

PHASE FOUR PHONICS PLANNING

Phase 4 Week 1:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- jog, jam, win, web, wax	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- van, vet, jet, jack	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- fox, tax, mix, vex, zip, zag	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- yap, yes, yet, yell, six, box	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- quit, quiz, tax, mix, jog
Teach	Teach reading CVCC words by extending CVC words - ten -tent; ben -bent; dam -damp; pan -pant etc...	Teach spelling CVCC words by extending CVC words- pin -pink; sin -sink;	Teach reading CCVC words by adding initial sounds to CVC words - t-rip, s-can, s-pin, s-top, l-and, s-ink	Teach writing CCVC words by segmenting the initial sounds - h-and, g-rip, s-pan, t-rap, s-cot, f-lip	Teach reading tricky words said, so Teach spelling tricky words he, she, we, me, be
Practise	Play 'Countdown' . Use a sand timer or clock. Chn have one minute to read as many CVCC words on list as possible. Must work as a group. Encourage children to sound out words. Repeat can they beat their score?	Play 'Countdown' again. Make a different list of CVCC words. If group confident, have the children take it in turn to read from the list. Repeat can they beat their score?	Buried treasure. Give each chn two coins with CVCC words /nonsense words on them. Chn work in pairs to read their coins. Ask chn to sort their words into 'chest' or 'bin'. Go though each with w/reading & checking words.	Repeat yesterday's activity using different words on coins.	Play tricky word bingo. Give chn word mats containing tricky words & HFW's. Chn cross off words when read out. <i>Who can finish first? Check words. What other words did chn have?</i>
Apply	Have children help puppet to read the sentences It can be fun to camp in a tent. I like jam said the man.	Have children help puppet to write the sentence It is damp in the pink tent.	Have children help puppet to read the sentences It was dark when the lamp went out. Sam cannot see now.	Have children help puppet to write the sentence Ben and Sam jump over the pond.	Have children help puppet to read the sentence He said he went red when she kissed me.
Assessment					
<ul style="list-style-type: none"> Gives the sound when shown any phase 2/3 grapheme Can write correct grapheme for any phase 2/3 phoneme 			<ul style="list-style-type: none"> Write each letter correctly Be able to read tricky words said, so Be able to write tricky words he, she, we, me, be 		

Phase 4 Week 2:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- see, fee, tree, root, zoom, wood, look, book	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- Coat, boat, goat, loaf, soap	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- bar, jar, far, bark, card, hard, park	Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- light, right, might, night, sight, fight, high	Practise recognition & recall of Phase 2 & 3 tricky words :- the, to, I, no, go
Teach	Teach reading CVCC words by blending the sounds - band, went, best, belt, hump, felt, sink, camp	Teach spelling CVCC words by segmenting - lamp, pink, nest, hunt, melt, husk, think,	Teach reading CCVC words by blending the sounds - from, stop, sniff, flag, creep, grip	Teach writing CCVC words by segmenting the sounds - grip, spot, spoon, flat, drop, spin	Teach reading tricky words have, like, some, come Teach spelling tricky words was, you
Practise	Play what's in the box using CVCC words and pictures. (See resources folder).	Children use phoneme frames to write CVCC words.	Play countdown - Children to read:- swim, clap, drop, trip, spin, tree, step, flat, spoon, smart, brush, thrill, train, brain, glass	Children use phoneme frames to write CCVC words.	Play word bingo. Give each pair a word mat. They must cross off words as they are read out. First to finish wins. Check card. What words are left? Go round all other chn making a list on the w/b
Apply	Have children help puppet to read the sentence The cash was put in the bank.	Have children help puppet to write the sentence The gift was lost.	Have children help puppet to read the sentence She dropped the glass spoon.	Have children help puppet to write the sentence Step on the flat green grass.	Have children help puppet to read the sentence "Come and have some tea,"he said.
Assessment					
<ul style="list-style-type: none"> Gives the sound when shown any phase 2/3 grapheme Can read CVC, CVCC and CCVC words 			<ul style="list-style-type: none"> Write each letter correctly Be able to read tricky words have, like, some, come Be able to write tricky words was, you 		

Phase 4 Week 3:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Practise recall of Phase 2 & 3 graphemes using w/b's. Practise reading CVC words using flashcards.	Practise recall of Phase 2 & 3 graphemes using w/b's. Practise reading CVC words using flashcards.	Practise recall of Phase 2 & 3 graphemes using w/b's. Practise reading CVC words using flashcards.	Practise recall of Phase 2 & 3 graphemes using w/b's. Practise reading CVC words using flashcards.	Practise recognition & recall of Phase 4 tricky words : - he, she, me, we, be, was, you
Teach	Teach reading two-syllable words (See resource card).	Repeat teaching two - syllable words. If children confident try harder words. Letter, tablet, growing, children. Encourage children to clap put the syllables.	Teach spelling two-syllable words. (See resource card).	Teach reading tricky words were, there, little, one Teach spelling tricky words they, all, are	Teach reading tricky words were, there, little, one Teach spelling tricky words they, all, are
Practise	Play what's in the box with two syllable words & pictures (in the resource box).	Children take it in turn to think up their own poly syllabic words. Everyone clap them out. Write them up on the board.	Children use w/b's to write and show two-syllable words given by teacher.	Play countdown using HFW's and tricky words.	Children use w/b's to quick write HFW's & tricky words given by the teacher.
Apply	Children to write the sentence Fred and Brett spent a week in Spain.	Children to read the sentence Milk is good for children's teeth.	Children to write the sentence A drip from the tap drops in the sink.	Children to write the sentence The windmill has seven sails.	Children to write the sentence There was one little bird on the branch.
Assessment					
<ul style="list-style-type: none"> • Gives the sound when shown any phase 2/3 grapheme • Can write correct grapheme for any phase 2/3 phoneme • Can read CVC, CVCC and CCVC words 			<ul style="list-style-type: none"> • Can identify two-syllable words • Be able to read tricky words were, there, little, one • Be able to write tricky words they, all, are 		

Phase 4 Week 4:					
	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	Practise recall of Phase 2 & 3 graphemes and CVC words using. CT says words/ graphemes & chn write on w/b's & show.	Practise recall of Phase 2 & 3 graphemes and CVC words using. CT says words/ graphemes & chn write on w/b's & show.	Practise recall of Phase 2 & 3 graphemes and CVC words using. CT says words/ graphemes & chn write on w/b's & show.	Practise recall of Phase 2 & 3 graphemes and CVC words using. CT says words/ graphemes & chn write on w/b's & show.	Practise recognition & recall of Phase 4 tricky words:- was, you, they, all, are, have, like, some, come
Teach	Teach reading the HFW's:- Went, it's, from, children, just	Teach reading the Tricky words:- Little, there, one, out	Teach reading sentences. Breaking down each word as they go along. Return to read from the beginning of the sentence so it makes sense.	Teach reading sentences. Encourage children to indentify known words & sound out the unknown.	Teach reading tricky words do, when, out, what Teach spelling tricky words my, her
Practise	Play countdown using HFW's.	Play countdown using the tricky words taught over the last four weeks.	Play Yes/No. Group read sentences then decide on the answer. (Pick sentences from card).	Play sentence substitutions. (See resources card for sentences).	ASSESS CHILDREN INDIVIDUALLY.
Apply	Children to read the sentence:- The clown did tricks with the chimpanzee.	Children to write the sentence:- It is thundering outside.	Children to write the sentence:- The postman had a sandwich.	Children to read the sentence:- The milkman smashed the window.	
Assessment					
<ul style="list-style-type: none"> • Gives the sound when shown any phase 2/3 grapheme • Can write correct grapheme for any phase 2/3 phoneme • Can read CVC, CVCC and CCVC words • 			<ul style="list-style-type: none"> • Can read simple sentences. • Can write simple sentences • Be able to read tricky words do, when, out, what • Be able to write tricky words my, her 		

Yes / No Questions.

Can a clock get cross?

Can a crab clap hands?

Are you fond of plums?

Can you bang on a big black drum?

Can a spoon grab a fork?

Is the moon green?

Are all children good at sports?

Have you seen a trail left by a snail?

Do fish paint windmills?

Do you want to fly in the sky?

Can we see the stars on a clear night?

Do bats come out at night?

Can letters have stamps stuck on them?

Are you afraid of thunderstorms?

Do trains run on tracks?

Will a lolly melt in the sun?

Are tree trucks soft?

Do some dogs have black spots?

Have you ever slept in a tent?

Have you been to Manchester?

Do you have a lunchbox?

Can you smell burnt driftwood?

Are all fish good at swimming?

Do you have some milkshake?

Can a tree shrink?

Will the snow fall in winter?

Sentence Substitution.

Starting sentence				
The man burnt the toast.	towel	girl	milk	brings
The frog swam across the pool.	pond	flag	jumps	dog
Gran went to get fresh fish.	Stan	needed	meat	grill
Trisha took a book off the shelf.	grabs	desk	Kirsten	spoon
A clock stood on the wooden chest.	was	lamp	soft	cabinet
The train had to stop in the fog.	hand	wait	storm	truck
Fran took a scarf as a gift for Brad.	present	Vikram	sent	snail
I will travel to the Swiss Alps next week.	winter	punch	this	go
Fred has spent lots of cash this year.	Gretel	lost	lent	bricks
We had sandwiches for a snack.	plums	slugs	picnic	took
Your sister put the dog in the boat.	mother	sheep	behind	shelter

Suggested two –syllable words and polysyllabic words.

Postman

Chopstick

seventh

Milkman

Toothbrush

shelving

Handbag

Paintbrush

Sandwich

Lipstick

Desktop

Shampoo

Chimpanzee

Lunchbox

Floating

Thundering

Blackberry

Jumping

Manchester

Football

Teddy

Champion

Netball

Twisting

Fantastic

Teapot

Printer

Wonderful

Sandpit

Thinking

Delightful

Treetop

Children

Windmill

Second