

Phase 6 Phonics

Week 4

Monday

Week 4

Today, We are learning to read verbs that have -ing added to them.

- Click to the next slide to find out more...



The suffix -ing can be added to doing words – verbs.

Read this word: eat

Now add -ing

The word becomes: eating.

You have made a verb into present tense (happening now)



You can use your current phonics knowledge when reading the verb and then add ing.

Try with these:

cartwheel add ing — cartwheeling

whirl add ing — whirling



It is easy to simply add —ing when the verb ends with a consonant.

Play crater creature countdown.

Log on to phonics play:

www.phonicsplay.co.uk

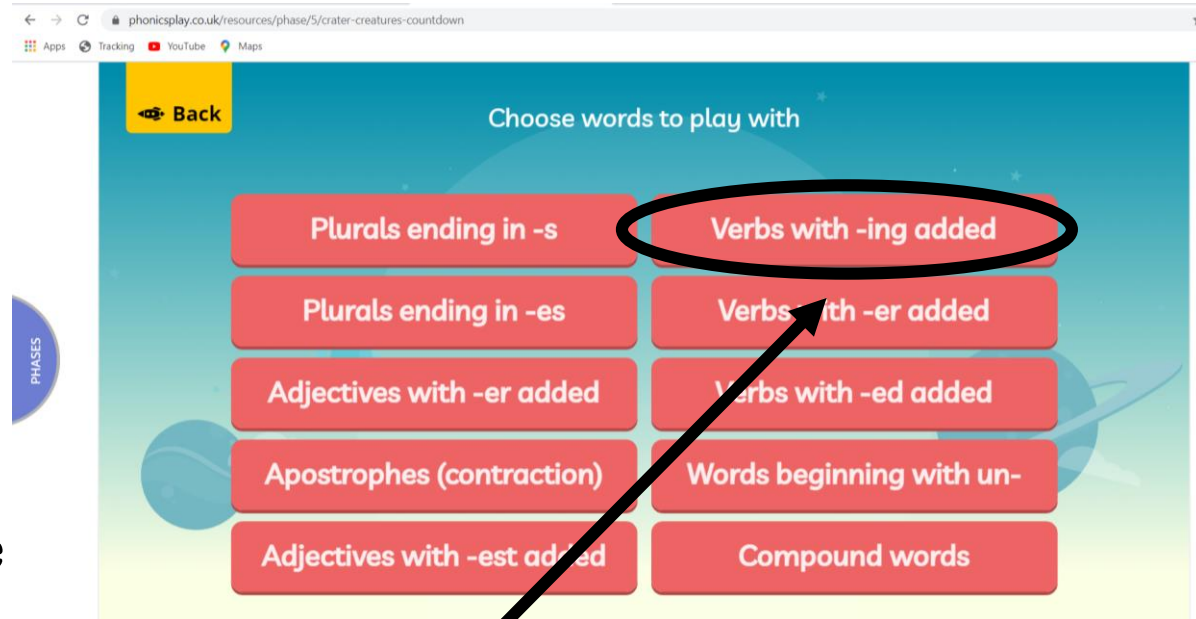
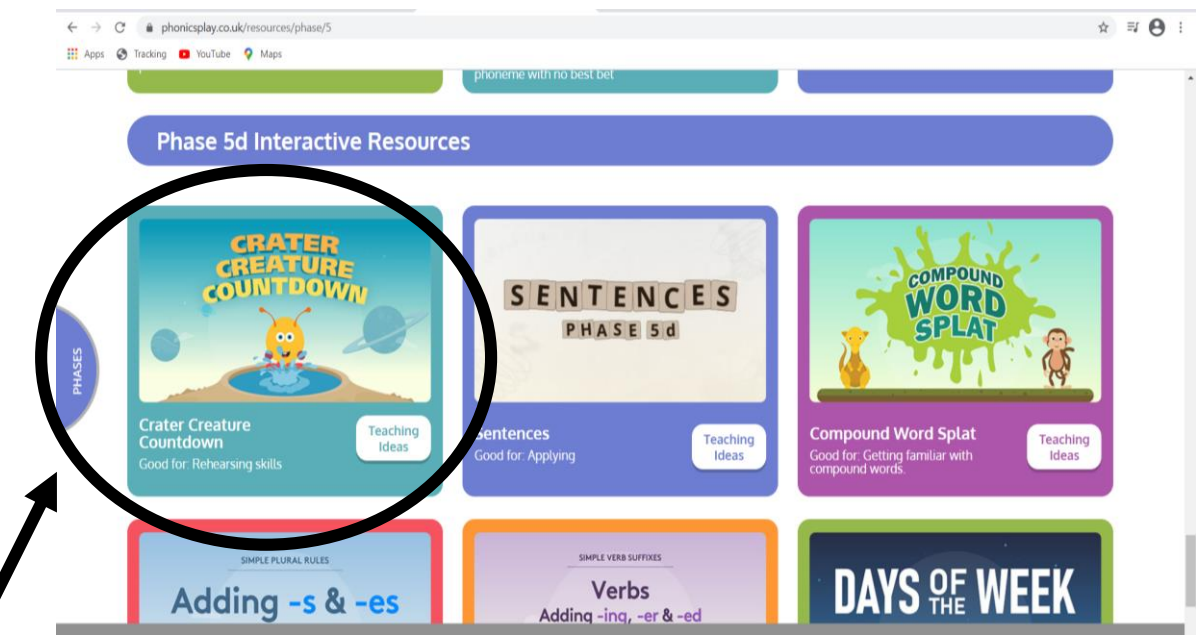
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Password: home

Then click on the resources tab.

Then click on phase 5.

Then scroll all the way down to phase 5d interactive resources. You will find creature countdown.



Play verbs with -ing added version today!

To finish — read the following sentences:



- I don't like people whispering when I am reading.
- The puppy was enjoying destroying the shoes. (This one was for you Charlie!!)
- A great booming noise came thundering across the mountains.

Tuesday

Week 4

Today we are learning to write verbs that have -ing added to them.

The verbs we are looking at today, end in a consonant.

- Click to the next slide to find out more...



The word I am going to look at is 'enjoying'



I'll split the word into syllables:

en/joy/ing

The /**oi**/ sound is at the end of the syllable **joy** so the best guess spelling is **oy** rather than **oi**.

You now split these words into syllables and add the sound buttons for:

boiling

destroying.

Now practice writing the following words:

- Toiling
- Curling
- Twirling
- Burning
- Squirting
- Joining
- Pointing
- Annoying



Now, your grown ups are going to read the following sentences and you need to write them in your book.

- That annoying elephant was squirting me.
- I was enjoying that book.
- I can't help blurting things out.

★ I dojo for remembering correct punctuation
★ I dojo for all correct spellings

Wednesday

Week 4

Today, we are looking at the days of the week!

Click on the link to listen a days of the week song:

<https://www.youtube.com/watch?v=oKqAblcwFOA>



Now listen to your grown up:

- Look at each day of the week.
- Ask your child to think about where soundbuttons would go.
- Does the word have any tricky bits?
- Ask your child to soundtalk and blend to read the word.
- Repeat with all days and then practise reading flashcards (found on phonics home learning tab) of the days of the week, aiming to get faster and faster.



Play days of the week.

Log on to phonics play:

www.phonicsplay.co.uk

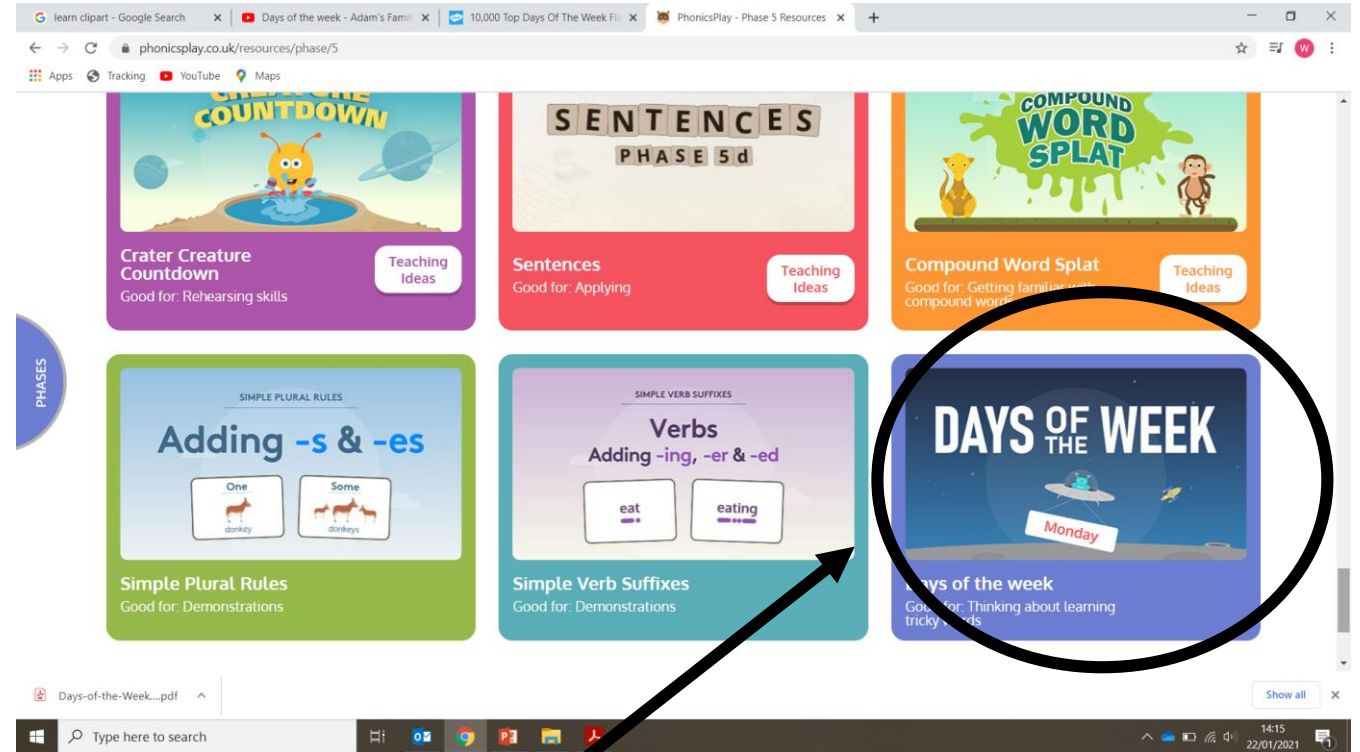
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Password: home

Then click on the resources tab.

Then click on phase 5.

Then scroll all the way down to phase 5d interactive resources. You will find days of the week.



To finish — read the following sentences:

- Monday is the first day of the school week.
- Saturday and Sunday make up the weekend.
- Wednesday has more letters than any of the other days.



Thursday

Week 4

Today, We are learning to read verbs that have -er added to them.

- Click to the next slide to find out more...



Now listen to your grown up:

- Ask your child to stand up. Show them the following verbs: **sing, jump, scratch, listen, nibble, scream, trudge**
- Ask them to soundtalk then blend to read the verb then act it out.
- Briefly explain that the words are easy to act out because they are action words (verbs).
- Then look at these verbs: **think, guess, decide** and **worry** — talk about the fact that these are actions that we take inside our heads so they are harder to act out.
- Show that we can add an **-er** ending to turn the verb into a name for a person or thing (noun) that does that action.
- Ask your child to do each action again.
- Say “You jump so you are a jumper.
- I teach so I am a teacher. etc.
- Show the word with the **-er** ending each time.



Now read the following sentences by yourself:

- A teacher also has to be a learner.
- The farmer was a very hard worker.
- She was a bit of a dreamer but a brilliant painter.



To finish play cheeky chimps to practice your pronunciation..

Log on to phonics play:

www.phonicsplay.co.uk

Username: jan21

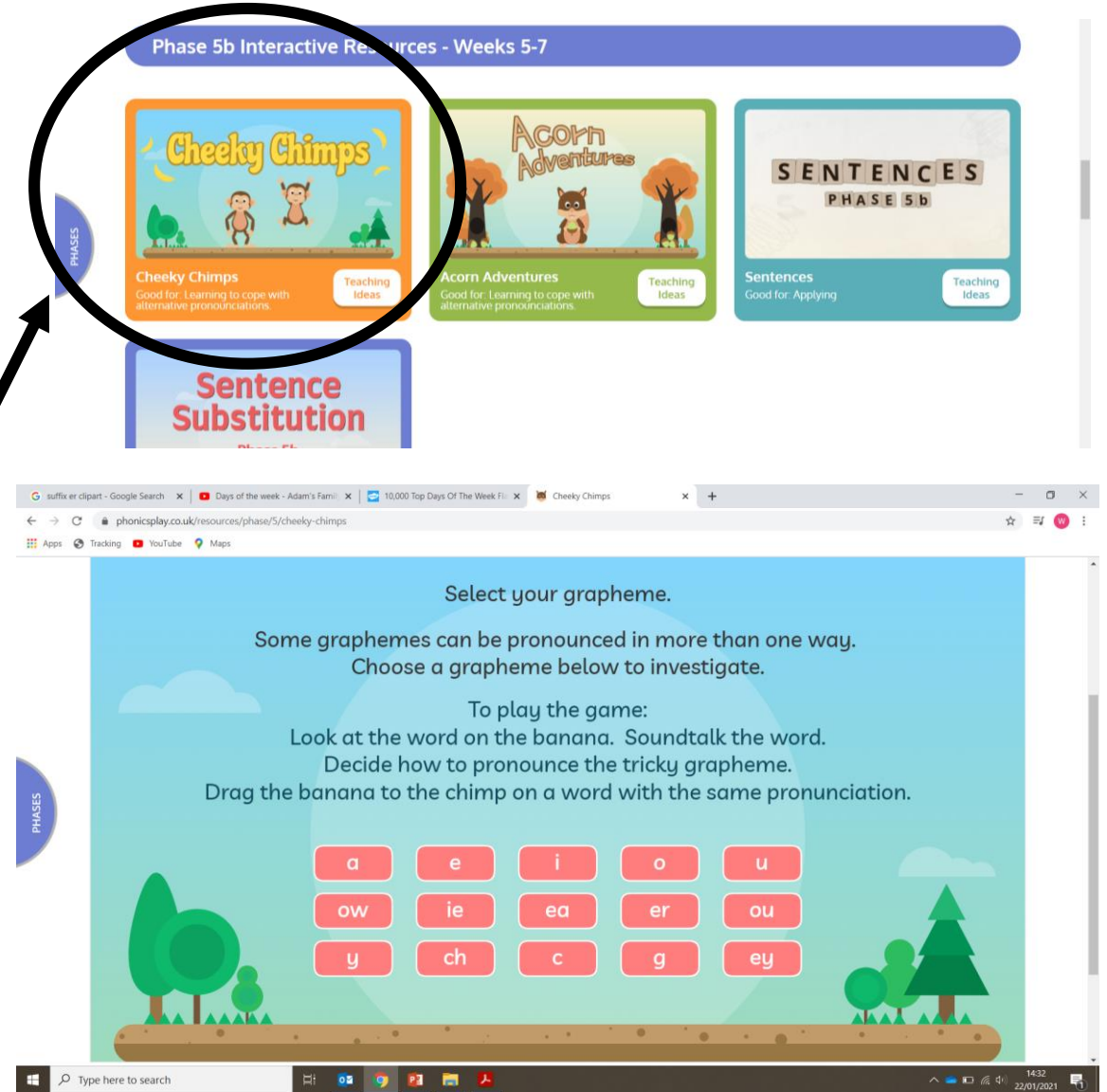
Password: home

Then click on the resources tab.

Then click on phase 5.

Then scroll to phase 5b interactive resources.

You will find cheeky chimps.



Choose any version today!

Friday

Week 4

Today, We are learning to spell verbs that have had **-er** added on to turn them into a noun.

- Click to the next slide to find out more...



Now listen to your grown up:

- Model segmenting to spell the word **player**. Model thinking about how to spell the /ai/ sound. E.g. "I'll start with the first syllable /p/ /l/ /ay/."
- Draw sound buttons and write in the easy phonemes
- "The /ai/ sound is a tricky one but as it is at the end of the root word, the best guess spelling is **ay**."
- The last syllable is /er/ (draw one more sound button) and at the end of a word.
- We know that this sound at the end of a word is often spelt **er**."
- Write all the letters in.
- Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) with the following words:
- **Walker, charmer, waiter, painter, burner, speaker, heater, hunter.**



Now read the following sentences by yourself:

- The walker would not slow down.
- The trainer was ready for the big race.
- This dragon was a bit of a charmer.



Dear all you lovely parents and grown ups,

Thank you so much for all your help teaching phonics this week!



To end this week of phonics...

- Play any phonics game on the phonics play website

