

Mrs Kinrade's Phonics Group				
	Introduce/Revist	Teach	Practise	Apply
Monday		<p>Learning to spell - Year 2 common exception words.</p> <p>again, children, everybody, hold, Mr, poor, who</p> <p>If you're still unsure on some of the words from last week, revise these too - after, child, every, half, move, plant, whole</p>	<p>Use your own techniques to learn how to spell each of the tricky words. It may be writing them out several times, looking at their shapes or even rhymes such as Peter Eats Orange Peel Like Elephants (people!).</p> <p>If you're stuck for inspiration, have a look through this blog post for some activities.</p> <p>https://fiveminutemum.com/2019/11/17/spellings-the-five-minute-way/</p>	
Tuesday	<p>We are learning to read words with the -s ending</p> <p>Play Flashcard Speed Trial to revise Phase 5.</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/flashcards-speed-trials</p>	<p>Model blending to read a singular word – peacock. Then show the word peacocks and blend to read that. Explain simply that by adding the -s there is now more than one peacock and that we call this making the word plural.</p> <p>Repeat for crocodile/crocodiles, donkey/donkeys, dolphin/dolphins, whale, whales</p>	<p>Play Countdown with plural words that revise Phase 5a or b: apricots, fields, units, headaches, herbs, ferns, pyramids, rhythms, humans, bowls, acids, boulders, chiefs, minds, shoulders, dangers.</p> <p>Crater Creature Countdown (Plurals ending in -s).</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/crater-creatures-countdown</p>	<p>Read these sentences:</p> <ol style="list-style-type: none"> 1. Emus have fluffy feathers. 2. The chefs forgot to peel the apricots. 3. There are lots of dangers that unicorns can face

		Use this interactive tool instead if you wish - select adding -s to make plurals https://www.phonicsplay.co.uk/resources/phase/5/simple-plural-rules		
Wednesday	<p>We are learning to spell words with the -s ending where no change to the root word is needed</p> <p>Ask children to quickly write down all the graphemes they know for /ai/. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for /ee/.</p>	<p>Model segmenting to spell the word snails. Model thinking about how to spell the /ai/ sound. E.g. "Let me think /s/ /n/ /ai/ /l/ /s/."</p> <p>Draw sound buttons and write in the easy phonemes. "The /ai/ sound is in the middle of the word snail so it is probably either the split digraph a_e or it's ai. I think that I remember that in this word it is ai. Write the letters on a whiteboard. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for days and treat</p>	<p>Play Quickwrite (children write each word quickly on a whiteboard) with the words trays, beads, planes, whales, bees, seats, knees, trees, fields. After children have written each word, show whiteboards to the teacher, then teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it</p>	<p>Read these sentences:</p> <ol style="list-style-type: none"> 1. Do snails or snakes make the best pets? 2. The bees in the trees give painful stings. 3. Can whales book seats on planes?
Thursday	<p>We are learning to read words with the -es ending.</p> <p>Play Cheeky Chimps or Acorn Adventures for the /a/ grapheme on PhonicsPlay.</p>	<p>Look at a picture of a fox. Ask children what it is? Show a picture of a few foxes. Ask children to say the word now. Repeat with pictures of a coach/coaches, box/boxes, cockroach/cockroaches a</p>	<p>Play Countdown: kisses, misses, arches, lashes, cockroaches, taxes, dishes, bushes, inches, dresses, crosses, bunches, torches, beaches, wrenches, launches</p>	<p>Read these sentences:</p> <ol style="list-style-type: none"> 1. I think that foxes may be lurking in the bushes. 2. The boxes with crosses on them are full of cockroaches.

		<p>church/churches. Look at the word foxes written down. Point out that e makes an /i/ sound and the s makes a /z/ sound. Model blending /f/ /o/ /x/ /i/ /z/ foxes. Repeat with churches and wishes.</p> <p>Use this interactive tool - select 'adding -es to make plurals'</p> <p>https://www.phonicsplay.co.uk/resources/phase/5/simple-plural-rules</p>	<p>https://www.phonicsplay.co.uk/resources/phase/5/crater-creatures-countdown .</p>	<p>3. The frog got a lot of kisses.</p>
Friday	Tricky word spelling test again, children, everybody, hold, Mr, poor, who	Revise Tuesday - Thursdays lesson.	<p>Complete this activity to see if you can apply your knowledge of plurals!</p> <p>http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/lit_sites/plurals/pl_2/esplurals.htm</p> <p>(you will need an adult to check them at the end and tick the boxes for you otherwise it'll say 0/10)</p>	