

Monday

Sort the 'i' words

fin	find

grind	mind	child
mind	remind	it
pin	tin	blind

Read

The man could find
water in the well.

Write



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Tuesday

Sort the 'o' words.

hot	cold

no	so	got
not	folded	fog
colder	on	old

Read

The boy did not know
where he was.

Write



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Wednesday

Sort the 'c' words

cat	rice

candle

December

cycle

cone

cell

icy

come

acid

called

canter

Read

It looked like rain again!

Write



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Thursday

Homographs – circle the word which has an alternative pronunciation

Wind the bobbin up!

She will read it to her little brother.

The wind blew the leaves off the trees.

You have to bow when you meet the queen.

He read about the frightening monster.

Robin Hood used a bow and arrows.

Choose three right answers

Which of these can you grow in a garden?

ferns

snow

herbs

bushes

Which of these could you hold in your hand?

a giant

a jewel

a feather

a penny

Which of these can we read?

news	comics
see-saws	books

Write



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Friday

Read

water

where

who

again

friends

eyes

once

different

A right mess

The twins' bedroom was a right mess! Mum had tried everything. Being cross! Being kind! But it just did not help. The twins still did not tidy their room.

Then Mum had an idea. "I think I'll write a list of things the twins must pick up, and then we can play a game of hide and seek. The twins must find the things and put them in a box.

Their room will be tidy!"

This is the list Mum had:

A crisp bag

A white sock

A tie with a stripe

A cap

A plastic knife

A bright red kite

"We like this game of hide and seek," said the twins. In no time at all the room was quite tidy and Mum was happy.

Then the twins had an idea. "Mum, we'd like to fly this kite on the green."

"All right," said Mum, "but you must hold the string tight."

On the green there was a light breeze and the kite went up, up, up, high in the sky. Then suddenly it came down, down, down...

CRASH! It fell into the duck pond!

The kite was fine, but Mum said, "I think it's time for tea. Let's go home."

Daily revisit and review

Phase 2

s a t p i n m d g

o c k ck e u r h

b f ff l ll ss

Phase 3

j v w x y z zz qu

ch sh th ng ai ee igh oa

oo ar or ur ow oi ear

air ure er

Phase 5

ay oy wh ou ir ph aw zh

ew au u e a e e e i e o e

Teaching notes

Learning Objectives

- To broaden knowledge of graphemes and phonemes for use in reading & spelling.
- To segment confidently.
- To blend confidently.

Either print out and laminate these sheets for children to write on with whiteboard pens or use the PowerPoint with children writing on whiteboards. Start each session with a daily review of all the phonemes from phase 2 to phase 5 as a whole class. Go through each activity together as a class or group.

Dictate the sentence for the 'Apply' activity, repeating several times.

	Revisit and review	Teach	Practise	Apply
Monday	Practise recognition & recall of phase 2/3/4/5 graphemes.	Teach alternative pronunciation for the grapheme: 'i' eg. fin / find	Read sentence – The man could find water in the well.	Write – The sun went behind a cloud.
Tuesday		Teach alternative pronunciation for the grapheme: 'o' eg. hot / cold	Read sentence – The boy did not know where he was.	Write – The teacher is older than the children.
Wednesday		Teach alternative pronunciation for the grapheme: 'c' eg. cat/ rice	Read sentence – It looked like rain again!	Write – The girl won the race.
Thursday		Read the homographs with the incorrect pronunciation for the context: Wind the bobbin up! She will read it to her little brother. The wind blew the leaves off the trees. You have to bow when you meet the queen. He read about the frightening monster. Robin Hood used a bow and arrows.	Choose three right answers	Write – It is cold without a coat.
Friday		Read the following words: water, where, who, again, friends, eyes, once, different. Dictate these words for children to spell: little, one, do, what, when, out.	Phoneme spotter. A right mess - Read through the text together and ask children to listen out for a given phoneme. Ask them to read again and circle or underline the given phoneme.	Repeat any of the week's captions that the children found tricky.