

Lesson / Activities	Key words
<p>Monday Today you are introducing a new sound 'wh' – it is described to the children as "two letters, one sound wh".</p> <p>Listen and Segment - Put the letters wh n e on separate post it notes in front of your child. Say the word 'when' slowly and ask your child to listen carefully to see if they can hear the sounds that make up the word 'when'. Ask them 'what is the first sound you hear in when?' Point to wh and say 'sometimes we spell a sound with two letters, like this one - wh. It has two letters, but it is just one sound. It is /wh/. Place this on the whiteboard. Then ask, what sound do you hear in the middle of quick? Ask your child to point to the letter that makes the sound /e/. Put this letter next to wh on the whiteboard. Repeat with the last sound /n/. Say 'Now let's say the sounds and read the word'. Then write the word for your child and ask them to tell you all the sounds you need to write the word when. Ask your child to write the word when, saying the sounds as they write them.</p> <p>Repeat with the words quiz (wh i p), whisk (wh i s k).</p> <p>Optional - 'wh' Phonics Frog Game (see below).</p>	
<p>Tuesday -</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. Explain the meaning of any unfamiliar words. Can they also orally use each word in an interesting sentence? The sound /wh/ should be written on one post it note each – it is described to the children as "two letters, one sound /wh/".</p> <p>Reading / Spelling - 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 Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: Quick, sit on the red bench. Challenge: Quick, sit on the red bench next to the duck pond.</p>	<p>Word building – when, whip, whisk.</p> <p>Reading and spelling – wham, which.</p> <p>High frequency word practise – there, these.</p>
<p>Wednesday</p> <p>Word building – as above. The sounds /wh/ and /ch/ should be written on one post it note – it is described to the children as "two letters, one sound /wh/ or /ch/".</p>	<p>Word building words – whim, when, which.</p>

<p>Reading / Spelling - 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. Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: Jim had a shock, the duck went quack.</p>	<p>Reading and Spelling words – quilt, thing, truck.</p>
<p>Thursday</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 wh, ck, sh and ch should be written two letters together on the post it notes – it is described to the children as “two letters, one sound /wh/, /ck/, /th/ or /ck/”.</p> <p>Reading / Spelling (as lesson above) Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: Will had a long stick to unblock the sink. Challenge: Will had a long stick to unblock the sink but the stick got stuck.</p>	<p>Word building words – whack, brush, lunch.</p> <p>Reading and Spelling words – squid, swing, chick. High frequency words – what, where, who.</p>
<p>Friday –</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 sh, ll, ng and ck should be written two letters together on the post it notes – it is described to the children as “two letters, one sound /sh/, /ll/, /ng/ or /ck/”.</p> <p>Reading / Spelling (as lesson above) Explain the meaning of any words that they don't know.</p> <p>Optional activity – wh words, cut and make the words (see below).</p>	<p>Word building – shell, bring, stack.</p> <p>Reading and spelling – froth, chest, clang.</p>

'wh' Phonics Frog Game

You will need:

- 'wh' Phonics Frog Game Board
- Phonics Frog Game Pieces (Phonics Frog and Lily Pad 'wh' Cards)



Preparation:

Set up the board, sticking together the pages to form the pond.

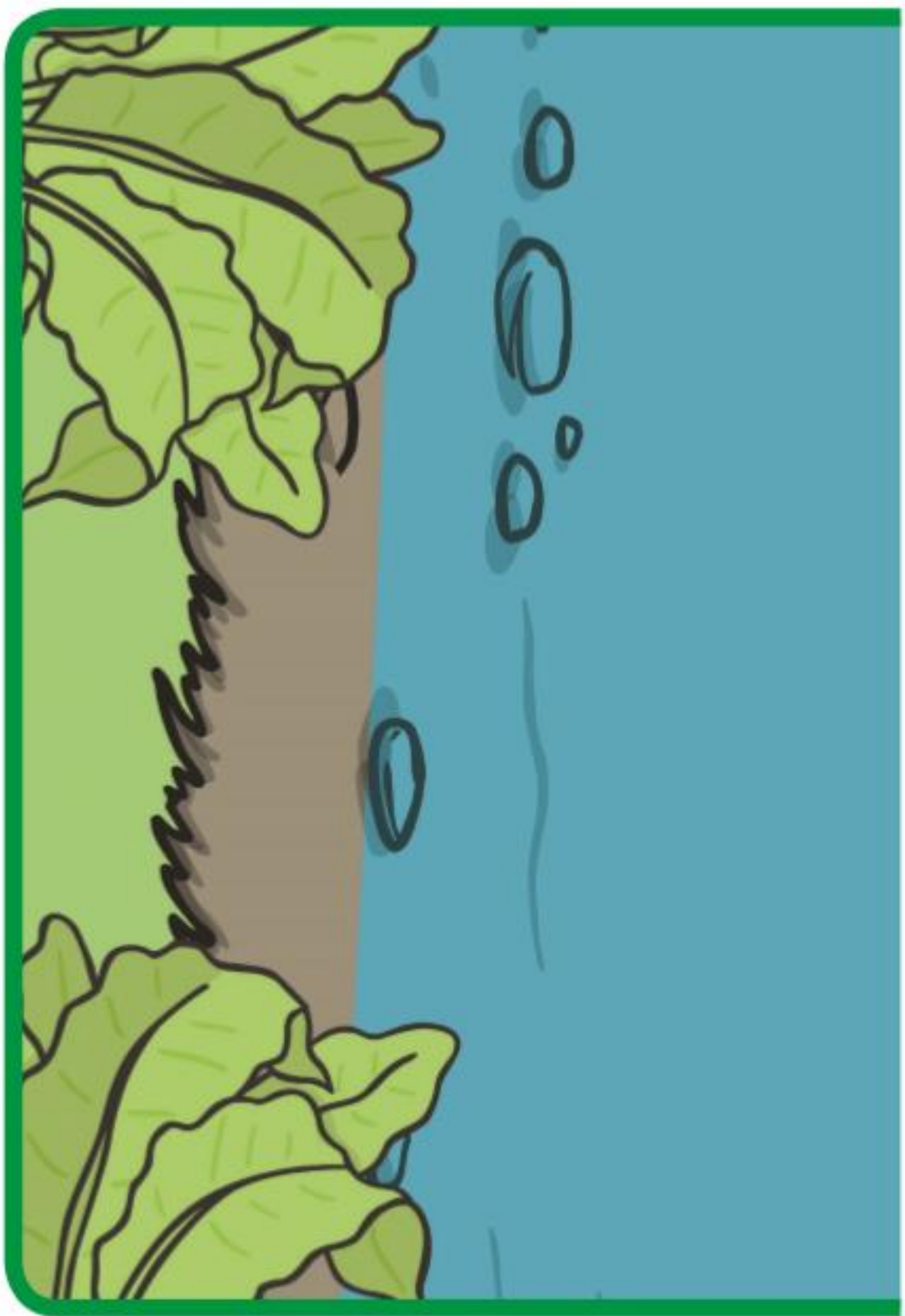
Cut out the Phonics Frog and the Lily Pad 'wh' Cards.

Place the Lily Pad 'wh' Cards on their labelled space.

Place the Phonics Frog on the left-hand bank.

Instructions

1. The aim of the game is to get Phonics Frog back to his house on the other side of the pond.
2. The teacher or a partner will lay out a few lily pads across the pond.
3. If the children can read each lily pad correctly, Phonics Frog can make it home. Phonics Frog can move along the lily pads as the child reads the words correctly.

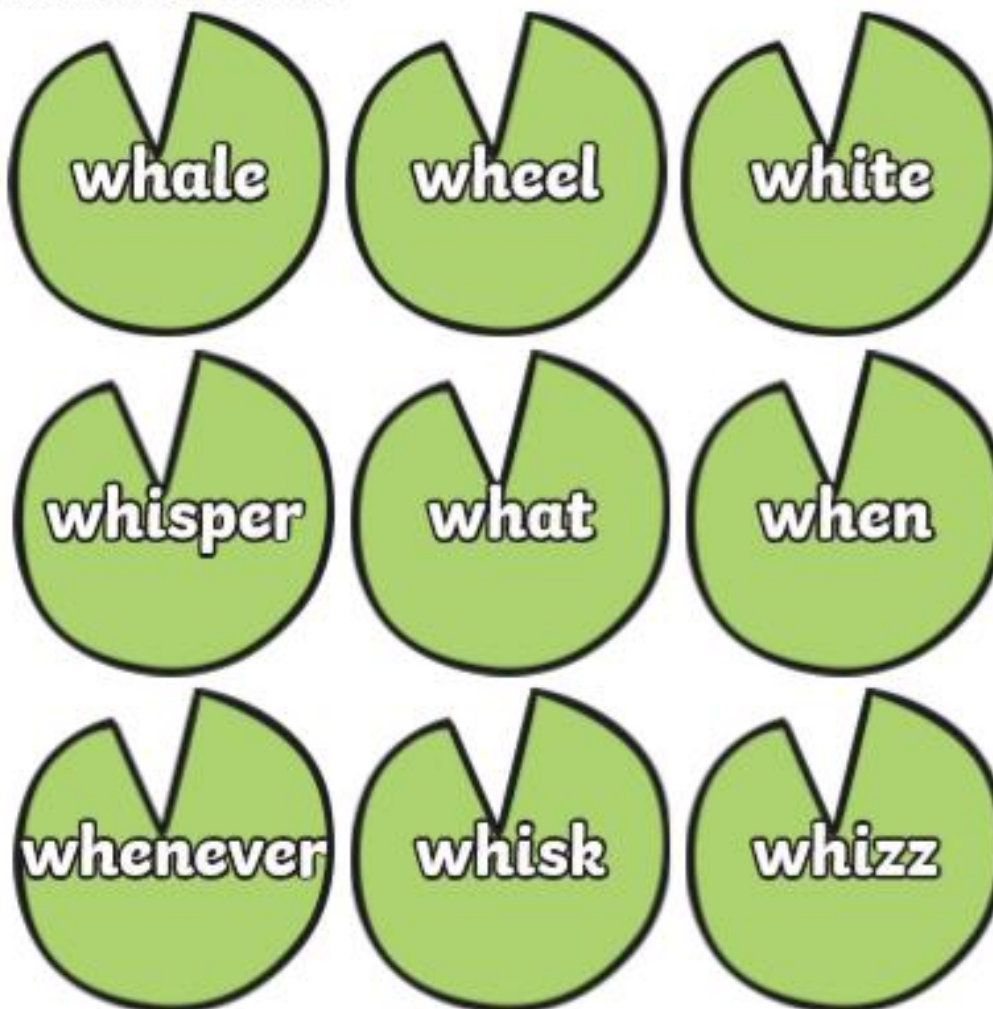


'wh' Phonics Frog Game Pieces

Phonics Frog


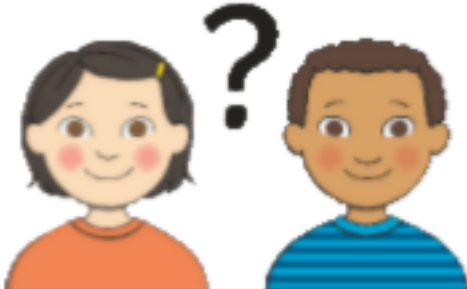




Lily Pad 'wh' Cards



wh Words Cut and Paste

Can you make words to match the pictures?

twinkl

visit [twinkl.com](https://www.twinkl.com)



wh	wh	a	i	wh	p
e	t	wh	n	ck	a

