

<b>Phonics Planning for sounds: ure, er</b> <b>Tricky Words:</b> my, you  <b>Week Commencing:</b>  <b>Resources:</b> Phase 3 Flashcards, Mr Thorne's ure clip, whiteboards, pens, Phase 3 Captions powerpoint, Phase 3 Sentences powerpoint, plastic cups, small toy, Phase 3 word cards, Silly Soup items: cauldron/ pot, spoon, Make small four-page empty zig zag books from half sheets of A4 paper (cut longways).	
<b>Monday</b>	
Revisit and Review	<b>Practise Flashcards: ng ai igh oa oo oo ar ur ow oi ear air</b>
Teach	Show children Mr Thorne's ure video <a href="https://www.youtube.com/watch?v=YwCzf71f1BA">https://www.youtube.com/watch?v=YwCzf71f1BA</a> Model writing the trigraph with trigraph line on the board. Get children to write it on their whiteboards. Get children to write the words <b>pure, cure, sure, mature</b> . Model correct formation after children have a chance to have a go.
Practise	Have a look at the Phase 3 captions powerpoint. You can choose to do this as a whole group or divide the group into teams and turn it into a competition.
Apply	Writing captions for last two slides. Teacher to say the first caption slowly, 'fish and chips on a dish', getting children to segment and blend to write each word. Repeat with next slide (light of a torch).
Evaluation	
<b>Tuesday (er)</b>	
Revisit and Review	<b>Practise Flashcards: ng ai igh oa oo oo ar ur ow oi ear air ure</b>
Teach	Teach the phoneme <b>er</b> using the Jolly Phonics Song to support. <a href="https://www.youtube.com/watch?v=ZP8zzcMZ5Ik">https://www.youtube.com/watch?v=ZP8zzcMZ5Ik</a> Model writing the digraph with digraph line on the board. Get children to write it on their whiteboards. Get children to write the words <b>mixer, rocker, ladder, supper</b> . Model correct formation after children have a chance to have a go.
Practise	Have a selection of 'er' words from Phase 3 and get children to segment and blend to read. You can do this as a group or divide into teams for a competition.
Apply	Place a selection of Phase 3 <b>er</b> words on top of cups with a monster/frog/small world toy underneath. Can they segment and blend to read the word? Get each pair to segment and blend to read a word. If they get it right they can remove the card and flip the cup over. The group needs to sound out and read the word before the next pair has their turn. The pair that finds the hidden monster, wins. Play again if game ends before words are all read.
Evaluation	

<b>Wednesday</b>	
Revisit and Review	Practise Flashcards: <b>ng ai igh oa oo oo ar ur ow oi ear air ure er</b>
Teach	Model writing all 4 trigraphs ( <b>ear air ure igh</b> ). Say a word containing these trigraphs and get children to write them on their whiteboards ( <b>ex. hear, dear, hair, fair, cure, pure, night, sigh</b> ). Ensure children are writing sound buttons and trigraph lines.
Practise	Have a look at the Phase 3 sentences powerpoint. You can choose to do this as a whole group or divide the group into teams and turn it into a competition.
Apply	Writing a sentence for the last slide. Teacher to say the sentence slowly, 'The farmer gets up at six in the morning.' Get children to segment and blend to write each word. Model writing sentence after children have had time to have a go.
Evaluation	
<b>Thursday</b>	
Revisit and Review	Practise Flashcards: <b>ng ai igh oa oo oo ar ur ow oi ear air ure er</b>
Teach	Play Quickwrite, getting children to write the sound you say as quick as they can on their whiteboards ( <b>igh ear, ure, air, ai, or, ur, oa, oo, ow, oi, er and any others they are struggling with</b> )
Practise	Play Silly Soup. Get a large cauldron or pot and spoon and put these items or pictures of these items in prior to the lesson starting. Get children to write the word for the item they pull out of the cauldron. (suggestions: <b>star, card, fork, cork, turnip, urn, fur, hair, nightlight, goat, book, hook, cow, oil, mixer, ladder</b> )
Apply	With a selection of Phase 3 words, scatter them in the middle of a circle. You can either call out a word and get a child to find it, or count down from 3 and everyone needs to grab a word and read it to their partner as teacher circulates to check for correct segmenting and blending to read.
Evaluation	
<b>Friday</b>	
Revisit and Review	Practise Flashcards: <b>ng ai igh oa oo oo ar ur ow oi ear air ure er</b>
Teach	Teach the tricky words <b>my</b> and <b>you</b> . Get children to have a go writing these words on their white boards.
Practise	Read the passage 'In the woods' written on chart paper or a big whiteboard. <b>In the woods</b>

	<p>My dog ran into the woods. Did you see him run?          He is looking for rabbits but sees a fox. Did you see them?          The fox sees him and rushes off to its den.          My dog dashes after it but cannot see it.          My dog feels sad and runs back to his kennel.</p>
Apply	<p>Make small four-page empty zig zag books from half sheets of A4 paper (cut longways)          Teacher to say the following sentences slowly so that children can orally segment and blend to write.  <b>You can chop wood.</b>  <b>My mum can sing songs.</b>  <b>My dad mop up the mess.</b>  <b>You can run and hop.</b></p>
Evaluation	