

Phonics activities w/b 8.6.20

This week we will be revising the sounds 'igh' and 'ow'. 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

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

Session 1 – Revising the 'igh' sound'

Begin each session by using some of your set 1 flashcards to revise these sounds. Today you could do 'c, k, u, b, f'

Speed Sounds Set 2

igh



igh

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

Next you can practice reading the words that contain this sound (high, light, night, sight, bright, might, fight, flight, tight, delight). You can write these yourself or print out the attached word cards. It may help to underline the 'igh' sound to emphasise that this is a 'special friend' (three 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. bright has 4 sounds so you would hold up 4 fingers and pinch each finger for each sound 'b', 'r', 'igh', 't'. 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.

In school we also practice alien (nonsense) words to build up blending skills. Page 3 of the attached alien word sheets contain words with the igh sound that you could practice together – focus on blending what you can see and not trying to make a real word.

Session 2 – applying the 'igh' sound

Begin the session by going through the set 1 sounds 'c k u b f' as revision. Recap the 'igh' sound with your child by again looking at the picture card and letter card above.


Following this you can complete the 'igh' phoneme spotter story – Light in the Night. Ask your child to read the story first. Then ask them to re-read the story and underline / list any words that contain the 'igh' sound. You could re-read all of the 'igh' words together following this.

Finally, now they have read the story twice, talk about the story together – what happened, when, why etc to help to develop comprehension skills.

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 'e l h r j'

Speed Sounds Set 2**ow**



blow the snow

2. blow, snow, slow, show, know, flow, glow

ow

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

Next you can practice reading the words that contain this sound (blow, grow, slow, snow, show, flow, glow, mow, low, follow). You can write these yourself or print out the attached word cards. It may help to underline the 'ow' 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. slow has 3 sounds so you would hold up 3 fingers and pinch each finger for each sound 's', 'l', 'ow'. 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.

In school we also practice alien (nonsense) words to build up blending skills. Page 4 of the attached alien word sheets contain words with the ow sound that you could practice together – focus on blending what you can see and not trying to make a real word. (These have an alien image to help children realise these are nonsense words.)

Session 4 – Applying the 'ow' sound

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

Use the 'ow' story – Crow in the Snow. Ask your child to read the story first. Then ask them to re-read the story and underline / list any words that contain the 'ow' sound. You could re-read all of the 'ow' words together following this.

You can then talk about the story together.

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

- Practice reading these together (the tricky part is in red)
- Read the sentences that contain many of these tricky words
- When you can recognise these words, you can practice writing these (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)

Here are some words and sentences that you could practice this week.

he, me, we, be, she, no

Is it light at night?

Will it be bright tonight?

He will play in the snow

We can be up high to see the show.

No she cannot follow me.

Might I be on the next flight?

Last weeks red words are included below as it is good to practice these regularly, whenever possible.

I the you your said was

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=#

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=#

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=#

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/>