**Year 1 Phonics Home Learning**

**w/c 27.04.20**

At school the children have phonics every day in groups across the whole year group. Each group takes part in learning and activities that are catered to the needs of the children in that group. The ideas below are for phonics activities that you could complete at home with your child. Please ask your child which phonics group they are in (they should know) and use the learning and activities suggested for that group.

**Miss Orton’s group**

In our phonics group we had finished learning all our phonemes and graphemes in phases 2 and 3. We’d just started to move onto phase 4 in which we are adding an extra consonant phoneme into our words. The children are moving on from reading and writing CVC words (consonant phoneme, vowel phoneme, consonant phoneme) e.g. ten, chin, goat, to CVCC and CCVC words e.g. tent, chimp, toast, green. The children know all the graphemes and phonemes but need to practise blending those consonant phonemes together. This week we will be focusing on recapping all our phase 3 phonemes and adding an extra consonant to the end of the word e.g. turning ‘ten’ to ‘tent’.

At the end of the powerpoint I have put a word bank so you could repeat the activities with different words as appropriate for your child. I would recommend starting with words in the first section and when your child is confident moving onto the second section.

Activities

* Play some games to practise reading phase 3 words, you could use the ones from Twinkl I have put on the powerpoint or make your own up. You could also use games such as reading robot, buried treasure and obb and bob on Phonics Play website – the children know these well!
* Practise reading the CVC words on the powerpoint and extend them to CVCC words
* Play the game cross the river, have a few words (you could choose from the word bank) on pieces of paper, a list for the grown up and a scarf for the river. The child picks a word and reads it, the grownup reads some of the words on their list and when the child hears the words they have they can cross the river.
* Go through the list of CVCC words on the powerpoint and see how many you can read in 2 minutes.
* Have a go at reading the sentences on the powerpoint, make sure to spot any tricky words and use your robot arms.
* Using the words on the powerpoint have a go at a grown up saying the word out loud and the child writing it down, if you have magnetic letters or a computer keyboard you could use these if you wanted.

**Mrs Pugsley’s group**

In our phonics group, we have completed Phase 2, 3 and 4 and we are now moving onto Phase 5. The phase looks as the different ways that the same phoneme can be written. This week we will be looking at the following phonemes and graphemes:

* ai and ay
* ee and ea
* igh and ie

Please look at the relevant powerpoint for our group’s suggested activities.

**Miss McEnery’s group**

In our phonics group, we are moving onto the next section within phase 5. This section focuses on alternative pronunciations.

The alternative pronunciations we are going to learn this week are ‘i’ and ‘o’.

**Alternative ‘i’ pronunciation activities:**

* Practise sorting the words into lists by the way the **i** grapheme is pronounced. You can use the following words to sort: tin, pin, his, milk, link, mild, wild, blind, behind, remind.  ***See powerpoint.*** Can you think of a sentence using the two alternative ‘i’ pronunciations? For example, ‘milk’ and ‘wild’.
* Practise reading words with the **i** grapheme by playing Acorn Adventures on Phonics Play-**see powerpoint**
* There are some sentences with the **i** grapheme for you to read on the powerpoint. Can you make a list of all of the **i** graphemes you have read?

**Alternative ‘o’ pronunciation activities:**

* Practise reading words with the **o** grapheme by playing Cheeky Chimps on Phonics Play-**see powerpoint**
* How many words with the **o** grapheme can you spot in your reading books? Make sure you think about how the ‘o’ grapheme is pronounced. If it doesn’t sound correct, use your phonics knowledge to try other ways of saying the word.
* There are some sentences with the **o** grapheme for you to read on the powerpoint. Maybe you could read them to your grownup or you could swap and your grownup could read them to you. You could make up a fun game by putting your hands on your head (or creating your own action) every time you hear a word with the **o** grapheme. *We enjoy learning in fun and practical ways in our phonics group and it will also help your grown-up to check if you got it right.*

**Mrs Smith’s group**

In our phonics group we have completed Phase 5a and are now part way through phase 5b. Over the next two weeks we will revisit Phase 5a so that we are all confident and secure with these phonemes and graphemes.

The Phase 5a phonemes and graphemes that we are briefly going to revisit over the next two weeks will be ay (day), ou (found), ie (cried), ea (sea), oy (toy), ir (girl), ue (venue), aw (saw), wh (when), ph (elephant), ew (blew), oe (toe), au (launch), ey (key), i\_e (shine), o-e (alone), a\_e (shake), u\_e (prune and e\_e (complete).

Alongside these I shall be putting up tricky words that they will be revisiting.

I shall put up a challenge each day for the children to complete. It may seem that there is a lot for them to learn but this is purely consolidating what they have learnt previously to lockdown. I am confident that they will remember what we have been working on so far.

Phase 5b is looking at alternate pronunciations i,o,c,g and u.

I have puts lots of ideas and suggestions on the powerpoints of things you can do linked to the graphemes.

**Mrs Torabi and Mrs McClenaghan’s group**

In our phonics group we have learnt all of the phonemes and graphemes from phase 2 to phase 5. The children in this group are confident at reading and writing using the phonics skills that they have learnt so far. We are now learning alternative spellings for specific sounds.

This week we are going to focus on the ‘ai’ and its alternative spellings and also the ‘c’ phoneme and its alternative spellings.

*‘ai’ activities*

1)

* Ask your child to read the phoneme spotter text- see powerpoint.

Ask them to identify/highlight or write all the words containing today’s phoneme.

* How many different alternative spellings patterns are there for the ‘ai’ phoneme?
* What do they notice about these words?

2)

* Play the word sorter game – see powerpoint.

Cut the word cards up in preparation. Ask your child to read each word and then sort the cards into the different alternative spelling patterns for the ‘ai’ phoneme.

3)

* Practise reading sentences - see powerpoint

4)

* Challenge your child to make their own alien words using alternative spellings for ‘ai’ and write one sentence.

*‘c’ activities*

1)

* Ask your child to write these words down,

*cat, lick, kit, box, school, fox and queen.*

* Ask them to read these words aloud and then soundtalk them
* Ask them which phoneme do these words all contain? What different ways is the ‘c’ phoneme spelt?

2)

* Play the word sort game – see powerpoint.

Cut the words up in preparation ask your child to read each word and then sort the cards into the different alternative spelling patterns for the ‘c’ phoneme.

3)

* Practice writing sentences – see powerpoint

**Mrs Penton and Mrs Green’s group**

In our phonics group we have taught all of the phonemes and graphemes from Phase 2 to Phase 5. The children in this group are confident at reading and writing with these phonemes and graphemes. We are currently working on alternative pronunciations and spellings of specific sounds. This week we are focusing on the ‘oa’ phoneme and its alternative spellings and the ‘m’ phoneme and its alternative spellings.

oa activities

* Ask your child to read through the menu – see powerpoint. How many different words can they find with the ‘oa’ phoneme in them? Ask your child to highlight or write down these words. What do they notice about these words? How many different alternative spellings patterns are there for the ‘oa’ phoneme?
* Play the word sorter game – see powerpoint. Cut the word cards up in preparation. Ask your child to read each word and then sort the cards into the different alternative spelling patterns for the ‘oa’ phoneme.
* Ask your child to read the sentences containing the alternative spellings for the ‘oa’ phoneme – see powerpoint.

m activities

* Explore the words ‘mouse,’ ‘summer’ and ‘thumb’ – see powerpoint. Which phoneme do all these words contain? What different ways is the ‘m’ phoneme spelt?
* Ask your child to practise writing sentences containing ‘m’ alternative spellings – see powerpoint.
* Play ‘Countdown’ using words containing alternative spellings for ‘m’ – see powerpoint. To play Countdown put one minute on a timer and ask your child to read as many words containing the ‘m’ alternative spellings as they can in a minute. Repeat the game on different days, can your child beat their score?