show the picture and sound above and remind your child that when we see the picture we say ‘may I play’ and when we see the letters we say ‘ay’ (as in day). Practice this a few times by pointing at the cards.

Next you can practice reading the words that contain this sound (day, lay, play, clay, tray, spray, stray, away, delay, display). You can write these yourself or print out the attached word cards. It may help to underline the ‘ay’ sound to emphasise that this is a ‘special friend’ (two letters that make one sound). Remember to use fred talk to help if you need to. If you can fred in your head and read the word out loud then you can.

Next you can practice writing these words using ‘fred fingers’. For each word in this list, say the word to your child and tell them how many sounds it contains. Ask them to hold up this many fingers and then pinch the sounds as they fred talk. E.g. play has 3 sounds so you would hold up 3 fingers and pinch each finger for each sound ‘p’, ‘l’, ‘ay’. Then ask your child to write the word. After you can check this with them. You could rewrite this for them to correct if needed. Repeat with as many words as you can manage from the list.

## Session 2 – applying the ‘ay’

Begin the session by going through the set 1 sounds m, a, s, d, t as revision.



Recap the 'ay' sound with your child by again looking at the picture card and letter card above.

Following this you can complete the 'ay' spelling activity sheet. For each of the words that you write at the bottom, you could then show that you understand their meaning by putting these into a sentence.

### Sessions 3 – Revising the 'ee' sound

Begin as you have in previous sessions with a few of the set 1 flashcards. Today you could use i, n, p, g, o

**Speed Sounds Set 2** **ee**



Following this, show the picture and sound above and remind your child that when we see the picture we say 'what can you see' and when we see the letters we say 'ee' (as in see). Practice this a few times by pointing at the cards.

Next you can practice reading the words that contain this sound (seed, deep, feel, queen, sheep, creep, sweet, freeze, green, teeth). You can write these yourself or print out the attached word cards. It may help to underline the 'ee' sound to emphasise that this is a 'special friend' (two letters that make one sound). Remember to use fred talk to help if you need to. If you can fred in your head and read the word out loud then you can.

Next you can practice writing these words using 'fred fingers'. For each word in this list, say the word to your child and tell them how many sounds it contains. Ask them to hold up this many fingers and then pinch the sounds as they fred talk. E.g. seed

has 3 sounds so you would hold up 3 fingers and pinch each finger for each sound 's', 'ee', 'd'. Then ask your child to write the word. After you can check this with them. You could rewrite this for them to correct if needed. Repeat with as many words as you can manage from the list.

#### Session 4 – Applying the 'ee' sound

Recap the 'ee' sound with your child by looking at the picture card and letter card above.

Use the 'ee Read and Write activity' For each of the 'ee' words can you read these and then write the correct word under the picture. To show that you understand each of the words, you could also put each one into a sentence.

#### Session 5 – Practicing red words

For this session you can practice reading, recognising and writing red (tricky) words correctly.

As you will know, these are words that cannot be sounded out easily and need to be learned by sight. For each of the words below you can practice reading these together, then try reading them in a sentence, then practice writing these tricky words. (In school, we write the word together and then discuss the tricky part of the word. We would then remove the word and ask the children to write this three times. We would then show the correct spelling again and ask children to check/correct their work).

Lastly you can try writing your own sentences that contain these words (or you can read the sentences aloud that they read earlier and ask them to have a go at writing these)

I      the    you    your   said   was

I went to a shop.

I will play in the den,

Can I help you?

Hang your hat on the peg.

It is wet today said mum.

The cat was seen on the green mat.

## Reading books

We would strongly encourage you to read daily with your child. We have included links below to the Oxford owl website for their e-book library which includes a variety of books at varying levels.

For children reading pink books

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=book+band+1%3A+pink&level\\_select=book+band+1%3A+pink&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=book+band+1%3A+pink&level_select=book+band+1%3A+pink&book_type=&series=#)

For children reading red books

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=book+band+2%3A+red&level\\_select=book+band+2%3A+red&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=book+band+2%3A+red&level_select=book+band+2%3A+red&book_type=&series=#)

For children reading yellow books

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=book+band+3%3A+yellow&level\\_select=book+band+3%3A+yellow&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=book+band+3%3A+yellow&level_select=book+band+3%3A+yellow&book_type=&series=#)

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

## RWI video resources

Since schools have closed Read Write Inc have been providing short videos introducing the new sounds in set 1, 2 and 3 daily via You Tube or their facebook page. Unfortunately, these are only available to 24 hours so can only be viewed on specific days. We believe these will be continuing after the holidays and we would highly recommend these (even if they do not link directly to our sessions, all set 2 sounds are worth watching as we will introduce / revise these through the summer term).

Set 1 sessions include speed sound lessons which focus on introducing a sound, word time which focuses on blending to read and spelling which encourages the use of 'fred fingers' for spelling.

Set 2 sessions include speed sounds lessons and spelling lessons.

Set 3 sessions include speed sounds lessons and spelling lessons.

We will continue to focus on set 2 sounds as our main focus. To extend their learning, children can watch the set 3 sounds, although these may not be taught fully until Year 1.

Further information about this can be viewed here

<https://www.ruthmiskin.com/en/>