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| **Week 7- Date: 12.10.2020** |
| Focus for the week:– Recap reading and spelling of **ear, air, ure**- Practice blending to read words and segmenting to spell words  |
|  | Monday (ear) | Tuesday (air) | Wednesday (ure) | Thursday | Friday |
| Revisit/ Review | As a class go through all phase 3 sounds with flashcards | Ask the children which sound we recapped yesterday. Go through flashcards. | Show flashcards for ‘ear and air’. Ask the children what they are and go through flashcards. | Ask children which sounds we have recapped.As a class go through flashcards. | Ask children to write HF words on their whiteboard/jotters- **little, one, when, what, some, come** |
| Teach | Show flashcard for sound ‘ear’ to recap. Show ear words on the board (include words with phase 4 sounds)- Ask children to come and underline the sound and read the word.(ear, near, fear, beard, clear, rear, dear, clearly, nearby). | Can you remember any ear words from yesterday? Can you write three on your board?Show the air sound. Think, pair, share- Ask children for air sound words and model writing them on the board.Ask the children to write each one. (Make sure some have phase 4 sounds)(air, fair, stair, hair, repair, chair) | Ask children for words using ‘air’ from yesterday. Write the given words on the board modelling using segmenting to help spell the words.Show flashcard for sound ‘ure’ to recap.Write ure words on the board. Can you see where the sound is? Ask children to come and point/underline the sound.(sure, pure, future, figure, furniture, cure, manure) | Write the below HF words on the board for the children to read and copy/ ask the children to write them without seeing them- depending on where they are.**(little, one, when, what, some, come)**Show pictures on the board. Get children to say out loud what each picture is of. Sound talk each word.(Last slide on the sentences flip).(picture, hair, beard, ear, chair) | Recap over sounds from this week ‘**ear, air, ure**’. Ask the children for words with these sounds - Roll ball to child and give them a sound (er, ur, oi, ow) Child has to give you a word that contains that sound. Child then passes the ball to another child and so on |
| Practice | My turn, your turn with the sentence- Hear with your ear.Say the sentence in different voices (whisper, robot, posh etc) | Claire at the funfair spotter story- saved on tdrive. To do as a class or in pairs.- Underline all of the air sounds in the story. | Order the sentence with ure words in pairs/in a class. (flip saved on tdrive) | Children to write the words on their whiteboards/books. | Put each sound in a different area of the room. Children to move in different ways to reach the sound you give them (start with just the sound and then words containing the sound. |
| Apply | Children to write the sentence on whiteboards/in jotters. | Children to then write one of the sentence on whiteboards/in jotters. | Odd and bob on phonics bloom- choose phase 4. | <https://www.bbc.co.uk/iplayer/episode>/b01q0q5c/alphablocks-series-3-23-fairEpisode has all of this weeks sounds in. |
| Assessment:* Can orally blend & segment words with (**ear, air, ure).**
* Can identify words that have these sounds.
* Can blend & segment in order to read and spell.
* Can read phase 3 high frequency words.
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