

Connected Learning Team Primary

Pre-Primary

English Package

- Blending and Segmenting
- Phonics

2 weeks

Curriculum Links

- Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)
- Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)
- Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)
- Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)
- Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blends sounds associated with letters when reading CVC words (ACELA1820)
- Produce some lower case and upper case letters using learned letter formations (ACELY1653)

Using this package

- *There are explicit teaching pages to assist you with teaching your child the concept.*
 - *Activities to practise and consolidate skills.*
 - *Answers to the activities can be found as you go.*
- *The activities do not need to be completed in a whole block. It can be broken up throughout the day.*
 - *Complete the parent feedback sheet each day.*

English Home Learning Week 1 Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
Learning Intention	-We are learning to orally segment words into their phonemes. -We are learning to read and write words with the /h/ sound.	-We are learning to segment words into their phonemes. -We are learning to read and write words with the /b/ sound.	-We are learning to segment words into phonemes. -We are learning to read and write words with the /f/ sound.	-We are learning to blend and segment CVC words. -We are learning to read and write words with the /l/ sound.	-We are learning to read tricky words. -We are learning to read and write CVC words.
Success Criteria	-I can say the individual sounds in words. -I can read and write words with the /h/ sound.	-I can say the individual sounds in words. -I can read and write words with the /b/ sound.	-I can say the sounds that are in a word. -I can read and write words with the /f/ sound.	-I can blend and segment CVC words. -I can read and write words with the /l/ sound.	-I can read tricky words. -I can read and write CVC words.
Resources Needed	-blending and segmenting sheets x2 -counters -flashcards -/h/ sound sheet	-blending and segmenting sheets x2 -flashcards -/b/ sound sheet	-board game -counters -die -flashcards -/f/ sound sheet	-animal picture cards -flashcards -/l/ sound sheet	-tricky word sheet -coloured pencils -read and write sheet -pencil
Learning Activities	Phonemic Awareness 1.Sound Boxes task 2 pages. Phonics 2. Complete the /h/ sound sheet.	Phonemic Awareness 1.Sound boxes task 2 pages. Phonics 2.Complete the /b/ sound sheet.	Phonemic Awareness 1.Blending and Segmenting board game Phonics 2.Complete the /f/ sound sheet.	Phonemic Awareness 1.Animal card game Phonics 2. Complete the /l/ sound sheet.	Tricky Words 1.Find and circle the tricky words. Phonics 2. Read and write sheet 3. Make words with the flashcards.
Accountability	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet
Place a tick in the box	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed

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Lower-Case Flashcards to use at Home. Cut up and say each of the sounds and letter names. Store in a zip lock bag to use each day.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z	ss	ff	ll	ck

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Day 1: Explicit Teaching-Phonemic Awareness

We are learning to orally segment words into their phonemes.

You will need:

- small items to use as counters
- activity sheets with boxes
- feedback sheet

Instructions:

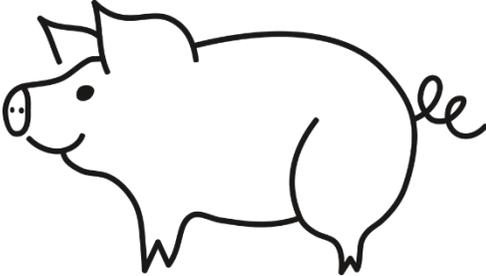
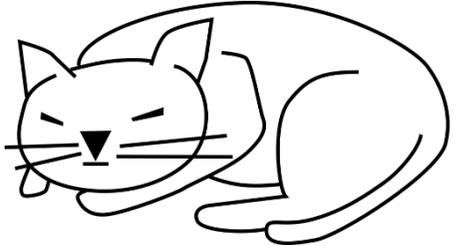
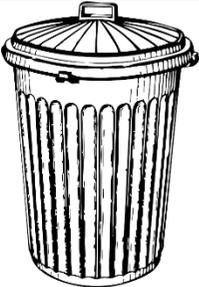
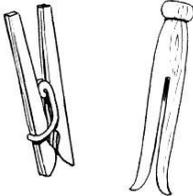
1. Look at the picture.
2. Ask the child to say each of the sounds in the words and push the counters into the boxes as they say the sounds.

Note: Model the correct sounds if the child says the wrong sounds.

Success Criteria: I can say the individual sounds in words.

Day 1: Phoneme Level- Blending and Segmenting

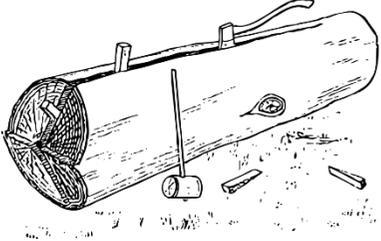
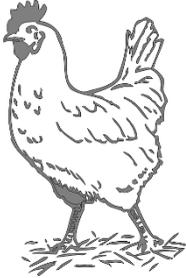
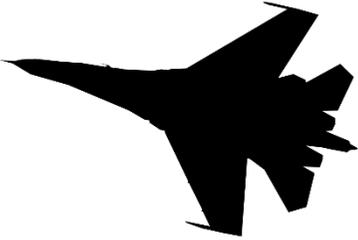
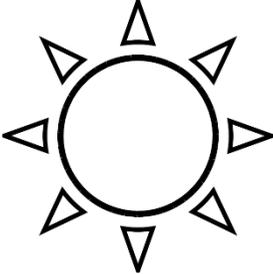
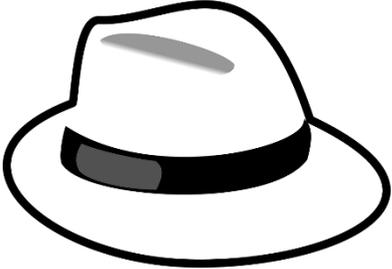
Child moves a counter into the boxes while saying each sound.

Words: pig, dog, cat, bin, peg, run

Day 1: Phoneme Level- Blending and Segmenting

Child moves a counter into the boxes while saying each sound.

Words: log, hen, pen, jet, sun, hat.

Day 1: Explicit Teaching Phonics

We are learning to read and write words with the /h/ sound.

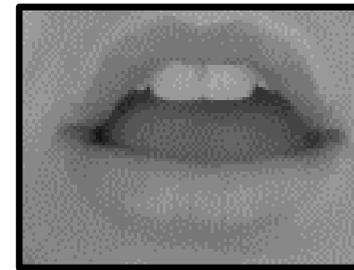
Hear

Emphasise the beginning sound so your child can hear it on it's own and in words.

- honey
- holiday
- happy

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- h/o/t
- h/a/t
- h/i/t

Write

Practise writing the letter 'h' on a piece of paper.

Success Criteria: I can read and write words with the /h/ sound.

Day 1: Phonics: /h/ Sound

1) Go for a hunt around the house and find things that start with the /h/ sound. Draw what you found in the box below.

--

2) **Read the following words:** Put a line under the /h/ sound. Draw a picture to match the word. Use your letter cards to make the words.

<i>hat</i>	<i>hot</i>	<i>hit</i>
<i>hut</i>	<i>hop</i>	<i>hug</i>

3) **Read the following sentences:** Put a line under the /h/ sounds.

The kid had a hat on.

Nan and I had a hug.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /h/ sound on this page using what you found.

Day 2: Explicit Teaching-Phonemic Awareness

We are learning to segment words into their phonemes.

You will need:

- Small items to use as counters
- Activity sheets with boxes

Instructions:

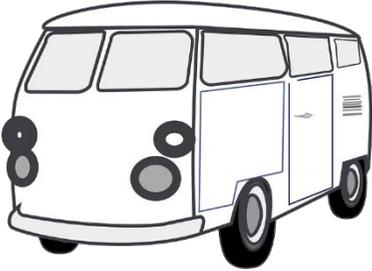
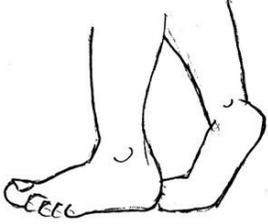
1. Look at the picture.
2. Ask the child to say each of the sounds in the words and push the counters into the boxes as they say the sounds.

Note: Model the correct sounds if the child says the wrong sounds.

Success Criteria: I can say the individual sounds in words.

Day 2: Phoneme Level- Blending and Segmenting

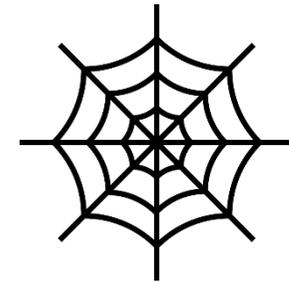
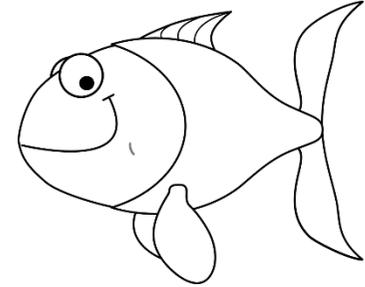
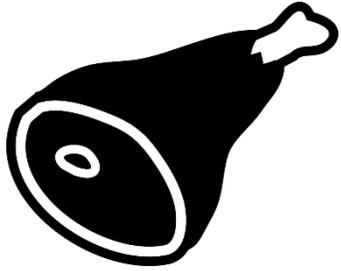
Child moves a counter into the boxes while saying each sound.

Words: jam, bed, dig, boat, van, feet

Day 2: Phoneme Level- Blending and Segmenting

Child moves a counter into the boxes while saying each sound.



Words: ham, park, fish, foot, bake, web

Day 2: Explicit Teaching Phonics

We are learning to read and write words with the /b/ sound.

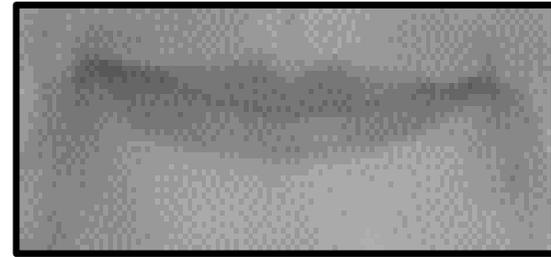
Hear

Emphasise the beginning sound so your child can hear it on it's own and in words.

- basket
- balloon
- berry

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- b/a/t
- b/u/g
- b/u/s

Write

Practise writing the letter 'b' on a piece of paper.

Success Criteria: I can read and write words with the /b/ sound.

Day 2: Phonics /b/ Sound

1) Go for a hunt around the house and find things that start with the /b/ sound. Draw what you found in the box below.

--

2)Read the following words: Put a line under the /b/ sound. Draw a picture to match the word. Use your letter cards to make the words.

<i>bus</i>	<i>bat</i>	<i>bag</i>
<i>bed</i>	<i>bug</i>	<i>bad</i>

3)Read the following sentences: Put a line under the /b/ sounds.

The nest is big.
The bug got hot in the net.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /b/ sound on this page using what you found.

Day 3: Explicit Teaching-Phonemic Awareness

We are learning to segment words into phonemes.

You will need:

- a die
- a counter each
- answer sheet to help know the sounds in words

How to Play:

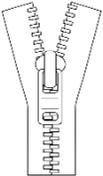
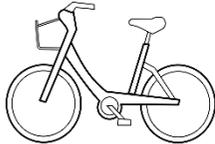
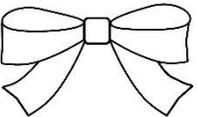
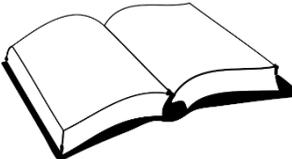
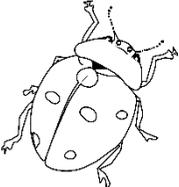
1. Roll the die and move that many spaces.
2. The picture you land on, say the sounds in the word. E.g. map the sounds are m/a/p.
3. If the child says the incorrect sounds model the correct sounds and ask them to repeat the sounds in the words.
4. First player to the end wins.

If they have difficulties get the child to move a counter for each sound they say.

Success Criteria: I can say the sounds that are in a word.

Day 3: Blending and Segmenting Board Game

Roll the die and move that many spaces. The picture you land on, say the sounds in the word.

						Finish
Move forward 1 space						
					Move forward 2 spaces	
						
Start		Move forward 2 spaces				

Day 3: Board Game Answers

Word	Sounds			How many sounds?	
fan	/f/	/a/	/n/	3	
ship	/sh/	/i/	/p/	3	
pot	/p/	/o/	/t/	3	
lock	/l/	/o/	/ck/	3	
car	/k/		/ar/	2	
peach	/p/	/ea/	/ch/	3	
sheep	/sh/	/ee/	/p/	3	
bug	/b/	/u/	/g/	3	
book	/b/	/oo/	/k/	3	
mouse or rat	/m/	/ou/	/se/	3	
	/r/	/a/	/t/	3	
bow	/b/		/ow/	2	
bus	/b/	/u/	/s/	3	
shoe or boot	/sh/		/oe/	2	
	/b/	/oo/	/t/	3	
zip	/z/	/i/	/p/	3	
snail	/s/	/n/	/ai/	/l/	4
boat	/b/	/oa/	/t/	3	
map	/m/	/a/	/p/	3	
bike	/b/	/i/	/k/	3	

Day 3: Explicit Teaching Phonics

We are learning to read and write words with the /f/ sound.

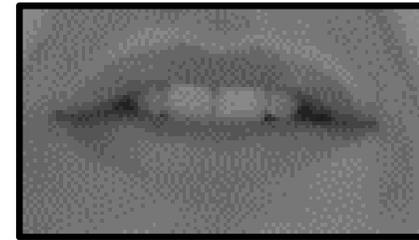
Hear

Emphasise the beginning sound so your child can hear it on it's own and in words.

- furniture
- funny
- flower

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- f/a/n
- f/a/t/
- f/i/t

Write

Practise writing the letter 'f' on a piece of paper.

Success Criteria: I can read and write words with the /f/ sound.

Day 3: Phonics: /f/ Sound

1) Go for a hunt around the house and find things that start with the /f/ sound. Draw what you found in the box below.



2) Read the following words: Put a line under the /f/ sound. Draw a picture to match the word. Use your letter cards to make the words.

<i>fan</i>	<i>fat</i>	<i>fit</i>
<i>fun</i>	<i>huff</i>	<i>puff</i>

3) Read the following sentences: Put a line under the /f/ sounds.

The big frog is in the sun.

Huff and puff up the big hill.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /f/ sound on this page using what you found.

Day 4: Explicit Teaching- Phonemic Awareness

We are learning to segment and blend CVC words.

You will need:

- animal picture cards

Instructions:

1. Today we are going to play a tricky animal guessing game where we need to break up a word into its sounds and then the child needs to put the sounds back together and guess the animal.
2. I will show you one animal card at a time.
3. First give a clue about the animal, like where it lives or what colour it is.

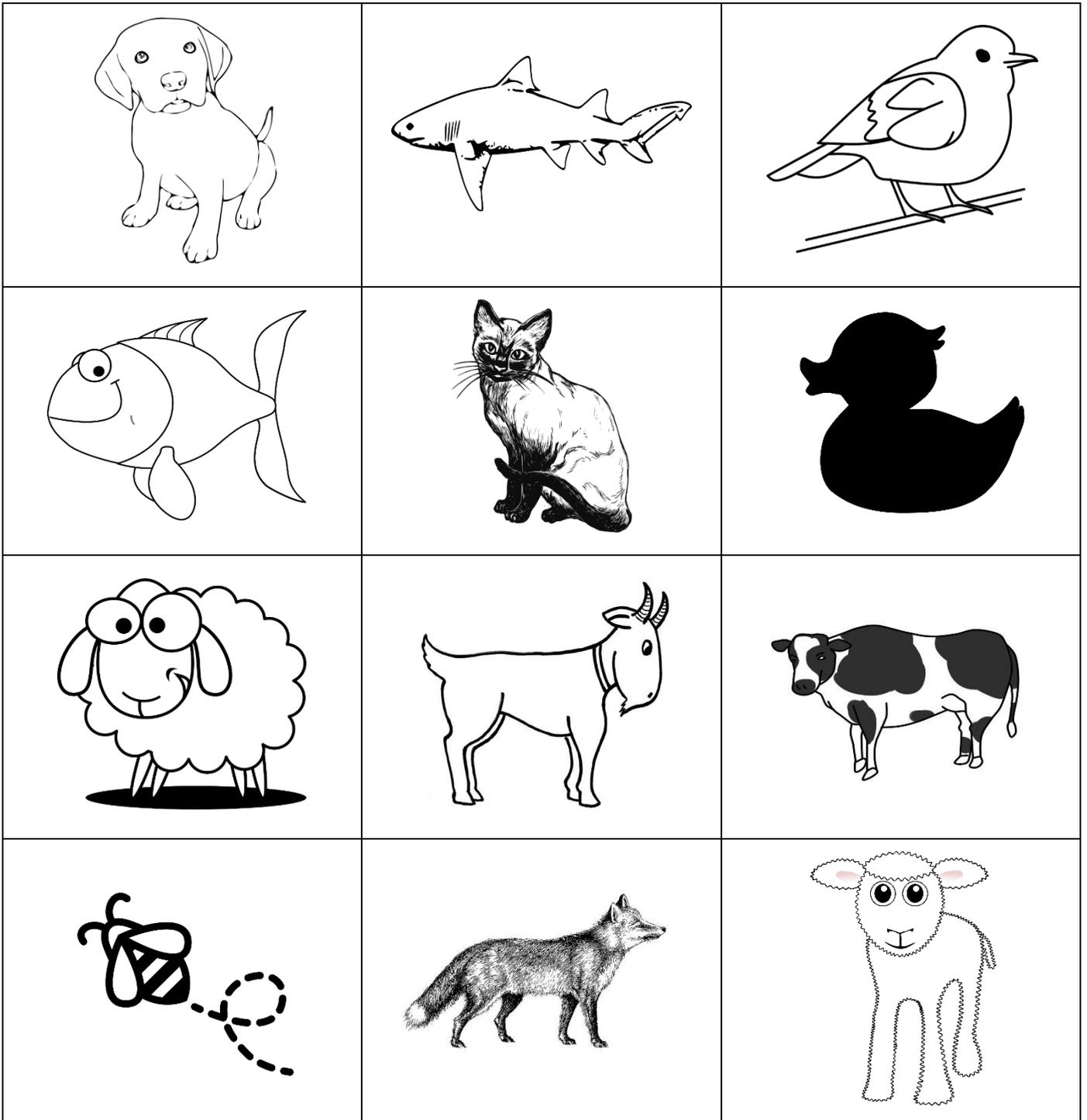
For example: My animal is small and is a /m/ /ou/ /s/. What is it? That's right! Mouse. /m/ /ou/ /s/ makes mouse.

Adapt the task: Change up the task by getting the child to break the word into the sounds.

Success Criteria: I can blend and segment CVC words.

Day 4: Animal Picture Cards

Cut out the animal cards and place in a pile.



Words: dog, shark, bird, fish, cat, duck, sheep, goat, cow, bee, fox, lamb

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Day 4: Explicit Teaching Phonics

We are learning to read and write words with the /l/ sound.

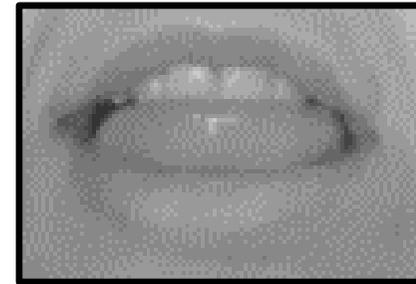
Hear

Emphasise the beginning sound so your child can hear it on it's own and in words.

- lolly
- lady
- lemon

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- l/a/p
- l/e/g
- l/i/p

Write

Practise writing the letter 'l' on a piece of paper.

Success Criteria: I can read and write words with the /l/ sound.

Day 4: Phonics: /l/ Sound

1) Go for a hunt around the house and find things that start with the /l/ sound. Draw what you found in the box below.

--

2) Read the following words: Put a line under the /l/ sound. Draw a picture to match the word. Use your letter cards to make the words.

<i>lap</i>	<i>leg</i>	<i>lit</i>
<i>bell</i>	<i>fill</i>	<i>doll</i>

3) Read the following sentences: Put a line under the /l/ sounds.

Huff and puff up the hill.

The doll fell in the pond.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /l/ sound on this page using what you found.

Day 5: Explicit Teaching- Tricky Words

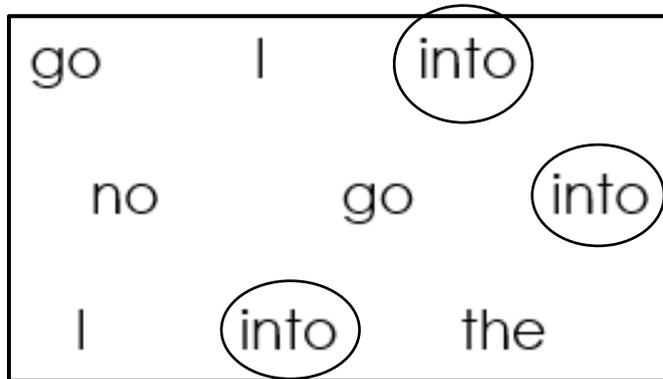
We are learning to read tricky words.

You will need:

- coloured pencils
- word hunt sheet

Instructions:

1. Look at the tricky words at the bottom.
2. Choose a colour for each tricky word and circle the tricky words using that colour.



Success Criteria: I can read tricky words.

Day 5: Tricky Words Word Hunt

go I into the to no the I
no go into I to the to
I into the to no go I the
to no go into the I no go

Word Hunt

Can you find the following words?
Circle each word in a different colour.

to

the

no

go

I

into

Day 5: Phonics Revision

Read the word then write the word in the box.

<i>Read the Word</i>	<i>Write the Word</i>
h o t • • •	
b u g • • •	
f a n • • •	
l e g • • •	
b e ll • • •	
h u ff • • •	

Feedback Days 1-5

Please record things your child did well on or any difficulties they may have experienced in this table each day.

Success Criteria	Parent Feedback
<p>Day 1:</p> <p>-I can say the individual sounds in words. <i>-I can read and write words with the /h/ sound.</i></p>	
<p>Day 2:</p> <p>-I can say the individual sounds in words. <i>-I can read and write words with the /b/ sound.</i></p>	
<p>Day 3:</p> <p>-I can say the sounds that are in a word. <i>-I can read and write words with the /f/ sound.</i></p>	
<p>Day 4:</p> <p>-I can blend and segment CVC words. <i>-I can read and write words with the /l/ sound.</i></p>	
<p>Day 5:</p> <p>-I can read tricky words. <i>-I can read and write CVC words.</i></p>	

English Home Learning Week 2 Overview

	Day 6	Day 7	Day 8	Day 9	Day 10
Learning Intention	-We are learning to segment words into phonemes. -We are learning to read and write words with the /s/ sound.	-We are learning to blend phonemes into words. -We are learning to read and write words with the /j/ sound.	-We are learning to segment words into phonemes. -We are learning to read and write words with the /v/ sound.	-We are learning to blend and segment the phonemes in words. -We are learning to read and write words with the /w/ sound.	-We are learning to read tricky words -We are learning to decode simple sentences.
Success Criteria	-I can break words into sounds. -I can read and write words with the /s/ sound.	-I can blend phonemes to say the word. -I can read and write words with the /j/ sound.	-I can break words into individual phonemes. -I can read and write words with the /v/ sound.	-I can blend phonemes to say the word. -I can segment words into their phonemes. -I can read and write words with the /w/ sound.	-I can read tricky words. -I can decode words when reading.
Resources Needed	-picture cards -flashcards -/s/ sound sheet	-sentence sheet -flashcards -/j/ sound sheet	-die -roll and say sheet -flashcards -/v/ sound sheet	-blending and segmenting check sheet -flashcards -/w/ sound sheet	-I spy page -magnifying glass -read and draw sheet
Learning Activities	Phonemic Awareness 1.What's the sound Mr wolf? Phonics 2.Complete the /s/ sound sheet.	Phonemic Awareness 1.Finish my sentence. Phonics 2.Complete the /j/ sound sheet.	Phonemic Awareness 1. Phonics 2.Complete the /v/ sound sheet.	Phonemics Awareness 1.Blending and segmenting task. Phonics 2.Complete the /w/ sound sheet.	Tricky Words 1.Farmyard I spy Phonics 2.Read and draw.
Accountability	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet	-Fill out parent feedback sheet
Place a tick in the box	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed	<input type="checkbox"/> completed <input type="checkbox"/> not completed

Day 6:Explicit Teaching-Phonemic Awareness

We are learning to segment words into phonemes.

What's the Sound Mr Wolf?

You will need:

- picture cards
- As many people as you can in your house.

How to play:

1. Cut out the picture cards on the following page.
2. 1 person is the wolf with the picture cards.
3. The child asks "What's the sound Mr Wolf?"
4. The wolf shows a picture card and says the word.
5. The children step out the sounds in the word. For example, dog- the child will step d/o/g moving 3 steps.
6. Continue until someone taps the back of the wolf for dinnertime.



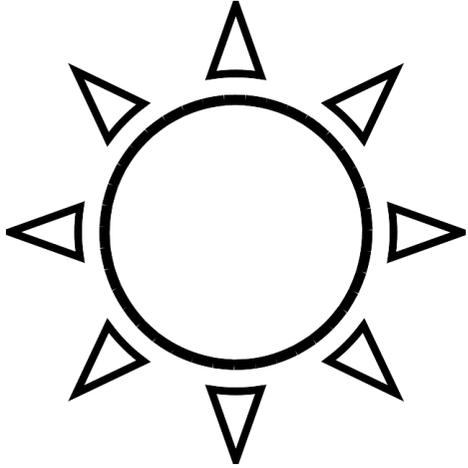
Picture card words: sun, pig, cup, ham, fan, map, cat, van, pot, nut, net and cake (all have 3 sounds)

Success Criteria: I can break words into their sounds.

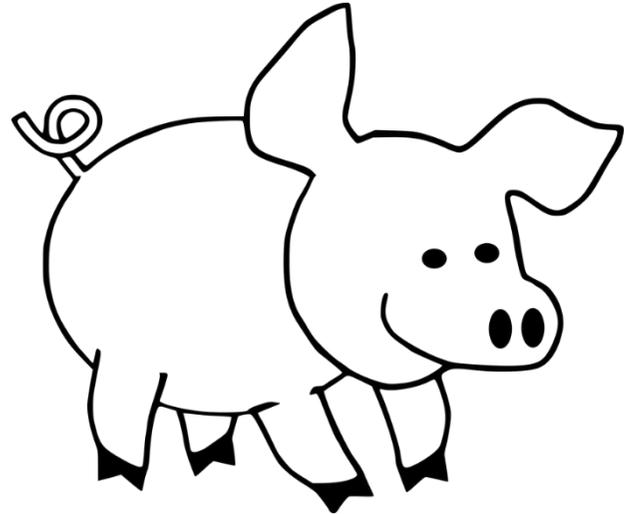
Day 6: Picture Cards for Mr Wolf

Cut out the following picture cards to use for the game.

s/u/n



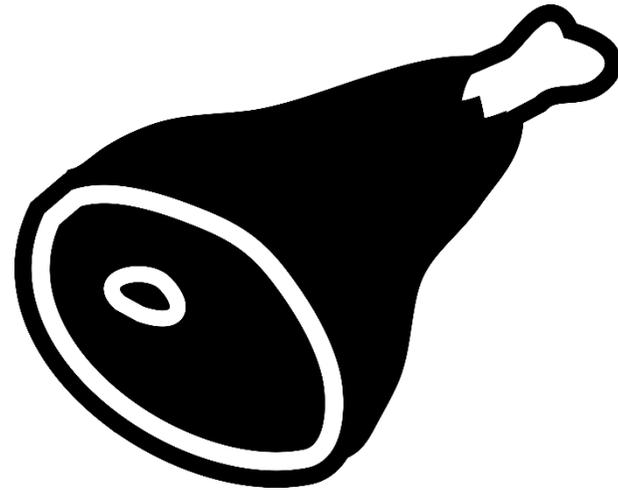
p/i/g



c/u/p



h/a/m

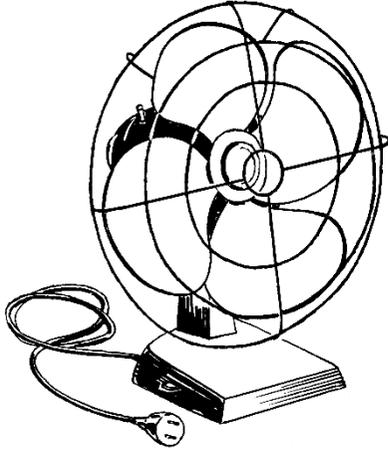


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Day 6: Picture Cards for Mr Wolf

Cut out the following picture cards to use for the game.

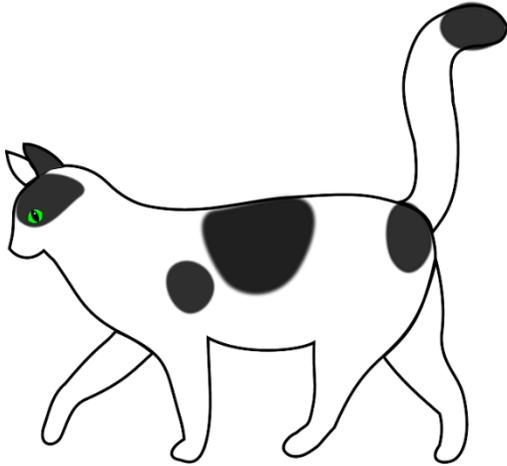
f/a/n



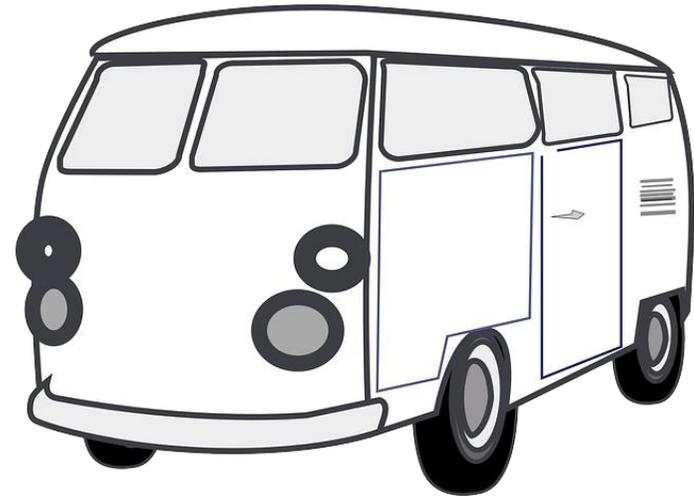
m/a/p



c/a/t



v/a/n

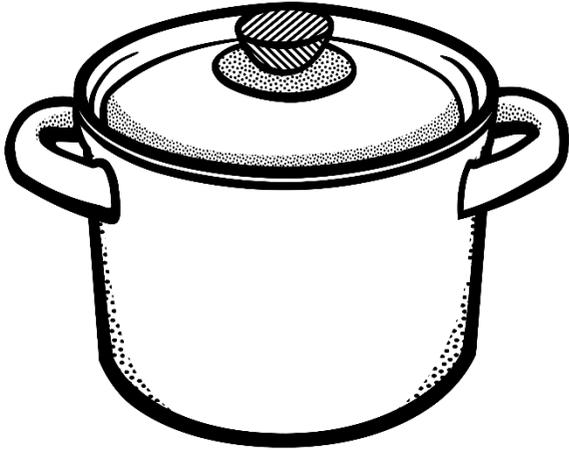


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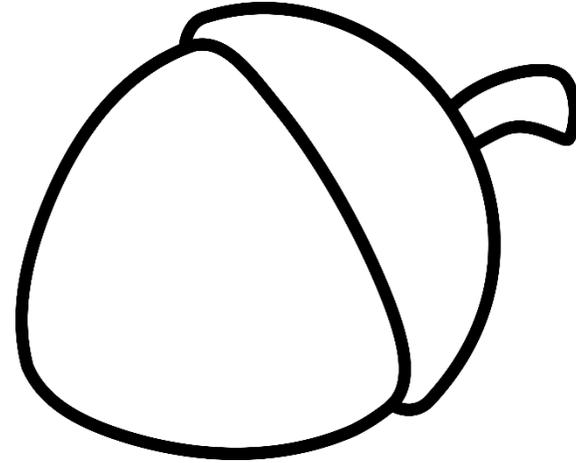
Day 6: Picture Cards for Mr Wolf

Cut out the following picture cards to use for the game.

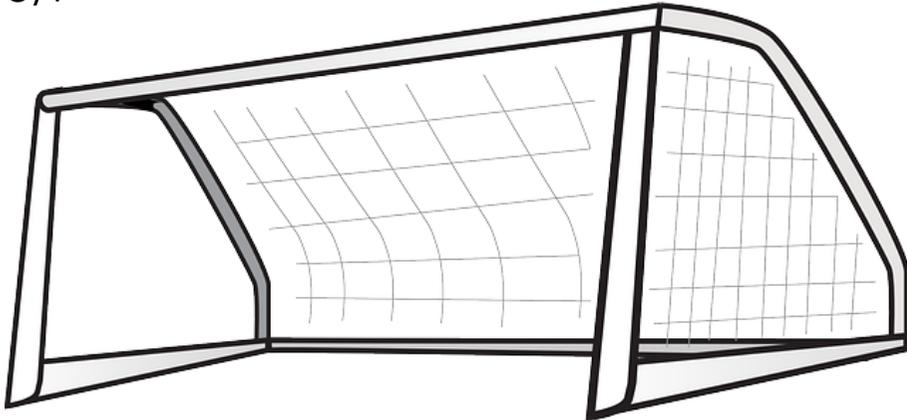
p/o/t



n/u/t



n/e/t



c/a/k



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Day 6: Explicit Teaching Phonics

We are learning to read and write words with the /s/ sound.

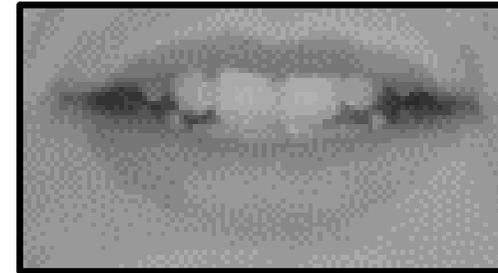
Hear

Emphasise the /s/ sound at the end of words.

- fuss
- hiss
- kiss

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- l/e/ss
- m/e/ss
- b/o/ss

Write

Practise writing the letter 's' on a piece of paper.

Success Criteria: I can read and write words with the /s/ sound.

Day 6: Phonics /s/ Sound

1) Go for a hunt around the house and find things that start and end with the /s/ sound. Draw what you found in the box below.

--

2) **Read the following words:** Put a line under the /s/ sound. Draw a picture to match the word. Use your letter cards to make the words.

<i>less</i>	<i>mess</i>	<i>hiss</i>
<i>boss</i>	<i>fuss</i>	<i>kiss</i>

3) **Read the following sentences:** Put a line under the /s/ sounds.

I miss Nan and Pop.

Mop up the big mess on the mat.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /s/ sound on this page using what you found.

Day 7: Explicit Teaching- Phonemic Awareness

We are learning to blend phonemes into words.

Finish my Sentence Game

Instructions:

1. Read each of the sentences out loud on the following page.
2. The last word in the sentence only say the sounds for the words.
3. The child then needs to blend those sounds together and say what word it makes.
4. Ask the child to then repeat the whole sentence.

For example:

The pig ran in the m/u/d. The child replies mud.

Success Criteria: I can blend phonemes to say the word.

Day 7: Finish my Sentence

Tick if correct or dot if incorrect.

Adult says	Correct Response	tick or dot
I gave him my p/e/n.	pen	
I drive a v/a/n.	van	
Bill got on the b/u/s.	bus	
My mum cooks with a p/o/t.	pot	
I go fishing with my n/e/t.	net	
Pam took my favourite h/a/t.	hat	
Jess is my pet d/o/g.	dog	
It is hot in the s/u/n.	sun	
To hang the washing, I use a p/e/g.	peg	
Sam and Melissa went up the h/i/ll.	hill	
I saw the big sh/i/p.	ship	

Day 7: Explicit Teaching Phonics

We are learning to read and write words with the /j/ sound.

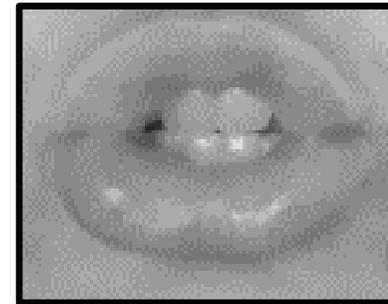
Hear

Emphasise the beginning sound so your child can hear it on it's own and in words.

-jelly
-jumper
-juggle

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

j/a/m
j/u/g
j/e/t

Write

Practise writing the letter 'j' on a piece of paper.

Success Criteria: I can read and write words with the /j/ sound.

Day 7: Phonics /j/ Sound

1) Go for a hunt around the house and find things that start with the /j/ sound. Draw what you found in the box below.

--

2) Read the following words: Put a line under the /j/ sound. Draw a picture to match the word. Use your letter cards to make the words.

<i>jam</i>	<i>jug</i>	<i>jog</i>
<i>job</i>	<i>jet</i>	<i>jugs</i>

3) Read the following sentences: Put a line under the /j/ sounds.

The jug is big and red.

Nan did a jig on the rug.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /j/ sound on this page using what you found.

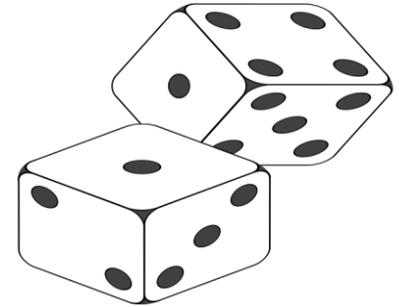
Day 8: Explicit Teaching- Phonemic Awareness

We are learning to segment words into phonemes.

Roll and Say the Sounds Game

You will need:

- die
- roll and say the sounds sheet
- answer sheet



Instructions:

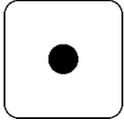
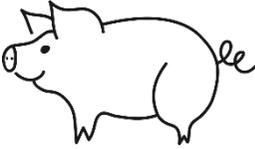
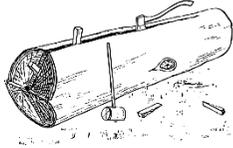
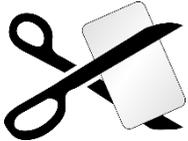
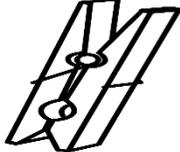
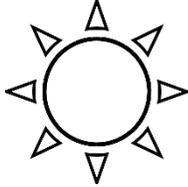
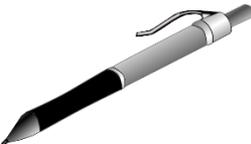
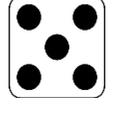
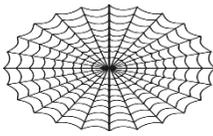
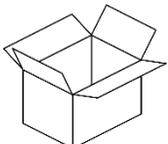
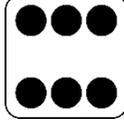
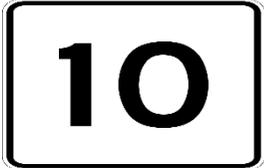
1. Roll the die.
2. The number you roll is the line you will use.
3. Say each word out loud and then say each individual sound in the word, for that line.
4. Continue to roll the die and complete the lines.

For example: I rolled a 3.

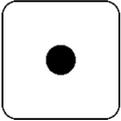
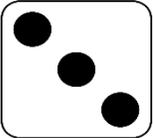
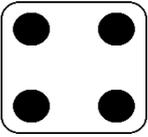
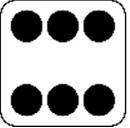
I would say map-m/a/p map, wig-w/i/g wig, sun-s/u/n sun, pen-p/e/n pen, mop-m/o/p mop.

Success Criteria: I can break words into the individual phonemes.

Day 8: Roll and Say the Sounds Game

Day 8: Roll and Say the Sounds Answers

	p/i/g, h/a/t, b/e/d, l/o/g, c/u/t
	n/u/t, p/e/g, c/a/t, l/i/p, d/o/g
	m/a/p, w/i/g, s/u/n, p/e/n, m/o/p
	h/u/t, l/e/g, c/o/t, s/i/x, v/a/n
	b/u/s, s/a/t, w/e/b, b/i/n, b/o/x
	c/a/n, t/e/n, c/u/p, b/i/b, p/o/t

Day 8: Explicit Teaching Phonics

We are learning to read and write words with the /v/ sound.

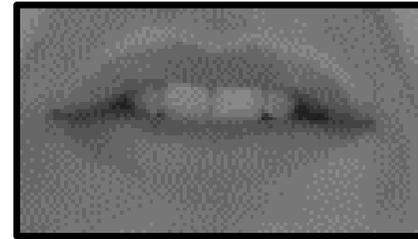
Hear

Emphasise the beginning sound so your child can hear it on it's own and in words.

- vacuum
- vegetable
- violet

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- v/a/n
- v/e/t
- v/a/t

Write

Practise writing the letter 'v' on a piece of paper.

Success Criteria: I can read and write words with the /v/ sound.

Day 8: Phonics /v/ Sound

1) Go for a hunt around the house and find things that start with the /v/ sound. Draw what you found in the box below.

--

2) Read the following words: Put a line under the /v/ sound. Draw a picture to match the word. Use your letter cards to make the words.

<i>van</i>	<i>vet</i>
<i>vat</i>	<i>vans</i>

3) Read the following sentences: Put a line under the /v/ sounds.

The van is red.
Can a vet help?

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /v/ sound on this page using what you found.

Day 9: Explicit Teaching- Phonemic Awareness

We are learning to blend and segment the phonemes in words.

Today's lesson is a check in to see how your child is going with the skill of blending and segmenting.

Tick if correct or place a dot if incorrect.

Blending Phonemes		
Adult says	Answer	tick/dot
c/a/t	cat	✓
v/a/n	ran	●

Segmenting Phonemes		
Adult says	Answer	tick/dot
sat	s/a/t	✓
net	n/i/t	●

Success Criteria: I can blend phonemes to say the word.
I can segment words into their phonemes.

Day 9: Blending and Segmenting Check

Complete the following to see how your child is going.

Blending Phonemes		
Adult says the Phonemes	If correct the child will say	Tick if they are correct
c/a/t	cat	
d/i/g	dig	
d/u/ck	duck	
b/e/d	bed	
s/u/n	sun	
l/o/g	log	
p/u/ff	puff	
sh/i/p	ship	

If your child is having difficulty blending the sounds to say the word, then continue to practise the activities in this pack.

Segmenting Words into Phonemes		
Say the word	If correct the child will say these sounds	Tick if they are correct
net	n/e/t	
cog	c/o/g	
fun	f/u/n	
hit	h/i/t	
sat	s/a/t	
luck	l/u/ck	
fell	f/e/ll	
shop	sh/o/p	

If your child is having difficulty saying the sounds of a given word, then continue to practise the activities in this pack.

Day 9: Explicit Teaching Phonics

We are learning to read and write words with the /w/ sound.

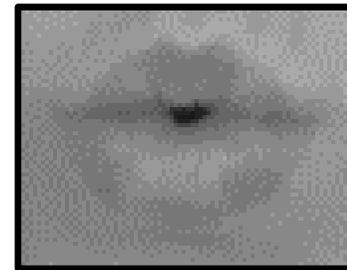
Hear

Focus on the sound so your child can hear it on its own and in words.

- water
- winter
- wand

Say

Ensure you articulate the sound correctly by looking at the shape of your mouth.



Read

When completing the activities break up the words into each individual sound.

- w/i/n
- w/i/g
- w/e/b

Write

Practise writing the letter 'w' on a piece of paper.

Success Criteria: I can read and write words with the /w/ sound.

Day 9: Phonics /w/ Sound

1) Go for a hunt around the house and find things that start with the /w/ sound. Draw what you found in the box below.

--

2) Read the following words: Put a line under the /w/ sound. Draw a picture to match the word. Use your letter cards to make the words.

win	wig	wag
web	wax	webs

3) Read the following sentences: Put a line under the /w/ sounds.

The dog went to the vet.

Nan and I went to the big dam.

4) Can you find items around the house like rocks, lego, shells or playdough. Make the words with the /w/ sound on this page using what you found.

Day 10: Explicit Teaching- Tricky Words

We are learning to read tricky words.

Farmyard I spy

Use a magnifying glass and find the following tricky words.

-into

-go

-no

-I

-the

-to

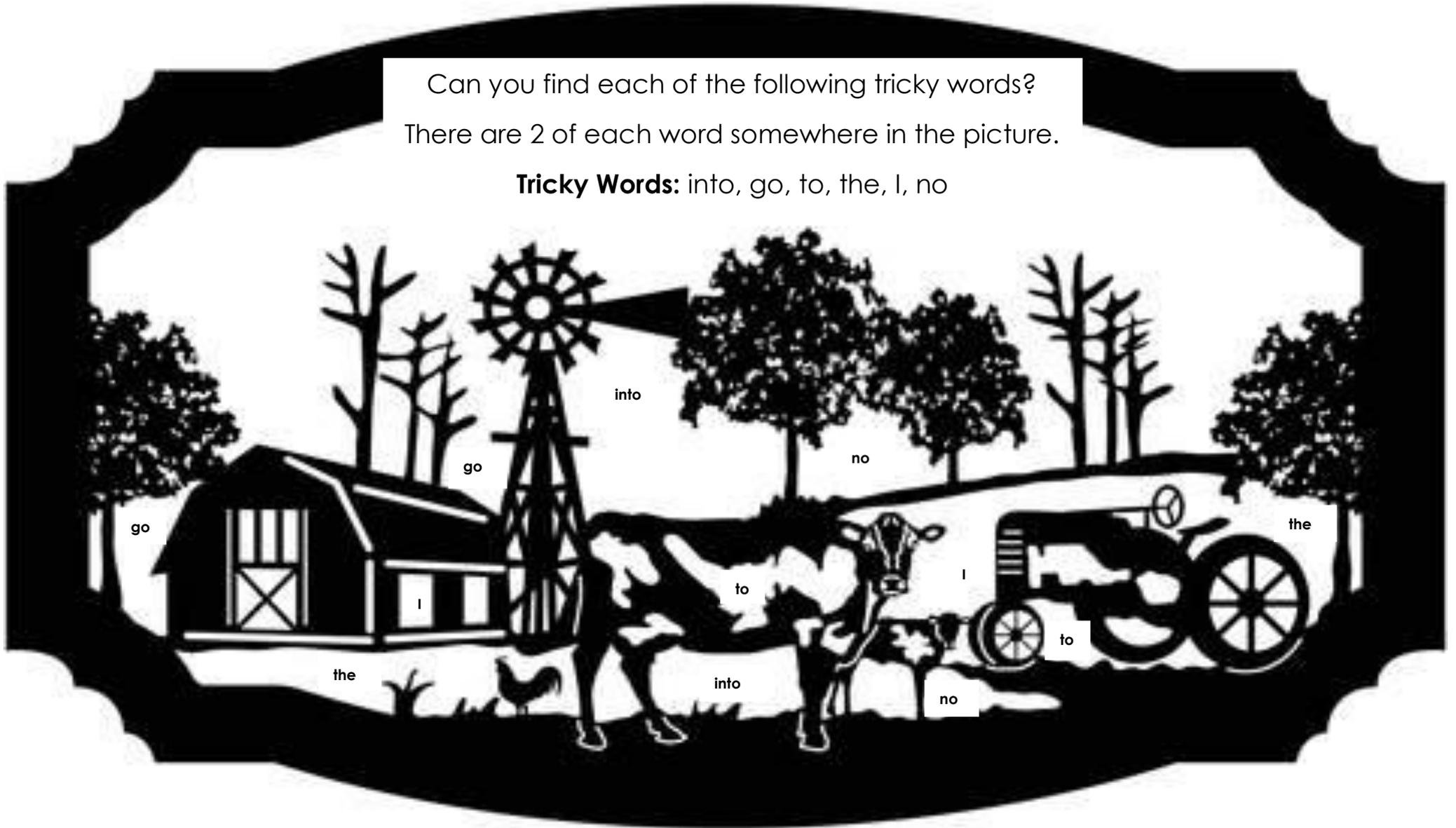
How many did you find?

Success Criteria: I can read tricky words.

Day 10: Farmyard I spy

Can you find each of the following tricky words?
There are 2 of each word somewhere in the picture.

Tricky Words: into, go, to, the, I, no



Day 10: Explicit Teaching- Phonics Revision

We are learning to decode simple sentences.

Why is decoding important?

Decoding is a key skill for learning to read. It involves taking apart the sounds in words and blending them back together. It allows children to read words and sound out unfamiliar words.

For example:

mat  the sounds are m/a/t
hut  the sounds are h/u/t
hill  the sounds are h/i/ll

Can you have a go at decoding these words?

vet	cat
bed	pig
web	jug
mess	fell

Success Criteria: I can decode words when reading.

Day 10: Read and Draw

Read the sentence then draw a picture to match.

Place a tick in the end box if they could read the sentence.

Mum got mad at Bill.	
The vet did fix the dog.	
I can run to the top of the hill.	

Feedback Days 6-10

Please record things your child did well or any difficulties they may have experienced in this table each day.

Success Criteria	Parent Feedback
Day 6: <i>-I can break words into sounds. -I can read and write words with the /s/ sound.</i>	
Day 7: <i>-I can blend phonemes to say the word. -I can read and write words with the /j/ sound.</i>	
Day 8: <i>-I can break words into individual phonemes. -I can read and write words with /v/ sound.</i>	
Day 9: <i>-I can blend phonemes to say the word. I can segment words into their phonemes. -I can read and write words with the /w/ sound.</i>	
Day 10: <i>-I can read tricky words. -I can decode words when reading.</i>	

