



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 four Phase 3 activities for you to do:

1. Orally Blending and Segmenting,
2. Reading tricky words,
3. Writing tricky words,
4. Revising blended letter sounds

1. Orally Blending and Segmenting

For the next few weeks we are working on orally blending and segmenting sounds and words:

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

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

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 great activities to help with blending and segmenting:

1.1. Breaking Up Words

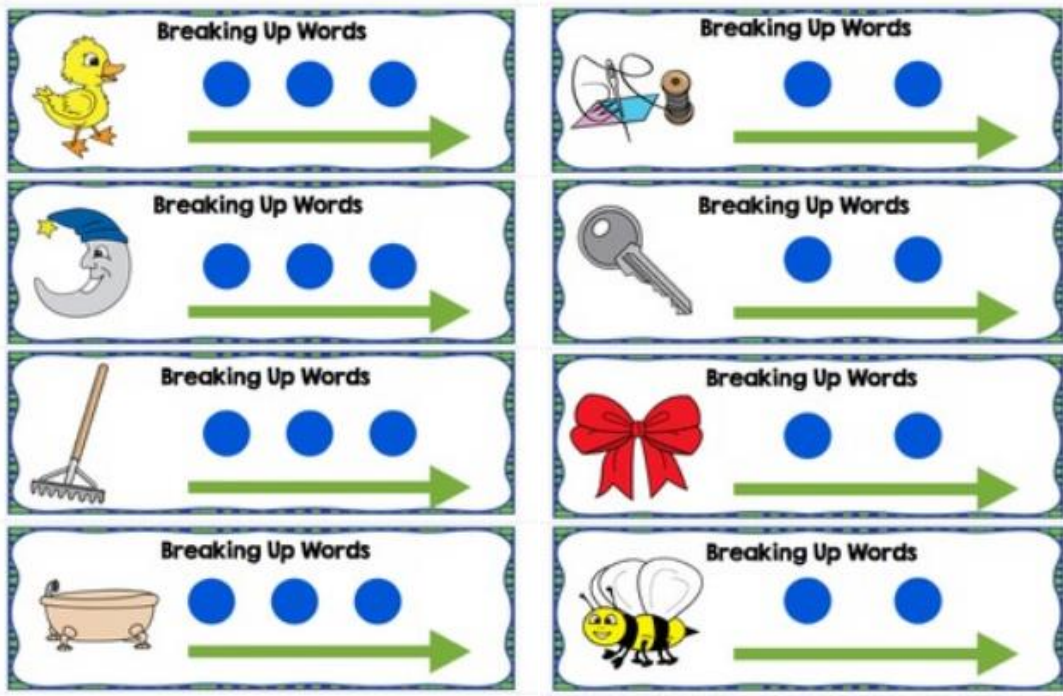
This activity has a one-to-one correspondence with the dots on the card and the number of sounds in the word. Be sure to provide a lot of modelling and practice at the start. You can gradually decrease the amount of prompting you provide. You can make your own cards by adding dots underneath the words.

Here are some examples of cards you can make at home. Remember your child doesn’t have to know what the letters look like yet. It is identifying the sounds they can hear that is important (this is why the sounds shown below are often not the same as how the word is spelt).

On the first card below you will see a picture of a bird and 3 dots. This means there are 3 sounds in the word bird. The child should say “b” “ir” “d”.

The next picture is the moon. There are 3 dots showing there are 3 sounds in the word. The child should say “m” “oo” “n” “moon”.

Continue on through the cards. Help your child identify how many dots there are and therefore how many sounds are needed for each word: e.g. b- ee, b – ir – d, etc:



1.2. Bead Slide

The bead slide is a fantastic tool to use when teaching the phonemic awareness skills of 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-oa-t
- drop d-r-o-p
- stop s-t-o-p

1.3. Race Car Blending

This is a great activity for combining blending and segmenting together. Children can use their cars and drive over the letters slowly while saying the sounds. They eventually speed up so that the word is blended at a normal speed. Just remember that the goal is to teach oral blending and not so much knowing the names of the letters/sounds. So, you'll likely have to provide the sounds before beginning the activity if your child is unsure.



2. Reading tricky words

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

We have covered these 6 words before – recap with your child by practising reading them together over the two weeks. Your child should be confident and need no help when they see the word:

wc 15 June: **the, to, I,**

wc 22 June: **no, go, into**

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.

3. Writing tricky words

- Choose a few of the above words to practise writing each day. We have gone over all these words over the last few weeks, so if you feel your child is ready, try to get them to write each word out WITHOUT being able to see it or copy it.
- 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:

Letter Formation Practice Sheet



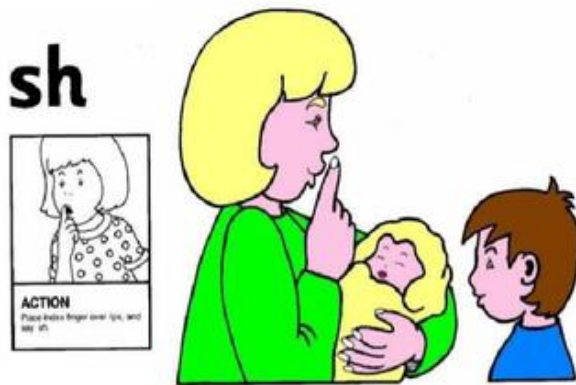
This video shows how each letter is formed: [Handwriting Video](#)

3. Recap blends

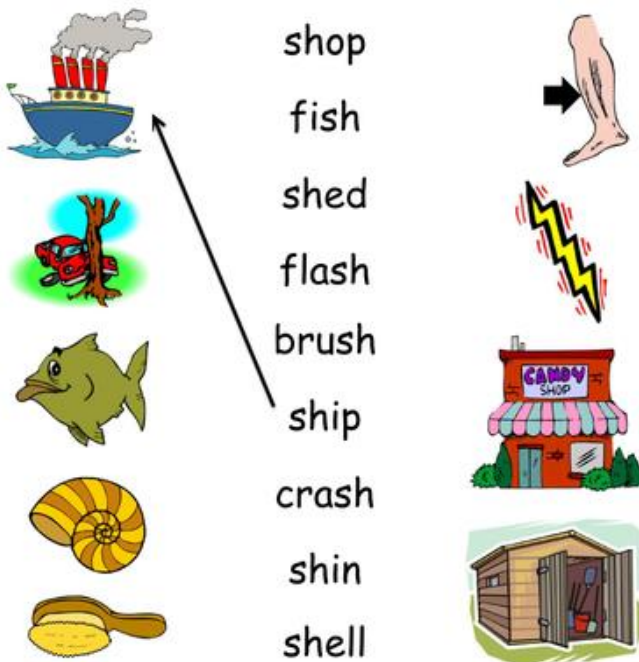
This fortnight we will recap sh, ch and th

The songs to help you learn each sound, in order, are here: [Jolly Phonics Songs](#)

This is the Jolly Phonic action for Sh. Can you point at the correct words and pictures. Can you think of any more Sh words? Write them in a list.














sh words



This is the Jolly Phonic action for ch. Can you point at the correct words and pictures. Can you think of any more ch words? Write them in a list.




ch words

	chop	
	pinch	
	chin	
	bench	
	chat	
	punch	
	lunch	
	chess	
	chick	

This is the Jolly Phonic action for th. Can you read the 'th' words? Can you think of any more th words? Write them in a list.

th




Action: Pretend to be a rude clown and stick out your tongue a little for *th* (as in *this*), and further for *th* (as in *thumb*).

th th

Tune: *Did You Ever See a Lassie?*

Did you ever hear
a rude clown
make this sound
and that sound?
Did you ever hear
a rude clown
say /th/-/th/, /**th**/-/th/?



Phase 3 'th' Roll and Read

●	moth	thin	thick	path	bath
●●	thorn	Beth	moth	thin	path
●●●	bath	thorn	Beth	moth	thin
●●●●	path	bath	thorn	Beth	moth
●●●●●	thin	path	bath	thorn	Beth
●●●●●●	moth	thin	path	bath	thorn

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.