**Phonics Planning**

**Week Beginning Monday 12th October 2020**

**Monday: ‘h’**

Listen to Jolly Phonics Alphabet Song

Focus book – ‘I Want My Hat Back’

Caption action - h (h h I want my hat). Fan yourself and say “h h” then place a hand on your head and say “I want my hat”.

Party hats – write s,a,t,p,i,n,d,g,o,c,k,h – children to wear the hats and make human CVC words – can the children segment and blend the words?

Model writing ‘h’ – children to practice forming the letter in the air, in sand, on a partner’s back

**Tuesday: tricky word ‘The’**

Listen to Jolly Phonics tricky word song

Recap tricky word ‘the’

Recap initial sounds learnt so far (s,a,t,p,i,n,m,d,o,g,c,k,ck,e,r,h)

Focus lesson on blending - games

**Wednesday: ‘b’**

Sing ‘twinkl twinkl little star’

Introduce new sound ‘b’ – focus book ‘Baby Brains’

Caption action - b (b b baby brains). Squeezing action, opening and closing hands by the side of your head. Remind children that Baby Brains is so brainy because he reads a lot. Even before he was born.

Use a baby doll to teach this - introduce baby Bob who can only say “b, b, b.” Children need to help pack his bag for an outing into space, only packing items that begin with the sound ‘b’. (get a backpack and variety of objects) Include: bottle, bottom cream, bouncy ball, bib, blanket and other items that don’t begin with b (e.g. rattle, teddy, nappy, spoon, dummy) as distractors.

Model write lower case b and capital B on Baby Brain’s blue bib. Encourage children to have a go at writing the letter b on their own blue or white bibs with blue pencil crayons. Perhaps use a bib template.

Apply - Teach Baby Brains to read words with the letter b. Build words by segmenting - bibs: but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben.

**Thursday: ‘f,ff’**

Listen to Jolly Phonics Alphabet Song

Introduce new sound ‘f,ff’

Focus book – ‘Foggy Foggy Forest’

f (f f foggy forest). Circle flat hands in front of face creating large circle motion.

Ask the children to listen to three sentences from the book and when they hear a word with the letter sound /f /ask them to show you the action

1 A fairy queen on a trampoline. (sound talk f-air-y)

2 Cinderella and Snow White having a water pistol fight. (sound talk f-igh-t)

3 Hooray Hooray a travelling fair. (f-air).

Explain that if the word you hear ends with the letter sound /f /you sometimes write two fs (e.g. The fairy had fur on her cuffs). Short words with short vowel sounds usually end with ff (e.g. fl uff)

Model how to form ‘f’ – children to have a go at writing ‘f’ on black paper with chalk – use their finger to make the ‘f’ look foggy.

**Friday:’r’**

Listen to Jolly Phonics Alphabet Song

Introduce new sound – ‘l,ll’

Focus Book: The Very Lazy Ladybird

Caption Action: l (l l lazy ladybird). Stretch arms into two large circles as though you are waking up. Pretending to be a ladybird, curl yourself into a ball on the floor then stretch out your arms saying “l l lazy ladybird.”

Discuss tongue position – curled behind teeth.

Hide copy master lady birds around the room – children to hunt to find them – can children say the sound on their lady bird? Can you make CVC words?

Model how to form ‘l’ – children to write in the air, on the carpet, on their palms etc. pretent their finger tip is a lady bird