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| **Week 8- Date: 19.10.2020** | | | | | |
| Focus for the week:  - Spelling words with sounds ff, ll, ss, zz, ck  - Understanding the division of words into syllables. | | | | | |
|  | Monday (ear) | Tuesday (air) | Wednesday | Thursday | Friday |
| Starter | Introduce syllables.  Use drum to show beats in each word.  Model and then altogether.  Mixture of two, one and three syllable words.  (1: fork, spoon, car, straw, door, red, book, lunch, bike, light, sleep  2: table, baby, napkin, pizza, children, classroom, running, scissors, playing  3: banana, lemonade, trampoline, strawberry)  Say a word with hand under chin- feel each syllable each time their chin goes down. | Recap yesterday’s learning about syllables.  Clap some words from yesterday.  In a circle, take it in turns to clap our names (clap each syllable). | Animal syllable cards activity (on phonics SMART in folder so that we can circle on board).-Say the animal and work out the syllables.  Use talk partners for children to work out each one before completing altogether. | INSET | INSET |
| Teach | Show flashcards for ff and ss  Show words with the sounds ff and ss- remind children we only say the sound once.  Off, cliff, sniff, fluff, puff, stuff, huff  Mess, bless, cross, moss, press, toss, fuss, miss, across, less | Show flashcard for sound ck  Show words with the ck sound- remind children we only say the sound once.  Clock, mock, tick, flock, prick, flick, pack, neck, sack, black, lick, duck, dock, peck, rock, crack  Children write sentence-  The duck sat on the black rock. | Show flashcards for ll and zz  Show words with the sounds ll and zz- remind children we only say the sound once.  buzz fizz frizz fuzz jazz whizz  well, ball, call, will, tell, yell, sell, till, fall, tall, hall, hill, fell, pull |  |  |
| Practice | My turn, your turn with the sentence-  *With a huff and a puff the boss was cross!*  Children to write the sentence on whiteboards/in jotters. | Autumn syllable worksheet (tdrive- print page 1).  Children to say the word and circle the amount of syllables. | My turn, your turn with the sentence-  *The ball will fall down the tall hill.*  Children to write the sentence on whiteboards/in jotters. |  |  |
| Apply | Phonics bloom, phase 4- choose polysyllabic.  https://www.phonicsbloom.com/uk/game/odd-and-bob?phase=4 | Play roll and read ll, ff, ss, ck, zz |  |  |
| Assessment:   * Can orally blend & segment words with (**ff, ss, ck, ll, zz).** * Can identify the number of syllables in a given word. | | | | | |