



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, 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: oral blending and segmenting is about hearing and saying sounds in words – it 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. Dress the Baby

Any toy can be used for this game, but a baby does work very well. Put a baby in the middle of the circle, with some clothes round it, for example a hat, boots, a nappy, a coat and gloves.

Your child has to say one of the pieces of clothing in sound-talk. For example a boot would be a ‘b-oo-t.’ If they can do it, then they can put that piece of clothing on the baby. To make it easier, you can say all the pieces of clothing like robots before you start.



1.2. Feed the monkey

It doesn't necessarily need to be a monkey in this activity; any other toy would work well also. Puppets can act like magic on young children! Have some toy food and a picnic hamper next to the toy monkey. Say to your child that the monkey can only put the food in his hamper if we can say it in sound-talk, e.g. j-a-m. Jam! Good foods to use in this game are things like ham, eggs, cake, milk and cheese. If children are getting good at these simpler words, however, why not have a go at longer words, for example 'sandwich'!



1.3 Making bread!

Look at the making bread activity in this week's Science and Technology activity. Use the recipe and use 'talk speak'.

e.g. Please pass me the "fl-ou-r" (make sure you say the syllables the same as they sound in the word, i.e. w-or-ter)

Now we add the fl - ou - r

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

1.4 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 four words this week:

wc 13 July: some come were there

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.