



Phonics - Phase 3 Activities

- Please check your child's Learning Journey for their Phonics targets to see which Phonics activities they should be doing, or just email us to ask: [Mrs Timmins email](#) or [Mrs Rudge email](#).
- Your child's target might be to continue learning the Phase 2 sounds (s a t i p n etc). **If so, please see separate document Phonics - PHASE 2 activities.**
- If your child's target is to continue learning to read and write simple words or if they are reading a reading book at home, **please do the PHASE 3 activities below, after doing the Blending and Segmenting activities.**

There are three Phase 3 activities for you to do this fortnight:

1. Orally Blending and Segmenting
2. Reading tricky words
3. Writing tricky words

1. Orally Blending and Segmenting

For the next few weeks we are continuing working on *orally* blending and segmenting sounds and words. This is an essential stage to achieve before children can start to *read* blended letters and sounds:

Segmenting means, saying words out loud, broken down into the sounds that make up the word, e.g. cat is segmented into “c – ahh – tt”. Ask, “Which sounds can you hear in cat?” Answer, “I can hear c, ahh, tt”.

Blending means saying words out loud by running together or blending together the sounds that make up a word e.g. c – ahh – tt blended together makes “cat”. Ask, “What word is this? c ahh tt?” Answer, “It’s cat”.

Remember: these oral blending and segmenting activities are about hearing and saying sounds in words – this is not about knowing the written letter (the ‘grapheme’) that matches the sound, nor is it about trying to read the sounds.

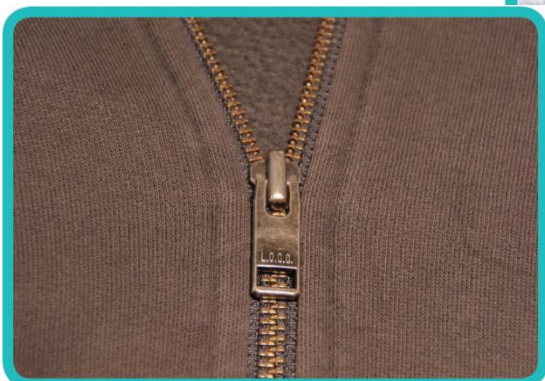
Here are some fun activities to help with blending and segmenting:

1.1. Sound out things they want

You could encourage your child to sound out things they need to ask you for, e.g. “Can you do up my z-i-p please?” or “Can I have a b-is-cuit?” You could do this yourself as well when you ask them if they want something, “would you like some m-i-lk?”, “What do you want for t-ea?”.

Show your child these pictures below and see if they can segment the name of each one. E.g. b-oo-t for boot, c-oa-t for coat:

Ask your child to segment the name of each of these items (e.g. b – oo- t):



1.2. Making cakes!

Similar to activity 1, you could use this fairy cake recipe with your child and break up some of the words in the instructions and ingredients into syllables and sounds. Your child will need to blend the words back together to follow the steps!

e.g. Please pass me the “su-gar” (make sure you say the syllables the same as they sound in the word, i.e. shu-gah)

Now we add the fl - ou - r

You need to st – ir the mix. Use a sp-oo -n etc.



Fairy Cakes

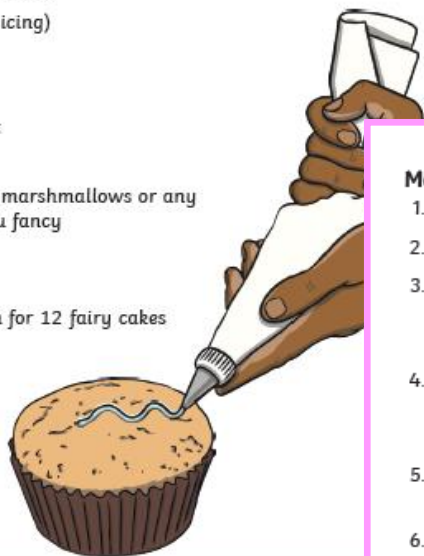


Ingredients

- 100g caster sugar
- 100g softened butter (for cakes)
- 200g softened butter (for icing)
- 100g self-raising flour
- 2 eggs
- 1 teaspoon vanilla extract
- 200g icing sugar
- Food colouring, sprinkles, marshmallows or any other decorations that you fancy

Equipment

- Oven
- Fairy cake tray with room for 12 fairy cakes
- 12 fairy cake cases
- Large mixing bowl
- Small mixing bowl
- Wooden spoon
- Fork
- Icing bag



Method

1. Turn the oven on at 180°C or gas mark 4.
2. Put a paper fairy cake case in each hole of your fairy cake tray.
3. Put the sugar and 100g of butter in the large mixing bowl and mix it together. The butter needs to be soft so that you can really work it together with the sugar. It should be fluffy and creamy once combined.
4. Sift the flour into the bowl. This gets rid of any horrid lumps and make the flour nice and airy so you have light fairy cakes. Fold the flour into the sugar and butter.
5. Break the eggs into the small mixing bowl. Fish out any bits of shell that accidentally drop in and whisk the eggs together with a fork.
6. Add the vanilla extract and the eggs to the butter, sugar and flour mixture and mix together.
7. Divide the cake mixture out evenly between the 12 fairy cake cases.
8. Put the tray in the oven for 20 minutes. The fairy cakes should be golden once cooked.
9. Whilst the fairy cakes are cooking, wash and dry the large mixing bowl. Add the remaining 200g of softened butter to the bowl. Sift the icing sugar into the butter and mix together. The icing should be smooth and creamy. You can add a drop of food colour at this point if you want coloured icing.
10. Put the icing into the bag, ready to ice the cakes.
11. Once the fairy cakes have cooked, let them cool completely in the tray. When the cakes are cool, pipe the icing onto each fairy cake. Letting the cakes cool fully stops the icing from melting!
12. Decorate the cakes with your choice of sweets and sprinkles!
13. Serve your yummy fairy cakes and enjoy!



1.3. Bead Slide

Continuing the bead slide from last week. The bead slide is a fantastic tool to use when teaching the phoneme segmentation. They are so simple to make. You say a word and the child moves the bead for every sound they hear in the word. Below is a picture of what a bead slide looks like and a list of words you could try together.



Words with 2 Phonemes (2 sounds)

- am a-m
- ash a-sh
- at a-t
- tea t-ea
- pay p-ay
- tie t-ie
- up u-p
- zoo z-oo

Words with 3 Phonemes

- and a-n-d
- ant a-n-t
- bet b-e-t
- bed b-e-d
- bug b-u-g
- book b-oo-k
- beach b-ea-ch
- cat c-a-t
- cup c-u-p
- pig p-i-g

Words with 4 Phonemes

- crab c-r-a-b
- flag f-l-a-g
- lamp l-a-m-p
- post p-o-s-t
- sand s-a-n-d
- float f-l-o-a-t
- drop d-r-o-p
- stop s-t-o-p

2. Reading tricky words

These are words that cannot be sounded out and have to be learnt by sight.

These tricky words are new and are from the next phase, Phase 4 Phonics.

said, so, have, like, some, come, were, there, little, one, do, when, out, what

Try learning two words a week:

wc 29 June: **said so**

wc 6 July: **have like**

Activities to help you learn the tricky words:

- Play games with the words and include the previous set of words too, recap and keep learning those words.
- Write each word out onto a piece of paper and play a game asking your child to find you each word. Muddle them up and repeat.
- Use chalk to write the words outside or on paper indoors. Ask your child to jump on the words and say them. You say the word and ask your child to jump on the correct one.
- Hide the words around the room and play a game timing your child finding them and reading them correctly
- Create an obstacle course with the tricky words at the end -ask your child to jump on / splat / pick up the tricky word you call out.

3. Writing tricky words

- Try getting your child to write the week's words themselves.
- Help them by sounding the initial letter sound or blend out together – remember, “they” starts with ‘th’ (not ‘t’) and “she” starts with ‘sh’ (not ‘s’).

- Help them form each letter correctly - usually start at the top of the letter. See below for how to form each letter – each letter starts on the red dot and follows the direction of the arrow.
- They can write in pencil, felt tip, chalk, crayon – whatever they enjoy most!

Letter Formation Practice Sheet



This video shows how each letter is formed: [Handwriting Video](#)

Please take pictures and email to us at: [Mrs Timmins email](#) or [Mrs Rudge email](#)

Or send your pictures to us in a message on ClassDojo.

If you aren't on ClassDojo yet, please [email](#) so we can send you the link.