

PHONICS EYFS – Summer 2 Week 5

For the next few weeks we are going to be revisiting phonemes taught this year, to embed and consolidate this learning.

Lesson / Activities	Key words
<p>Monday (roughly 7 minutes for each activity)</p> <p>Sound Swap – on separate post-its write the letters for the key words (opposite) and put the letters on the table. Ask your child to make the word ‘jump’ with the post its. Then ask them to use the letters and change it to bump (just by swapping the j for the b). Repeat with the other letters until all of the words have been made.</p> <p>Word building – Write the letters that make the words opposite on separate post-its and arrange them on the table. Ask your child to use the letters to write make the words opposite. Then ask them to write the word on their whiteboard. Ask your child to say the sounds as they write them. The sound ‘ss’ should be written on one post it note. Remind your child that sometimes we spell a sound with two letters, like this one (point to ss). It has two letters, but just one sound.</p> <p>Reading and Spelling Words - Write one of the words opposite on a piece of paper and ask your child to whisper the sounds very quietly to themselves. Then ask them to say the sounds and read the word. Then ask them to write the word, saying the sounds as they write them.</p> <p>Sentence dictation: Class 3 went on a trek to a pond. It was a mess. Challenge: Class 3 went on a trek to a pond. It was a mess. Miss Scott had a plan. The class had lots of jobs to do to fix up the pond and the plot of land.</p>	<p>Key words</p> <p>Sound swap – stamp, mist, stand, stomp.</p> <p>Word building words – pond, wind, frogs, help, cross.</p> <p>Reading and Spelling words – went, help, yes. Key word reading (that can’t be sounded out) – some, of, said.</p>
<p>Tuesday</p> <p>Sound Swap (see above). Look carefully at which letter your child chooses for b and d.</p> <p>Word building (as lesson above). Can they also orally use each word in an interesting sentence? The sound ‘ff’ should be written on one post it note – it is described to the children as “two letters, one sound ff”.</p> <p>Reading / Spelling (as lesson above). Explain the meaning of any words that they don’t know. Can they use the words in a sentence?</p> <p>Sentence dictation: Ken, Dan and Fran, we can help the frogs, bugs and slugs. Challenge: Ken, Dan and Fran, we can help the frogs, bugs and slugs. Clip and trim the grass so the pond can get the sun.</p>	<p>Sound swap words – twigs, wind, swing, logs, clogs.</p> <p>Word building words – .off, from, bank.</p> <p>Reading and Spelling words – slip, snap. Key words (can’t be sounded out)- come, all.</p>

<p>Wednesday</p> <p>Sound Swap (see above). The sounds 'ck' and 'ss' should be written on one post it note – it is described to the children as “two letters, one sound ck / ss”.</p> <p>Word building (as lesson above). Explain the meaning of any unfamiliar words. Can they also orally use each word in an interesting sentence? The sound 'ck' should be written on one post it note – it is described to the children as “two letters, one sound ck”.</p> <p>Reading / Spelling (as lesson above) Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: 'Help bugs?' Ken felt grim. 'Yes' said Miss Scott. Challenge: 'Help bugs?' Ken felt grim. 'Yes' said Miss Scott. 'Some bugs help us. Plus, the frogs are fond of bugs.'</p>	<p>Sound swap words: luck, struck, truck, mess, dress.</p> <p>Word building words – luck, trim, clip.</p> <p>Reading and Spelling words – fond, grim. Reading high frequency words – said, are.</p>
<p>Thursday</p> <p>Sound Swap (see above). The sound 'll' should be written on one post it note – it is described to the children as “two letters, one sound ll”.</p> <p>Word building (as lesson above). Explain the meaning of any unfamiliar words. Can they also orally use each word in an interesting sentence? The sound 'll' should be written on one post it note – it is described to the children as “two letters, one sound ll”.</p> <p>Reading / Spelling (as lesson above) Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: Rob and Kim put on the big red clogs. Challenge: Rob and Kim put on the big red clogs. Twigs snap off in the wind and drop in the pond. Logs slip in from the bank.</p>	<p>Sound swap words – sell, drill, well, swill, fluff, stuff</p> <p>Word building words – still, tell, stiff.</p> <p>Reading and Spelling words – drag, clogs . Key words (can't be sounded out- all, old)</p>
<p>Friday</p> <p>Sound Swap (see above). The sounds 'ng' and 'ch' should be written on one post it note – it is described to the children as “two letters, one sound ng / ch”.</p> <p>Word building (as lesson above). Explain the meaning of any unfamiliar words. Can they also orally use each word in an interesting sentence? The sounds 'ng' and 'ch' should be written on one post it note – it is described to the children as “two letters, one sound ng / ch”.</p> <p>Reading / Spelling (as lesson above) Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: Come and drag all the twigs and logs from the pond up onto the mud bank.</p>	<p>Sound swap words – flap, fling, pinch, chimp.</p> <p>Word building words – crunch, stings, sprang.</p> <p>Reading and Spelling words scum, rich, bang. Key words (can't be sounded out- for, onto).</p>

Challenge: Come and drag all the twigs and logs from the pond up onto the mud bank. 'Pip, get the flat net from the bag and skim the top of the pond. Just flip the net and slap it on the bank to get the scum off'.