

## Phonics activities w/b 22.6.20

This week we will be revising the sounds 'ar' and 'or'. 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/>

### RWI video resources

There continues to be a range of video lessons available to support home learning for Read Write Inc phonics. These now include reading and spelling of longer words and teaching of red words. They are well worth exploring if you can.

The schedule for this term can be found by clicking on the link below.

[https://www.ruthmiskin.com/media/filer\\_public/0e/1b/0e1bc157-aa28-4d4c-a9fe-097d706679c7/final\\_schedule\\_june\\_2020\\_3.pdf](https://www.ruthmiskin.com/media/filer_public/0e/1b/0e1bc157-aa28-4d4c-a9fe-097d706679c7/final_schedule_june_2020_3.pdf)

Please remember that all lessons are available for 24 hours only and are changed daily (Monday-Friday).

## Session 1 – Revising the ‘ar’ sound

Begin each session by using some of your set 1 flashcards to revise these sounds. Today you could do ‘qu’ (as in ‘queen’) and ‘ng’ (as in ‘thing’) and any others already covered if still unfamiliar.

### Speed Sounds Set 2

ar



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

Next you can practice reading the words that contain this sound (star, car, jar, start, dark, sharp, part, march, large, charm). You can write these yourself or print out the attached word cards. It may help to underline the ‘ar’ 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. star has 3 sounds so you would hold up 3 fingers and pinch each finger for each sound ‘s’, ‘t’, ‘ar’. 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 7 of the attached alien word sheets contain words with the ‘ar’ 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 ‘ar’ sound

Begin the session by going through the set 1 sounds ‘qu’ and ‘ng’ and any others you’d like as revision.


Recap the ‘ar’ sound with your child by again looking at the picture card and letter card above.

Following this you can complete the ‘ar’ activities which include a magnifying sheet – in this there are lots of words that contain the ‘ar’ sound hidden in the picture. Can you find, magnify and read these? There is also a game that has words containing the ‘oo’ and ‘ar’ sounds that you can practice as you play.

### Sessions 3 – Revising the ‘or’ sound

Begin as you have in previous sessions with a few of the set 1 flashcards. Today you could use ‘nk’ (as in ‘think’) and ‘ck’ (as in ‘check’) and a selection of others.

**Speed Sounds Set 2** **or**



shut the door

2. sect, shect, ween, horse, spect, snect, fock

**or**

Following this, show the picture and sound above and remind your child that when we see the picture we say ‘shut the door’ and when we see the letters we say ‘or’ (as in short). Practice this a few times by pointing at the cards.

Next you can practice reading the words that contain this sound (short, porch, torch, born, torn, corn, sport, sort, horse, fork). You can write these yourself or print out the

attached word cards. It may help to underline the 'or' 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. short has 3 sounds so you would hold up 3 fingers and pinch each finger for each sound 'sh', 'or', '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 8 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 'or' sound

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

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

You can then talk about the story together.

There is also a sheet of real and nonsense words that contain the 'or' sound. You can read these together and then ask your child to colour / sort these into which are real and which are nonsense words.

#### 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.

are, said, have, her, all, my

Can I park my car on this street?

I have a torch to see in the dark.

My horse has a bad cut on her hoof.

I play all sports.

'Can I have a fork?' said Mum.

Can you see the stars at night?

Previous weeks red words are included below as it is good to practice these regularly, whenever possible. If your child is not yet confident with these then you could just focus on these if you prefer.

I the you your said was

he, me, we, be, she, no

of, to, so, go, my, they

### 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=#)

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