

Middle Owls

Phonics Phase 3 - Week 1

Owlet Learning

With Andrea Howlett





Phase 3 Week 1: Welcome

-
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 - The 1st part introduces all the different activities you might be doing





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 - The 1st part introduces all the different activities you might be doing
 - The 2nd part shows the work for this week and follows the plans accompanying this.





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- This is a course for parents and educators showing you how you can turn the Letters and Sounds programme into support for your child at home.
- This week is in 2 parts - the introduction and explanation to the activities, which are narrated and then the teaching part.
- The 1st part introduces all the different activities you might be doing
- The 2nd part shows the work for this week and follows the plans accompanying this.
- In subsequent weeks the activities are not narrated and at the back of the document.





Phase 3

Different weeks

-
- The first week will be a longer video as I shall be explaining activities in detail.
 - In subsequent weeks if you would like an explanation you can come back to this week.





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- No need to watch the entire video in 1 go - maybe one day at a time just before you teach.
- In subsequent weeks I won't be narrating either, as the information is all there and you will be familiar with this.





Phase 3

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- The subsequent weeks will be for you to click through or navigate to the section you are at.





Phase 3

Oral blending

1. Your child should be familiar with oral blending and segmenting from nursery, Phase 1 and 2 Phonics teaching and they should be able to speak and understand 'sound-talk'.
2. Blending and segmenting are the inverse of each other and should be practiced regularly in Phase 3 orally so during the day sound talk a word , even of they have not learnt the sounds yet, this is about discriminating the different sounds in a word. E.g would you like some **j-a-m** on your bread?





Sound

a*

-
- This is only FYI if you are interested and is not something to discuss with your child.
 - The indefinite article **a** is normally pronounced as a schwa, but this is close enough to the **/a/** sound to be used at this stage.
 - In linguistics, **schwa** is the mid central vowel sound in the middle of the vowel chart, denoted by the IPA symbol $\langle \text{ə} \rangle$, or another vowel sound close to that position.





You will have a teaching overview

Phase 3 Week 1: Overall objectives

- j v w x (set 6 of Letters and Sounds)
- Practise all letters and sounds learned so far from Phase 3
- Teach set 6 letters and sounds j v w x
- Learn an alphabet song
- Practise blending for reading
- Practise segmentation for spelling





How to teach this Plans

Please adapt these plans to what is best for your child and adjust the pace to your child's learning.

There may be too many activities for some recap sessions (generally on Friday) so please choose the ones which will fit best with your child's learning style. You can always do these into another day.





How to teach the different parts

Unlike in Phase 2, I have decided to put the teaching methods at the beginning of each week 1 or at the end for subsequent weeks. You can refer to these if you wish rather than in the middle to make it easier to find.

The activities follow the teaching sequence - this way you know where to find them. If you are familiar then please navigate to the day you are on.

Please swap activities if your child finds one they particularly enjoys.

If you need a recap then please go back to Week 1 to find the relevant narrated notes.

Thank you!



Daily teaching plan

Each daily teaching plan in Phase 3 will have :



- Introduction (objectives)
- Revisit and review
- Teach
- Practise
- Apply and assess their learning





Phase 3 Every day

Introduction

- At the beginning of each session please ask your child what he or she can remember from the last lesson.

E.g. what sound/phoneme, can you think of any words using this sound?

- Explain that we will be talking about a new grapheme/ phoneme.





Phase 3 Every day Revisit/ Review

Talk about the lessons

- **Introduction** - each day you will talk about what we did yesterday and what we will do today
- **Revisit and review** - recap on the sounds we know already.
- **Teach** - teach a new sound or recap (generally on Fridays)
- **Practise** - practise this new sound
- **Apply and assess their learning** - apply this in a fun way

Give your child some say whether they would like to play games such as the ones outlined.





Phase 3

Revisit/ Review

Objective: Recall all letter sounds from phase 2 and those learned so far.

Resources: Flashcards, grapheme fans, magnetic letters or graphemes on cards.

- Say a sound of a grapheme and ask your child to find the corresponding letter(s) on their resource.
- Alternatively, you can show the graphemes quickly and your child says the corresponding sounds.





Letter names

Teach the alphabet song (and sing every day)
for the first few weeks.

Objective: learn the letter names.

Resources: alphabet song you know of, alphabet frieze, 2 toy animals.

1. Teach and sing the alphabet song.
2. Show 2 animals and ask what they are called (cat, dog etc.) and what sound they make (meow, woof etc.).
3. Emphasise that this is called a **cat** and the sound it makes is **meow**.
4. Display a letter e.g. t and say this is a t (saying it's name) and makes the sound /t/ (saying the sound).
5. Repeat with other letters.
6. Display the alphabet frieze and point to the letters as you sing the song. Continue doing this until your children know the letter names.
7. Choose a few letters each day and connect the names with the sounds.





Reading

High-frequency words

Objective : teach reading high-frequency words.

Resources: Choose some words on individual cards, including decodable and tricky words.

1. Display a word card.
2. Point to each grapheme as your child sound-talks the grapheme - highlight any tricky bits.
3. Say a sentence using the word slightly emphasising the word.
4. Repeat steps 1-3 with other words.
5. Display each word again and repeat the above more quickly without saying a sentence.
6. Repeat but ask your child to say the word without sounding it out.
7. Read the words in captions.





Reading Tricky words

Objective: Teach reading tricky words.

Resources: whiteboard, pen.

1. Explain that there are some words that have tricky letters in them.
2. Write the word on a whiteboard.
3. Sound talk the word and repeat, putting sound lines and buttons under each phoneme and blending them to read the word.
4. If there is a tricky bit then discuss this (e.g. in he and she the e does not correspond to e as in hen).
5. Read the word a couple of times and refer to it. Have it on display where your child can see it so that they can read this straight away without sounding out.





Blending for reading

Objective: to sound out and read words.

Resources: words, whiteboard and pen.

Task

1. Show a word e.g. back and sound - talk this together - how many sounds - 3 so we shall have 3 sound buttons and show how you would add these under the sounds. Sound them out again and then say the whole word immediately so "b-a-ck back".
2. You can point to each grapheme as you are saying the letters and then slide your finger under the word as you are blending them together.
3. What might also help is if your child looks at you, you hold 3 fingers up and point to each finger as you are saying a sound and then draw a line with your hand in the air when you are saying the whole word or a line across the 3 fingers (please make sure you do this as a mirror image so in the direction of writing form wherever your child is sitting.)
4. Repeat this with other words until your child is confident to sound talk this and add the sound buttons with only some/ no support.





Example of Sound buttons for blending for reading

Blending for reading - adding sound buttons.

Ask your child to sound out the letters, add the sound buttons, blend and say the words. Then sound them out again and say the whole word.

Sound buttons under words: a dot for a single letter, a line for a grapheme with more than 1 letter.

lap



lock





Blending for reading - Countdown

Objective: to read words quickly.

Resources: word cards, timer (e.g. sand timer, or on phone).

Task

1. Display a list of words - some are suggested but you can add others from previous weeks if your child can do this quickly. *You can include some high-frequency words too.*
2. Explain that the objective is to read as many words as possible before the time runs out.
3. Start the times and ask your child to sound-talk the letters and read the word.
4. Repeat with another word and carry on until the timer runs out.
5. Record the score.
6. Can they beat this score the next time.





Blending

for reading - What's in the box?

Objective: read words and match with pictures.

Resources: word cards and objects or pictures of objects.

Task

1. Show a word e.g. coat.
2. Go through the grapheme recognition and blending process placing the sound buttons underneath each grapheme. Emphasise the long sound buttons under 2 and 3 letter graphemes.
3. Child finds the corresponding object or picture.
4. Repeat this with other words.





Blending

for reading - Sentence substitution

Objective: To practise reading words in sentences.

Resources: prepared sentence and alternative words, (optional puppet).

Task

1. Write down a sentence on the whiteboard e.g. Mark fed the cat.
2. Read the sentence together.
3. Use the puppet (or finger) to rub out one word and substitute another e.g. Mark fed the dog.
4. Ask your child to read the sentence - does it make sense?
5. Continue substituting with other words.





Blending

for reading - Buried Treasure/ Fishing for treasure

Objective: To practise decoding.

Resources: real and nonsense words on cards, sand tray, a container for 'treasure chest' and one for 'rubbish bin'.

Task

1. Bury the real and nonsense words in the sand.
2. As your child finds a word, they read it and see if this is a real (treasure) word or a nonsense (rubbish) word.

Alternatively, you can make this into a fishing game - have a paper clip on each word card and put them into a container representing a pond. Have a fishing pole - a rod with a magnet at the end and fish out words. Then put them into the treasure chest or the rubbish bin.

Challenge: say a sentence with them.

Super Challenge: ask your child to read the word and then you write it and they have to check it against the original word. Or you could read the word without showing this and they write this - even the rubbish words which is a great decoding exercise.





Segmentation for spelling

When using segmentation for spelling your child will need to remember what sounds the letters make and have an idea of oral segmentation.

Segmenting and blending are inverse operations.

Blending involves putting individual sounds in words together and **segmenting** involves breaking words down into individual sounds (or syllables).





Segmentation for spelling

Resources:

- 3- (or more) **box phoneme frame** - you can print this off from the resources section and either laminated or put into a clear A4 plastic wallet, or magnetic letters and magnetic board with a phoneme frame added in tape
- Or draw a phoneme frame on your **whiteboard**
- **whiteboard pen**
- **Or letters** from the resources section
- **List of words** (not visible to your child)





Segmentation for spelling



Resources: 3-phoneme frame drawn on a magnetic whiteboard (or more for words with more phonemes), magnetic letters of graphemes either custom made or individual letters stuck together (or laminated, or in plastic wallet with whiteboard pen), list of words

1. Say a word (e.g. Jack) then say it in sound-talk **J-a-ck**.
2. Say another word (e.g. will) and ask your child to sound-talk this.
3. How many sounds are there - 3 so we need to choose a phoneme frame with 3 boxes.
4. Show how you would write the letter **w** in the first box and the **i** in the 2nd box and **ll** in the 3rd box (or show this with magnetic letters).
5. Choose another word (e.g. cod) and ask your child to sound talk this **c-o-d**.
6. Ask your child what they would put into the 1st, 2nd, 3rd boxes.
7. Repeat this with another word.
8. When your child is ready to have a go let him/her have a go at filling in the boxes.
9. Please make sure it is one box per sound.
10. Repeat with other words.



So **Jack** (J/a/ck) becomes:

J

a

ck





Segmentation for spelling - Quickwrite

Objective: to spell words

Resources: 3 (or more) boxes phoneme frame, list of words for you, magnetic letters

Task

1. Say a word and hold up as many fingers as phonemes.
2. Sound- talk this pointing to a finger at a time.
3. Ask your child to write this in their phoneme frame and check that it is correct.
4. Repeat this with other words.

(This is a fun activity to do but I have not put this into the plans, however if you would like to exchange this for another activity it will add interest.)





Segmentation

Full Circle

Objective - to practise segmentation.

Resources: magnetic letters and board, or letters on paper, card, whiteboard, pen and words.

1. Say the 1st word and ask your child to choose the correct letters for this and put them down in the correct sequence.
2. Write this word on the whiteboard e.g. **win** and explain that they are going to change the letters to make a new word until we get back to the first word and then to call out *Full Circle*.
3. Leave the 1st word visible on the whiteboard all the time.
4. Ask your child to sound talk is **w-i-n** and then the next word **w-i-ll** and change the letters of **win** to **will** using the magnetic letters or the letters from the resources (with the plans).
5. Ask your child to sound-talk and blend the word to check it is correct.
6. Repeat this until you get back to the 1st word and call out *Full Circle*.

Example win - will - Bill - bin - win





Reading

a caption or a sentence

Objective: to read captions and sentences.

Resources: caption e.g. *it is a laptop* or sentence.

Task

1. Show the caption and sound talk and read the 1st word (e.g. i-t).
2. Ask your child to repeat this after you. If they are doing well they can join in with you.
3. Do the same with the 2nd word but after reading both words, say both 1st and 2nd words together.
4. Continue with the next words and ask your child to repeat this and *it is a* and do the same with the rest of the words in the caption.
5. (Ask your child to read/teach this to his/her teddy or use a puppet to model how you teach this).





Reading

2- syllable words

Objective: to read 2-syllable words.

Resources - list of 2 syllable words, whiteboard and pen.

Task

1. Write a 2 syllable word on the whiteboard and add a slash between the syllables e.g. **fuss**pot.
2. Sound talk the 1st syllable and blend it - **f-u-ss** **fuss**.
3. Sound talk the 2nd syllable and blend it - **p-o-t** **pot**.
4. Say both syllables together.
5. Repeat.





Writing

a caption or a sentence

Objective: to write sentences.

Resources: list of captions or sentences, pen, whiteboard, magnetic letters (or other letters), Puppet (optional).

Task

1. Say a sentence to your child and say it a few times taking it in turns so it is very familiar.
2. Ask your child to tell you the 1st word - then to sound this out, ask what graphemes/ letters are needed to write this - can they find the magnetic letters and put them in the correct sequence. Model how to write this or if your child is ready to write this on the whiteboard.
3. Remind your child that we need a space (many teachers call it a finger space and put a finger down between the word you have just written and the next one - you can put a mark where the next word should start).
4. Ask your child what the caption is, what the next word is, what sounds and therefore what letters we need for this, can they find them using the letters and put them in the correct order and ask them to write this if they are ready. Repeat this for every word. Remind them of punctuation marks.
5. Read the complete sentence together (with Teddy or puppet).





Apply - games

You could print out the words and sounds from this week from the resources section and play **Fishy Fun**, **Lotto**, **Snap**, **Memory**, **Pairs**, **I spy**, **Hangman**, **outdoor games** to make learning fun.





Writing

Take opportunities to model writing e.g. real shopping lists, birthday cards and asking them to help you sound out and spell words by telling you what letters to write.

Encourage writing and maybe co-write stories together.

When your child is writing independently give them lots of praise even if this is incorrect as they need to build up their confidence to have a go.





Writing

Take opportunities to model writing e.g. real shopping lists, birthday cards and asking them to help you sound out and spell words by telling you what letters to write.

Encourage writing and maybe co-write stories together.

When your child is writing independently give them lots of praise even if this is incorrect as they need to build up their confidence to have a go.

Their letter awareness and ability to segment will let them to make good attempts at writing many words they may wish to use. Even if their spellings are not correct it gives them the experience in segmentation and composing stories and seeing themselves as writers.





Teach/ Practise/ Apply

Apply - other fun ideas to do



- If your child enjoys writing I have demonstrated how to make simple booklets in a video on my website owletlearning@btinternet.com. You can use A4 or A3 paper and this will make different size books.





Teach/ Practise/ Apply

Apply - other fun ideas to do



- If your child enjoys writing I have demonstrated how to make simple booklets in a video on my website owletlearning@btinternet.com. You can use A4 or A3 paper and this will make different size books.
- They can be mini-stories, information or instruction booklets, whatever your child likes to write.
- At this stage I suggest that you co-write them using some words your child can sound talk and if ready write these and you write all the other words modelling good writing skills - small letters, correct letter formation etc.
- For a longer version you could staple a couple of the booklets together.
- Share them, enjoy reading them together and please give them a lot of praise for doing this.



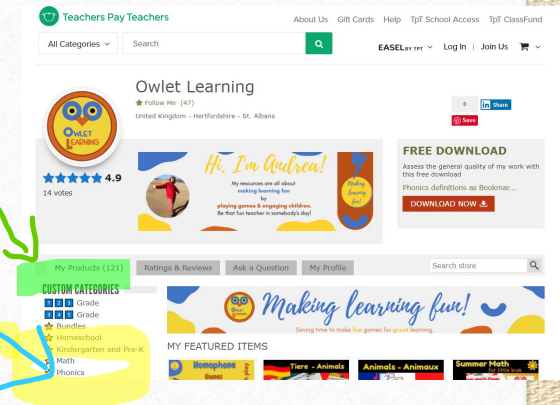
Writing booklets

- You can find the video how to make these booklets on my website - please google **owlet learning** and **howlett** to get to my website
- Look under TpT resources the video is there.
- <https://www.owletlearning.co.uk/resources>



Other resources

- I have also made a few Phonics Games (and Mathematics games too) which you can find in my TpT store.
- If you google **TpT** and **Owlet learning** and **seller** you will find my store called Owlet Learning.
- On the left hand side you will find **custom categories** and if you click on **Phonics** you will find the games there.
- The link is :
- <https://www.teacherspayteachers.com/Store/Owlet-Learning>



TpT store

Please follow me so that you get notified when I add any other games.

The screenshot shows the profile page for 'Owlet Learning' on the Teachers Pay Teachers (TpT) platform. At the top, the TpT logo and navigation links are visible. The user's profile includes a blue owl logo, a 'Follow Me (47)' button, and location information: 'United Kingdom - Hertfordshire - St. Albans'. A blue arrow points from the 'Follow Me' button to the text on the left. Below the profile, there is a featured resource titled 'Hi, I'm Andrea!' with a 4.9 star rating and 14 votes. A 'FREE DOWNLOAD' section offers a 'Phonics definitions as Bookmar...' resource. The bottom section shows 'MY FEATURED ITEMS' with various educational products like 'Homophone Games', 'Tiere - Animals', 'Animals - Animaux', and 'Summer Math'.

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- Summer Math



Apply - other fun ideas to do



- You can stick the letters a dice (or a dice with clear pockets) and your child has to say the letter.
- Can they write the letter?
- You can use this to practice reading HFWs and other words





Other games



Indoor and outdoor

- Football
- Target games
- For further games please see my resources in my TpT store - search for **TpT and Owlet learning + seller**. If you look on the left-hand side you will find **Custom categories** and there are more Phonics games there too.
- If you **follow me** then you will see whenever I have new resources.

Here is the link:

<https://www.teacherspayteachers.com/Store/Owlet-Learning>



Phase 3 Week 1



Welcome!





Phase 3 Week 1

Please swap the words to those suggested here if you like
- there are no hard and fast rules!

Also in the teaching part if you would like to do blending
for reading before segmenting for spelling then please
swap these around.





Phase 3 Week 1: Overall objectives

- j v w x (set 6 of Letters and Sounds)
- Practise all letters and sounds learned so far from Phase 2 and 3
- Teach set 6 letters and sounds j v w x
- Learn an alphabet song
- Practise blending for reading
- Practise segmentation for spelling





Phase 3 Week 1: Overall objectives

- Practise reading high-frequency words learned so far.
- Read sentences using set 1 to 6 letters and **no, go, the, and, to** and **I**.
- Teach reading the tricky words (Phase 2) **off, can, had, back**





Phase 3 Week 1

Day 1

Please swap the words to those suggested here if you like - there are no hard and fast rules!

Introduction: Introduce objectives and how to be successful in today's learning





Phase 3

Revisit/ Review

Prepare for today's learning.





Phase 3

Revisit/ Review

1. Objective: Recall all letter sounds from phase 2.

Resources: Flashcards, grapheme fans, magnetic letters or graphemes on cards.

- Say a sound of a grapheme and ask your child to find the corresponding letter on their resource.
- Alternatively, you can show the graphemes quickly and your child says the corresponding sounds.

2. Teach the alphabet song (and sing every day).





Phase 3 Week 1 Day 1

Teach overview

- Show Jolly Phonics card **j - j** - pretend to wobble like jelly on a plate and say (individual sounds) **j, j, j.**
- Teach reading words from Phase 2 **off, can, had, back**





Phase 3 Week 1 Day 1

Teach j

- Objective - to learn how to say a phoneme (a discrete sound) , recognise this and write the letter.
- Show Jolly Phonics card **j** - and picture of jelly.
- Pretend to wobble like jelly on a plate and say (individual sounds) **j, j, j, j.**





Phase 3 Week 1 Day 1

Teach j

Objective - to learn how to say a phoneme (a discrete sound), recognise this and write the letter.

Task:

Hear and say it

1. Show a picture of a jelly .
2. Pretend to wobble like jelly on a plate and say (individual sounds) **j-j-j-j**. Show Jolly Phonics card **j** (letter e.g. from plans).
3. If your child's name (or friend) starts with **j** then say **J-j-j-j-jane**, **J-j-j-j-j-john**.
4. Do the same with other words e.g. **j-j-j-j-jam**, **j-j-j-j-j-j-jelly baby**, and ask your child to think of words with **j-j-j-j** and do the same.





Phase 3 Week 1 Day 1

Teach j

Task:

See it and say it

1. Write a **j** - show the starting position and move your finger down saying **j-j-j-j-j** until you have written the whole letter and repeat this.
2. Ask your child to do the same a few times.
3. Put the picture on your whiteboard and write **j** next to the jelly saying **j-j-j-j-j**.
4. Ask your child to repeat this.
5. Point to the jelly and say **j-j-j-j-j-jelly** and to the **j** and say **j-j-j-j-j**.
6. Ask your child to join in then when you point to the letter ask your child to say **j-j-j-j-j**. and when you point to the jelly ask your child to say **j-j-j-j-j-jelly**.





Phase 3 Week 1 Day 1

Teach j

Task:

Say it and write it

1. Move the finger slowly down the **j** from the starting position saying what you are doing to form the letter - *Down the j and round and up and a dot at the top.*
2. Repeat this a few times then ask your child to join in.
3. Ask your child to put their 'writing finger' in the air and follow you making the **j** shape saying how you are forming the letter as above and repeat this a few times.
4. Ask them to trace this on the table in front of them with their finger, then write this on their backs and they can do the same to you.
5. Then model how to do this on the whiteboard again and ask them to use their finger to go over your **j**'s to make them disappear.
6. Then they have a go to try writing **j**'s on the whiteboard.





Phase 3 Week 1 Day 1

Teach letter formation

Different ways of practising:

1. Write the letter on a whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child is starting at the starting position of the **j**.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a **yellow pen** on the whiteboard or a **yellow highlighter on paper**, add a **green dot for Go** for the starting position. Ask your child to write over the **yellow pen/ highlighter** tracing the outline. Again please ensure the correct letter formation.
5. Find any text and look for any **j**'s in this - if it is newspaper/ leaflets etc that will be thrown ask your child to use a highlighter and highlight the **j**'s. (You can use this the next days/weeks for different letters too). Talk about the different fonts your child may find and where a letter is different from how they are learning this.
6. During the day emphasise the **j-j-j-j-j** sound in words you use e.g. would you like some **j-j-j-j-j**-jelly today?





Phase 3 Week 1 Day 1

Teach reading high-frequency words

Teach reading words from Phase 2

off



can



had



back





Phase 3 Week 1 Day 1

Practise - Objects beginning with **j** (Optional)

Have a number of objects (see below for suggestions) or pictures that start with 'j' and some that don't and **sort** them into objects that start with 'j' and things that do not start with 'j'.

Jelly, juice, jacket, jumper, Jack-in-a-box, toy jet, jam, Jupiter, jigsaw, jeans, junk, jug, (months - January, June, July on a calendar)





Phase 3 Week 1 Day 1

Practise segmentation for spelling

If your child is ready then ask your child to put the words into a **phoneme frame** as demonstrated in the next slide - if not then please model this first.

The / / denotes where the letters separate into the next box.

- Discuss why Jack has a capital letter - this is a name and please write the C.L.s for your child.
- use a phoneme frame: jet, jam, jog, Jack (remind them that Jack has a digraph ck - 2 letters making 1 sound)

j/e/t

j/a/m

j/o/g

J/a/ck



Phase 3 Week 1 Day 1

Practise segmentation for spelling

j	e	t
---	---	---

j	a	m
---	---	---

j	o	g
---	---	---

J	a	ck
---	---	----





Phase 3 Week 1 Day 1

Practise blending for reading

Blending for reading - adding sound buttons under words: a dot for a single letter, a line for a grapheme with more than 1 letter.

Can they add the sound buttons independently? Do they match the ones shown here - you can ask them to check themselves.

jet



jam



Remind children of how to blend and read 2- syllable words .

jet-lag



jacket





Phase 3 Week 1 Day 1

Apply 'j' - optional

Ask your child to draw lots of j's in different ways for example:

Indoors: chinks, paints, crayons, in flour, shaving foam, jelly, gloop, on bath tiles at bath time.

Outdoors: draw using outdoor chinks, sticks in mud, collages, paint brushes (big and small) and water and draw j's (big and small) and see them disappear as they evaporate.

Lots of other fun ideas you and your child can probably think of too.





Phase 3 Week 1 Day 1

Apply - write a caption for the puppet

Is the pen in the pot? No

Ask your child to check if your writing matches the caption.

Talk about a question mark - what is it? What does this do?

What happens to our voice when we ask a question (it goes up at the end)?





Phase 3 Week 1

Day 2

Introduction: remind your child of what they have learnt yesterday and discuss what you will be doing today.





Phase 3

Revisit/ Review

- Recall all letter sounds from phase 2 and **j**
- Choose Phase 2 high-frequency words, show and your child reads these.
- Sing the **alphabet song**, point to some of the letters and say what the names and sounds of the letters are.





Phase 3 Week 1 Day 2

Teach overview

- Teach 'v' using Jolly phonics - **v** - pretend to be holding the steering wheel of a van and say **vvvvvvv** (continuous sounds).
- Practise reading tricky words **off, can, had, back** .





Phase 3 Week 1 Day 2

Teach v

Objective - to learn how to say a phoneme (a discrete sound), recognise this and write the letter.

Task:

Hear and say it

1. Show a picture of a van .
2. Pretend to be holding the steering wheel of a van and say **vvvvvvv** (continuous sounds).
3. If your child's name (or friend) starts with **v** then say **vvvvvvvinnie**, **vvvvvvvicky**.
4. Do the same with other words e.g. **vvvvvvvan**, **vvvvvvvelvet**, and ask your child to think of words with **vvvvvvv** and do the same.





Phase 3 Week 1 Day 2

Teach v

Task:

See it and say it

1. Write a **v** - show the starting position and move your finger down saying **vvvvvvv** until you have written the whole letter and repeat this.
2. Ask your child to do the same a few times.
3. Put the picture on your whiteboard and write **v** next to the van saying **vvvvvvv**. Ask your child to repeat this.
4. Point to the van and say **vvvvvvvan** and to the **v** and say **vvvvvvv**.
5. Ask your child to join in then when you point to the letter ask your child to say **vvvvvvv**. and when you point to the van ask your child to say **vvvvvvvan**.





Phase 3 Week 1 Day 2

Teach v

Task:

Say it and write it

1. Move the finger slowly down the **v** from the starting position saying what you are doing to form the letter - *Down the v and up.*
2. Repeat this a few times then ask your child to join in.
3. Ask your child to put their 'writing finger' in the air and follow you making the **v** shape saying how you are forming the letter as above and repeating this a few times.
4. Ask them to write this on the table in front of them with their finger.
5. Then model how to do this on the whiteboard again and ask them to use their finger to go over your **v**'s to make them disappear.
6. Then they have a go to try writing **v**'s on the whiteboard.





Phase 3 Week 1 Day 2

Teach letter formation

Different ways of practising:

1. Write the letter on a whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child is starting at the starting position of the **v**.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a **yellow pen** on the whiteboard or a **yellow highlighter on paper**, add a **green dot for Go** for the starting position. Ask your child to write over the **yellow pen/ highlighter** tracing the outline. Again please ensure the correct letter formation.
5. Find any text and look for any **v**'s in this - if it is newspaper/ leaflets etc that will be thrown ask your child to use a highlighter and highlight the **v**'s. (You can use this the next days/weeks for different letters too). Talk about the different fonts your child may find and where a letter is different from how they are learning this.
6. During the day emphasise the **vvvvvvvvv** sound in words you use e.g. would you like to play with the **vvvvv**an today?





Phase 3 Week 1 Day 2

Teach/Practise reading high-frequency words

- Practise reading tricky words

off, can, had, back





Phase 3 Week 1 Day 2 (optional)

Practise - Objects beginning with **v**

Have a number of objects (or pictures -) that start with

'j' (from yesterday)

and **'v'** (please see below for suggestions.)

Sort them into objects that start with **'v'** and **'j'**.

Jelly, juice, jacket, jumper, Jack-in-a-box, toy jet, jam, Jupiter, jigsaw, jeans, junk, jug,
(months - January, June, July on a calendar) and

Vet, van, valentine card, veil, vegetable, vinegar



Phase 3 Week 1 Day 2

Practise segmentation for spelling

van, vat, vet, visit

v	a	n
---	---	---

v	a	t
---	---	---

v	e	t
---	---	---

v	i	s	i	t
---	---	---	---	---





Phase 3 Week 1 Day 2

Practise blending for reading

Blending for reading - adding sound buttons under words: a dot for a single letter, a line for a grapheme with more than 1 letter.

Can they add the sound buttons independently? Do they match the ones shown here - you can ask them to check themselves.

van



vat



vet





Phase 3 Week 1 Day 2

Apply

Read questions and answer **yes or no**

- Can a man jog?
- Can a vet fit a jet?





Phase 3 Week 1

Day 3

Introduction: remind your child of what they have learnt yesterday and discuss what you will be doing today.





Phase 3 Day 3

Revisit/ Review

- Recall all letter sounds from phase 2 **j and v**
- Choose Phase 2 high-frequency words, show and your child reads these.
- Sing the **alphabet song**, point to some of the letters and say what the names and sounds of the letters are.





Phase 3 Week 1 Day 3

Teach overview

- Teach 'w' using Jolly Phonics - **w**.
- Practise reading tricky words **off, can, had, back**





Phase 3 Week 1 Day 3

Teach **w**

- Objective - to learn how to say a phoneme (a discrete sound) , recognise this and write the letter.
- Show Jolly Phonics card **w** - or picture of somewhere windy (see resources).
- **w** - blow onto your open hand, as if you are the wind, and say (individual sounds) **wh-wh-wh**





Phase 3 Week 1 Day 3

Teach w

Objective - to learn how to say a phoneme (a discrete sound), recognise this and write the letter.

Task:

Hear and say it

1. Show a picture of somewhere windy - see resources of the picture where veil blows all over the place.
2. Blow onto your open hand, as if you are the wind, and say (individual sounds) **wh-wh-wh**. Show Jolly Phonics card **w** - (or another letter e.g. from plans).
3. If your child's name (or friend) starts with **w** then say **Wh-wh-william**.
4. Do the same with other words e.g. **wh-wh-wh -wind**, **wh-wh-wh -whistle**, **wh-wh-wh - wet**, and ask your child to think of words with **wh-wh-wh** and do the same.





Phase 3 Week 1 Day 3

Teach w

Task:

See it and say it

1. Write a **w** - show the starting position and move your finger down saying **wh-wh-wh** until you have written the whole letter and repeat this.
2. Ask your child to do the same a few times.
3. Put the picture on your whiteboard and write **w** next to the picture of wind saying **wh-wh-wh**.
4. Ask your child to repeat this.
5. Point to the wind and say **wh-wh-wh -wind** and to the **w** and say **wh-wh-wh**.
6. Ask your child to join in then when you point to the letter ask your child to say **wh-wh-wh** and when you point to the wind ask your child to say **wh-wh-wh -wind**.





Phase 3 Week 1 Day 3

Teach w

Task:

Say it and write it

1. Move the finger slowly down the **w** from the starting position saying what you are doing to form the letter - *Down the w down and up and down and up.*
2. Repeat this a few times then ask your child to join in.
3. Ask your child to put their 'writing finger' in the air and follow you making the **w** shape saying how you are forming the letter as above and repeat this a few times.
4. Ask them to trace this on the table in front of them with their finger, then write this on their backs and they can do the same to you.
5. Then model how to do this on the whiteboard again and ask them to use their finger to go over your **w**'s to make them disappear.
6. Then they have a go to try writing **w**'s on the whiteboard.





Phase 3 Week 1 Day 3

Teach letter formation

Different ways of practising:

1. Write the letter on a whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child is starting at the starting position of the **w**.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a **yellow pen** on the whiteboard or a **yellow highlighter on paper**, add a **green dot for Go** for the starting position. Ask your child to write over the **yellow pen/ highlighter** tracing the outline. Again please ensure the correct letter formation.
5. Find any text and look for any **w's** in this - if it is newspaper/ leaflets etc that will be thrown ask your child to use a highlighter and highlight the **w's**. (You can use this the next days/weeks for different letters too). Talk about the different fonts your child may find and where a letter is different from how they are learning this.
6. During the day emphasise the **wh-wh-wh** sound in words you use e.g. can you **wh-wh-wh -whistle** today?





Phase 3 Week 1 Day 3

Teach/Practise reading high-frequency words

- Practise reading tricky words

off, can, had, back





Phase 3 Week 1 Day 3 (optional)

Practise - Objects beginning with **v**

Have a number of objects (or pictures -) that start with

'j' and 'v' (please see below for suggestions.)

Sort them into objects that start with 'v', 'j' and 'w'.

Jelly, juice, jacket, jumper, Jack-in-a-box, toy jet, jam, Jupiter, jigsaw, jeans, junk, jug, (months - January, June, July on a calendar) and

Vet, van, valentine card, veil, vegetable, vinegar

Suggestions:

White, word, wheel, wheelbarrow, wagon, week (in a diary), winter (in a calendar), winner, window, wasp, whisk, whistle, (weapon - although this may be frowned upon!)



Phase 3 Week 1 Day 2

Practise segmentation for spelling

will, win, wig, wag, web -

(remind them that will has a digraph ll - 2 letters making 1 sound)

w	i	ll
---	---	----

w	i	n
---	---	---

w	i	g
---	---	---

w	a	g
---	---	---

w	e	b
---	---	---





Phase 3 Week 1 Day 3
Blending for reading - Sentence substitution

Jack fed the cat.

- Substitution words:

dog/ hid/ van/ bag

- Check whether it makes sense?





Phase 3 Week 1 Day 3

Apply - write a caption for the puppet

Is the van hot?

Will I go to the vet?

Ask your child to check if the writing matches the caption.





Phase 3 Week 1

Day 4

Introduction: remind your child of what they have learnt yesterday and discuss what you will be doing today.





Phase 3

Revisit/ Review

- Recall all letter sounds from phase 2 **j, v and w**
- Choose Phase 2 high-frequency words, show and your child reads these.
- Sing the **alphabet song**, point to some of the letters and say what the names and sounds of the letters are.





Phase 3 Week 1 Day 4

Teach overview

- Teach 'x'
- Practise reading the tricky words **off, can, had, back**





Phase 3 Week 1 Day 4

Teach x

- Objective - to learn how to say a phoneme (a discrete sound) , recognise this and write the letter.
- Teach 'x' using Jolly Phonics card - **x** - pretend to take an x-ray with an x-ray camera, saying (individual sounds) **ks, ks, ks**.





Phase 3 Week 1 Day 4

Teach x

Objective - to learn how to say a phoneme (a discrete sound), recognise this and write the letter.

Task:

Hear and say it

1. Show a picture of an x-ray - see resources.
2. Pretend to take an x-ray with an x-ray camera, saying (individual sounds) **ks-ks-ks**. Show Jolly Phonics card **x** - (or another letter e.g. from plans).
3. If your child's name (or friend) starts with **x** then say **ks-ks-ks Ksander**.
4. Do the same with other words e.g. **ks-ks-ks -xray**, and ask your child to think of words with **ks-ks-ks** and do the same (but **x** is a tricky one!).





Phase 3 Week 1 Day 4

Teach x

Task:

See it and say it

1. Write a **x** - show the starting position and move your finger down saying **ks-ks-ks** until you have written the whole letter and repeat this.
2. Ask your child to do the same a few times.
3. Put the picture on your whiteboard and write **x** next to the picture of the x-ray saying **ks-ks-ks**.
4. Ask your child to repeat this.
5. Point to the x-ray and say **ks-ks-ks -xray** and to the **x** and say **ks-ks-ks**.
6. Ask your child to join in then when you point to the letter ask your child to say **ks-ks-ks**. and when you point to the x-ray ask your child to say **ks-ks-ks -xray**.





Phase 3 Week 1 Day 4

Teach x

Task:

Say it and write it

1. Move the finger slowly down the **x** from the starting position saying what you are doing to form the letter - *Diagonally down the x, take the pen off and start at the bottom and go diagonally up. (Some people prefer going from up to down on both sides but if you are going down to up on the 2nd stroke you can join up to the next letter in words such as boxes.)*
2. Repeat this a few times then ask your child to join in.
3. Ask your child to put their 'writing finger' in the air and follow you making the **x** shape saying how you are forming the letter as above and repeat this a few times.
4. Ask them to trace this on the table in front of them with their finger, then write this on their backs and they can do the same to you.
5. Then model how to do this on the whiteboard again and ask them to use their finger to go over your **x**'s to make them disappear.
6. Then they have a go to try writing **x**'s on the whiteboard.





Phase 3 Week 1 Day 4

Teach letter formation

Different ways of practising:

1. Write the letter on a whiteboard.
2. Rainbow writing - writing the same letter over and over again over the same letter but in different colours. Please make sure your child is starting at the starting position of the **x**.
3. Ask your child to write a few letters and see which is the best.
4. Write a few letters out with a **yellow pen** on the whiteboard or a **yellow highlighter on paper**, add a **green dot for Go** for the starting position. Ask your child to write over the **yellow pen/ highlighter** tracing the outline. Again please ensure the correct letter formation.
5. Find any text and look for any **x**'s in this - if it is newspaper/ leaflets etc that will be thrown ask your child to use a highlighter and highlight the **x**'s. (You can use this the next days/weeks for different letters too). Talk about the different fonts your child may find and where a letter is different from how they are learning this.
6. During the day emphasise the **ks-ks-ks** sound in words you use e.g. can you **ks-ks-ks -x-ray** today?





Phase 3 Week 1 Day 4

Teach/Practise reading high-frequency words

- Practise reading tricky words

off, can, had, back





Phase 3 Week 1 Day 4 (optional)

Practise - Objects with x

Explain that not many words start with x so we are looking for words that contain an x.

Have a number of objects (or pictures) that have different sounds and ones which contain x - sort them into 2 categories words that have the x sound and words without

Words with x :

Box, boxes, fox, six, xylophone, x-ray



Phase 3 Week 1 Day 4

Practise segmentation for spelling
mix, fix, fox, box, six, wax-

m	i	x
f	o	x
s	i	x

f	i	x
b	o	x
w	a	x





Phase 3 Week 1 Day 4

Practise blending for reading

Blending for reading:

Matching words and pictures - for example

fox, six, box, van, jam, jet





Phase 3 Week 1 Day 4

Apply - read questions and answer

Did Jack get wet?

Has the pot of jam got a lid?





Phase 3 Week 1

Day 5

Introduction: remind your child of what they have learnt this week and discuss what you will be doing today.





Phase 3

Revisit/ Review

- Recall all letter sounds from phase 2 **j, v, w and x**
- Choose high-frequency words, show and your child reads these.
- Sing the **alphabet song**, point to some of the letters and say what the names and sounds of the letters are.





Phase 3 Week 1 Day 5

Teach overview

- Read sentences and discuss sentence structure using high-frequency words so far
- Choose some of the sentences from the plans to read.





Phase 3 Week 1 Day 5

Teach overview

Choose from:

- I go to the _____
- It is hot and the sun is big.
- I can lick the jam.
- I had a red jacket.
- The cobweb is big.

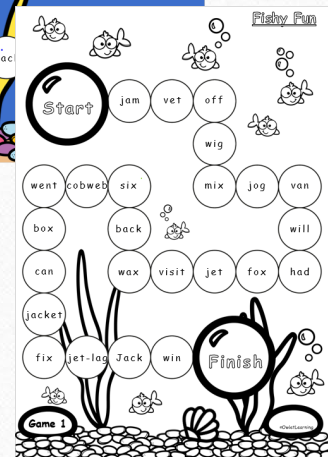
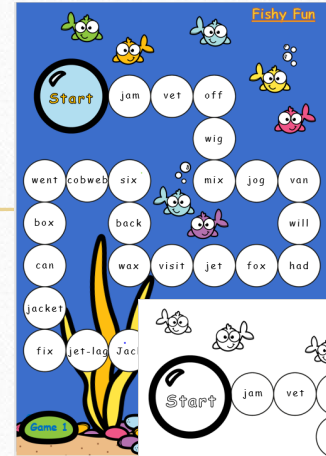
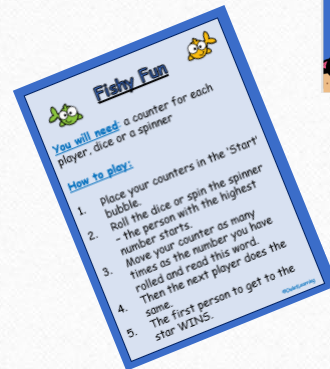
Talk about punctuation marks, capital letters, finger spaces etc.





Phase 3 Week 1 Day 5 Practise

Use the words and pictures from this week from the resources section and play **Fishy Fun**, **Lotto**, **Snap**, **Memory**, **Pairs**, **I spy**, **Hangman**, outdoor games to make learning fun.





Phase 3 Week 1 Day 5

Apply

- Choose some words and ask your child to write them on the whiteboard.





Thank you

I hope to see you next week!

