## Thursday's Phonics - 28th Jan 2021

What to put on ClassDojo
from today's lesson: video/photo of this activity (see p.14.)
**Running Jumbled sentences**
Write the sentences from todor's lestion on strips of poper- one at a time. Cut it up, mix and leeve them in
onother roon.
asier: Write the first word from the sentence. Your child needs to reed it and run and find the same cord
the other room and bring it to you. When all cards ere found, ark your child to pot the words in order.
hander Soy the first word from the sertence. Your child run to the other roon and find that word and bring
it to you. When all cerds are found, ask your child to put the words in order.
For example

| Chop | the | chips | . SMART Noteboo |
| :--- | :--- | :--- | :--- |
| basic version- |  |  |  |

Can you find the word that does not rhyme with the other 3 in the line? (1-cat, 2-s/ug, 3-dog)


| cat | $\begin{gathered} \text { rat } \\ \text { en } \end{gathered}$ | dog | mat |
| :---: | :---: | :---: | :---: |



Recap the sounds: a for apple etc.
Play I spy.../Find me.


Recap the sounds: zz for fizz, ss for grass.
Play I spy.../Find me...

Reading 'tricky words' - Phase 2.

## go to the a no I and

Reading 'tricky words' - Phase 3.
he
she we me be into


Robot talk each words to read them. 2. Connect words to pictures. 3. Say a sentence with each word.

## chess much <br> rich <br> -



Read each word (robot talk if needed), then read the whole sentence from the beginning.

## Chop the chips.



How many words? Where are the finger spaces? Can you find our new sound 'sh'?
Read each word (robot talk if needed), then read the whole sentence from the beginning.

## A fish is on a dish.



Read each word (robot talk if needed), then read the whole sentence from the beginning.

## I can huff and puff. <br> 

## What to put on ClassDojo from today's lesson: photo/video of this:

## **Running Jumbled sentences**

Write the sentences from today's lesson on strips of paper- one at a time. Cut it up, mix and leave them in another room.
easier: Write the first word from the sentence. Your child needs to read it and run and find the same card the other room and bring it to you. When all cards are found, ask your child to put the words in order.
harder: Say the first word from the sentence. Your child run to the other room and find that word and bring it to you. When all cards are found, ask your child to put the words in order.
For example:


