

Phonics

Home Learning

Activities

- Learning together

Phase 3

Letters to learn:

Set 6: j v w x

Set 7: y z zz qu

Consonant digraphs: ch sh th ng

Vowel digraphs: ai ee igh oa oo (as in boot and look)

ar or ur ow (as in cow) oi ear air er ure

By the end of P3 phonics children should:

- Give the sound when shown any Phase 2 & 3 graphemes
- Find all or most Phase 2 and Phase 3 graphemes when given the sound
- Be able to blend and read CVC words
- Be able to segment and attempt to spell CVC words
- Be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are**
- Be able to spell the tricky words **the, to, I, no, go**

'Parents are encouraged to support their children's learning and development at home' **Ofsted 2019**





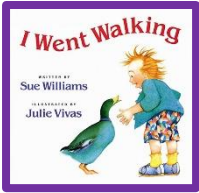
Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and spell words.





Glossary of Terms:

WORD	What does it mean?
Blending	Reading: Saying the individual sounds/phonemes in a word and merging them together to read the word.
Consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC word	Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds/phonemes. For example: cat, pen, top, chat (because ch makes one sound/phoneme).
Digraph	Two letters coming together to make one sound/phoneme For example: ee oa ea ch ay a-e There are different types of digraphs: □ Vowel digraph (boat) □ Consonant digraph (chip) □ Split digraph (cake)
Grapheme	The letter/s which represent a sound (phoneme). For example: a, l, sh, air, ck.
Phoneme	The smallest unit of sounds in a word can be represented by one or more letters. For example: s, k, z, oo, ph, igh
Pure Sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end. For example, 'f' not 'fuh.' See YouTube – articulation of phonemes
Segmenting	This is the opposite of blending (see above). Splitting a word up into the smallest unit of sound to write the corresponding letters/graphemes to spell.
Trigraph	Three letters coming together to make one sound/phoneme. For example: ear, air, ure.
VC word	Abbreviation used for vowel-consonant words, used to describe the order of sounds/phonemes. For example: at, in, up, of
Vowel	The letters a, e, i, o, u.

Phase 3 Games & Activities:

(The games and activity ideas featured in the Phase 2 booklet can still be used to rehearse and secure the Phase 3 learning).

Activity	Description	What you will need?
<p>Snakes and Ladders</p> 	<p>Using a snakes and ladders games board or another simple games board, cut up post-its into small squares. Write on each post-it a different P2 or P3 grapheme (letter/s) and place on squares on the games board.</p> <p>Players take turns to throw the dice and move up the board, landing on a grapheme. Correct enunciation of phoneme is rewarded with an extra turn/roll of the dice.</p>	<p>Snakes and ladders board or another simple games board</p> <p>Post-its</p> <p>Felt pen</p> <p>Dice</p>
<p>Target Throw</p>  	<p>For this outdoor game either use 3 buckets or draw 3 circles with chalk on the floor. In each bucket or circle, place a post-it with a P2 or P3 grapheme / letter(s).</p> <p>Players take turns to throw pebble into a bucket/circle and say the correct sound/phoneme.</p> <p>Graphemes are changed as the child becomes more confident.</p> <p>Extension Activity:</p> <p>Player says word beginning with landed sound/phoneme and spells it.</p>	<p>3 buckets or chalk</p> <p>Post-its</p> <p>Pebble</p> <p>P2 & P3 phonics mat: www.twinkl.co.uk</p>
<p>Phoneme Spotter</p>  	<p>Decorate a straw or ice lolly stick with googly eyes to create a character.</p> <p>Using your child's reading book or story-time book, point to a specific grapheme (letter/s) asking your child to get the character to say the correct phoneme. Can they read the word using their phonics?</p> <p>Extension Activity:</p> <p>Child is asked to find other words on the page with the same phoneme and read the word.</p>	<p>Straw or ice lolly stick</p> <p>Googly eyes and items to decorate the character</p> <p>Reading books/story books</p>

Activity	Description	What you will need?
<p>Treasure Hunt</p> 	<p>Write CVC words on post-its and hide them around the house or garden/yard.</p> <p>Example words: chin shop rain sing</p> <p>Players find a word and use their phonics to read it – saying the individual phonemes and blending them together to read the word. Every word read correctly is rewarded with a golden coin/gem.</p> <p>Extension Activity:</p> <p>Child is asked to put their word into a sentence.</p>	<p>Post-its – write CVC words on</p> <p>Golden coins or coloured gems</p> 
<p>Where is the Toy?</p> 	<p>Set out 3 paper cups. On each cup write a different CVC word:</p> <p>Example words: goat that hard sing</p> <p>Player 1 hides the toy under a cup without the other playing looking. Player 2 reads the word on each cup, using their phonics, to find the toy.</p>	<p>Paper cups x 3</p> <p>Small toy/lego figure</p>
<p>What is in the box?</p> 	<p>Decorate a small box e.g. an old biscuit or cereal box.</p> <p>Hide different objects in the box. Chosen objects to be CVC words.</p> <p>Example words: sock boat ring shell</p> <p>Player pulls out an object and orally segments the word, identifying each sound/phoneme e.g. sh – e – ll</p> <p>Extension Activity:</p> <p>Child is asked to write the word on a post-it to put next to the object.</p>	<p>Old food box</p> <p>Craft resources – stickers, pom-poms for decoration</p> <p>CVC objects</p> <p>Post-its</p> <p>P2 & P3 phonics mat: www.twinkl.co.uk</p>
<p>Useful Websites</p> <p><i>Ensure you select the correct Phase when you access the websites</i></p>	<p>Games to reinforce learning:</p> <p>Blending Bingo, Dragons Den, Buried Treasure www.letters-and-sounds.com</p> <p>Forest Phonics, Dinosaur Eggs, Poop Deck Pirates, Bingo ictgames.com</p> <p>Video clips, songs and games to reinforce learning epicphonics.com</p>	

