

PHONICS EYFS – Summer 2 Week 6

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. The sound ‘wh’ should be written on one post it note – it is described to the children as “two letters, one sound wh”.</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.</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: The queen was sat in her castle. Challenge: The queen was sat in her castle. She had a magic quill in her hand.</p>	<p>Sound swap –when, wham, which.</p> <p>Word building words – pink, black, blink, prank.</p> <p>Reading and Spelling words – went, help, yes. Key word reading (that can’t be sounded out) – all, for, could.</p>
<p>Tuesday</p> <p>Sound Swap (see above). The sounds ‘wh’ and ‘ff’ should be written on one post it note – it is described to the children as “two letters, one sound ff / wh”.</p> <p>Word building (as lesson above). Can they also orally use each word in an interesting sentence?</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: Ella wanted to play kings and queens. Challenge: Ella wanted to play kings and queens. She got a sheet and hung it over some chairs to make a tent.</p>	<p>Sound swap words – whip, whiff, whisk, whack.</p> <p>Word building words – lump, grunt, clump, stump.</p> <p>Reading and Spelling words – stop, spot. Key words (can’t be sounded out) – today, would.</p>
<p>Wednesday</p> <p>Sound Swap (see above). The sound ‘ng’ should be written on one post it note – it is described to the children as “two letters, one sound ng”.</p>	<p>Sound swap words: stink, bring, sang, song. Sling.</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 'ng' should be written on one post it note – it is described to the children as “two letters, one sound ng”.</p> <p>Reading / Spelling (as lesson above) Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: “I will make a flag for the tent and string it up here” said Ella. Challenge: “I will make a flag for the tent and string it up here” said Ella. “Then I will find a frog and keep it as my pet”.</p>	<p>Word building words – king, ring, strong.</p> <p>Reading and Spelling words – sprang, long. Reading high frequency words – asked, about, an.</p>
<p>Thursday</p> <p>Sound Swap (see above). The sound 'ng' should be written on one post it note – it is described to the children as “two letters, one sound ng”.</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 'ng' should be written on one post it note – it is described to the children as “two letters, one sound ng”.</p> <p>Reading / Spelling (as lesson above) Explain the meaning of any words that they don't know.</p> <p>Sentence dictation: Ella went down to the pond to find a frog. Challenge: Ella went down to the river to find a frog. She looked under the reeds and there was a frog. It looked up at her and said hello.</p>	<p>Sound swap words – wing, thing, string.</p> <p>Word building words – spring, flung.</p> <p>Reading and Spelling words – thing, that, them. Key words (can't be sounded out- but, don't down)</p>
<p>Friday</p> <p>Sound Swap (see above). The sounds 'wh' should be written on one post it note – it is described to the children as “two letters, one sound wh”.</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: “Jump up onto my hand” said Ella. Challenge: “Jump up onto my hand” said Ella. The frog jumped up and Ella took it back to her tent where it sat on her pillow.</p>	<p>Sound swap words – when, wham, which.</p> <p>Word building words – will, fell, smell, quill, drill.</p> <p>Reading and Spelling words – whack, snack, clock. Key words: what, where, who.</p>

