

Year 1

Group 3 phonics.

Note to parents.

Objective of this lesson is to introduce new sounds to your child.

However your child will still need daily practise of all the sounds introduced so far so the following slides will help with the structure of the session.

Using the guidance you will develop your child's reading and spelling skills.

You can encourage your child to apply the sounding out to reading, writing and spelling.

The hold a sentence will encourage your child to think about a sentence and hold it in their head whilst writing. This will enable your child to apply this skill to longer pieces of writing. By providing your child with a simple sentence they are applying their skills but do not have to come up with their own sentence. Thinking of their own sentences can extend the activity or can be left to the writing sessions.

Good luck from Mrs Shaw

Here are the set
one sounds
learnt in
reception.

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se	s		
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg	wh	g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

All the highlighted sounds have been taught to your child and should be recapped and reviewed daily.

a	e ea	i	o	u	ay a-e ai a	ee y ea e	igh i-e ie i y	ow o-e oa o
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oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear eer	ure
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Daily recap these sounds with your child. Read them in any order.

ay

oy

oo

oo

ou

igh

ar

ir

or

ee

ow

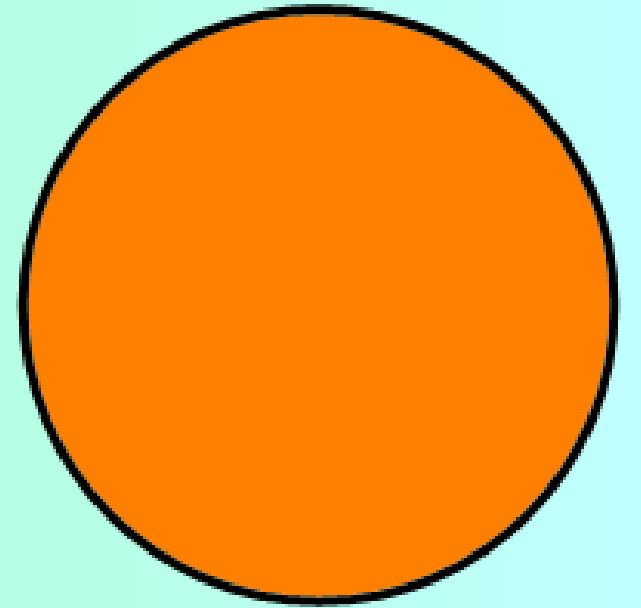
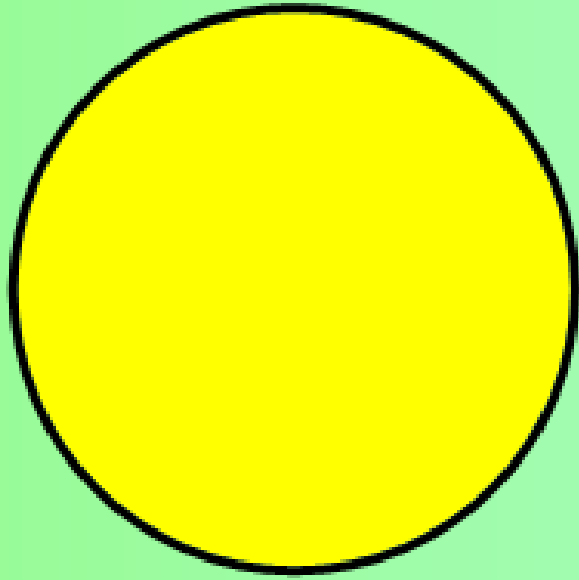
air

ch

th

ng

sh



stop

stow

blob

glow

ship

crow

drip

crack

plum

blow

bed

show

mud

snow

trap

flow

chip

Encourage your child to read words with the known sounds in. Many of the words above are made up but can be read by sounding them out.

clart

playing

skoun

blorg

horns

crook

stirring

born

pair

swirl

ay	oy	oo	oo
ou	igh	ar	ir
or	ee	ow	air
ch	th	ng	sh

Encourage your child to read words with the known sounds in. Many of the words above are made up but can be read by sounding them out.

spelling

Review words for spelling. Words with known graphemes ...



ay	oy	oo	oo
ou	igh	ar	ir
or	ee	ow	air
ch	th	ng	sh

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Ask your child to spell words using the known sounds from the set two list.
For example, play, sight, crow, shirt etc

ai



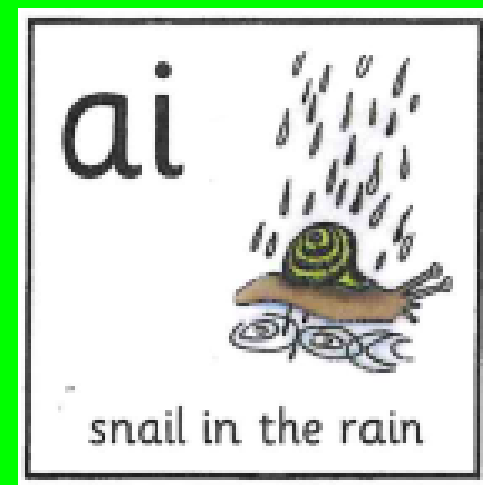
snail in the rain

Read words with the new grapheme by sounding them out.



Use your fred fingers

rain



Read words with the new grapheme by sounding them out.



Use your fred fingers

trail



Read words with the new grapheme by sounding them out.



Use your fred fingers

brain

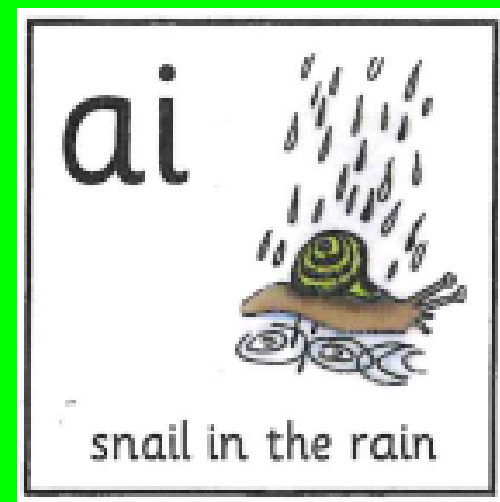


Read words with the new grapheme by sounding them out.



Use your fred fingers

grain
• • • •

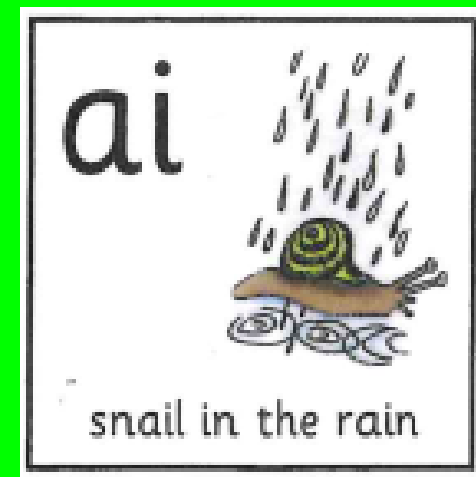


Read words with the new grapheme by sounding them out.



Use your fred fingers

saint



Read words with the new grapheme by sounding them out.

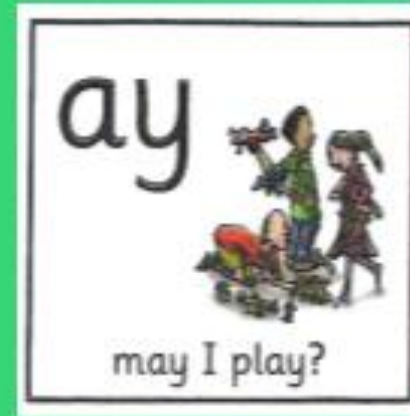


Use your fred fingers

faint



Same sound different spelling.



clay

paint

away

nail

day

stay

tray

pay

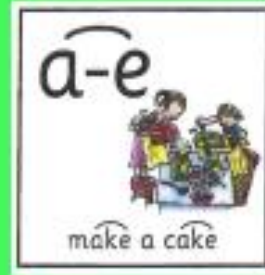
hail

snail

rail

sail

Same sound different spelling.



clay

paint

late

nail

same

stay

rail

way

hail

game

play

bake

Spell words by sounding them out using the new sound.

spelling



Use your Fred fingers



Example for parents.

Parent says - crawl.

Child says - crawl.

Child tries to sound out - crawl.

c r aw l

Parent supports child sound out the word.

Use the new sound learnt today.

Parent writes the word as it is sounded out.

Use the new
sound learnt
today.

c

r

aw

l

ai

ie

oe

ue

a-e

i-e

o-e

u-e

er

ea

oa

ew

ur

aw

ow

oi

ire

ear

are

ure

The grapheme highlighted with a blue background are known sounds.

the

in

on

is

my

said

I

of

and

look

to

this

High frequency
words your child
should read by
sight

this

you

no

have

she

and

go

that

of

he

are

on

High frequency
words your child
should read by sight.

Now hold a sentence.

Think of a simple sentence using today's sound.

Say the sentence and ask your child to say it back to you.

Now ask your child to tell you how to write it. They should tell you how to spell **high frequency words** and **sound out** others. If your child has no difficulty with this ask them to remember it and write it on their own.

Example —

I can draw a big fat dog.

Please find time to read with your child as this will encourage them to practice all they have learnt about sounds.

Your child should be reading the high frequency words by sight and sounding out words with the known sounds in them.

Thank you