

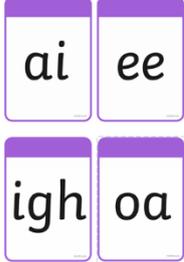
# Villiers Primary School



## Letters and Sounds

## Phase 4 Activity Ideas

## Phase 4 Activity Ideas

<i>Grapheme Recognition</i>	
<p>Flashcards (pg.109 L&amp;S)</p>  <p>The image shows four purple-bordered flashcards arranged in a 2x2 grid. The top-left card contains the grapheme 'ai', the top-right 'ee', the bottom-left 'igh', and the bottom-right 'oa'.</p>	<p>Have a set of flashcards ready that match the graphemes previously taught. Hold the cards up one at a time and ask the children to say the sound together in chorus. Vary the way the children respond – happy/ sad/ bossy/timid. Increase the speed as you go so that the children learn to respond quickly. Could also use IWB to display individual sounds instead of flashcards or point to sounds on the sound charts.</p>
<p>Quick Write! (pg. 110 L&amp;S)</p>  <p>The image shows a whiteboard with a black marker resting on it.</p>	<p>Teachers will use the graphemes previously taught in the other Phases. Children will have a whiteboard and pen and will have to listen carefully to the phoneme that the teacher says. Teacher to choose the sounds at random and say them clearly, the children will then write the graphemes down onto their whiteboards. Challenge the children to see who can be the fastest or as a group to see how many sounds can be written in a specific amount of time.</p>
<p>Swat the grapheme</p>  <p>The image shows a pink fly swatter with a mesh head and a handle.</p>	<p>Split the group into two groups and display flashcards on the carpet or another area. Ask the children to stand around the flashcards in their teams and the first person in each one to hold the fly swatter. Teacher to say a sound/word and the children will try to swat the correct flashcard first. The winner will get to keep the flashcard and go to the back of the line – continue until all children have had a go. Team with the most flashcards will win at the end. Children will keep their flashcards and return to their tables and practise writing their chosen grapheme/word.</p>

### Pass the sound



Children line up in two teams and the person at the front begins by passing a sound card along the line. Each child has to say the sound until it gets to the final person – they then have to say a word that begins with the sound and run to the front of the line. This continues until all sounds have been passed along and all children have participated. The team who completes their sound cards first wins the race.

### Honk and hurdle



Set up a few hurdles for the children to jump over in a safe space. Place a pile of sound flashcards at the end of the hurdles. Children will line up behind the first hurdle and take it in turns to jump over them. When the first child gets to the end they will pick up a flashcard and hold it up for the rest of their team to see. The child at the front of the line will then say the sound out loud and think of a word using that grapheme. If the child gets it right then the one holding the flashcard honks their nose and runs to the back of the line. Repeat until all children have participated.

### Monster Munch!



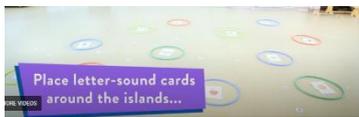
Using envelopes and pieces of paper, teacher to set up appropriate graphemes on the envelopes with monster faces and matching graphemes onto the pieces of paper. Children to choose one of the pieces of paper and say the sound that they have. They will then feed it to the correct monster saying the sound again as they place it in the envelope. Repeat until all pieces of paper have been eaten by the monsters.

### Phonics hopscotch



Draw a variety of hopscotch on the playground floor with chalk and write graphemes into each square. The children will take it in turns to jump through the hopscotch and will say each sound as they jump into that square. Rotate children and allow them to explore the variations that have been drawn.

### Pirates and sailors



Set out 10-15 hoops as islands. Place a picture of an object that begins with target sounds into each hoop and have enough sound flashcards for 3 per child. Choose 2 children to be pirates and the rest will be sailors. The sailors will run around the space placing their sound card into the corresponding hoops but the pirates will also be running around taking the sound flashcards out of the hoops and dropping them back in the sea (the space between each hoop). The team with the most amount of cards in the hoops or at sea at the end of the game will win.

### Musical Chairs



Arrange chairs back to back and place a sound card on each chair, play the music and ask children to walk around the chairs in a circle. When the music stops tell the children to stop pick up a sound card, say it out loud and sit down. Begin again by asking children to stand up and place the sound card back down and start the music again. Do this a few times ensuring children end up at a different sound. Extend it so that children will then take their sound back to their whiteboards and practise writing their sound (and words with that sound in).

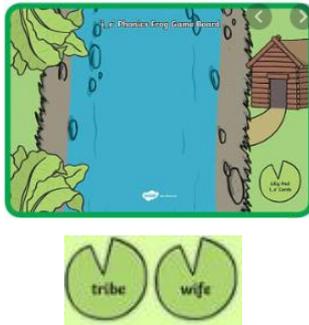
### Fishing for Phonemes!

Using a 'pond' full of little 'fishes' children will use a magnet on a rod to fish for the phoneme the teacher says. Or the children can fish for a



phoneme and once they have caught one they can tell the teacher the sound that they have found. They can then practise writing the sound on a whiteboard/paper. Once one sound has been correctly pronounced/written, children can place that fish back in and find another. This can be extended to build words if possible, teacher to give a CVCC/CCVC word and children fish out the graphemes needed to spell the word correctly.

Lily pad leap



Teacher to set up a 'river' across the classroom with a variety of lily pads along the river. Children will take it in turns to leap on a lily pad – say the sound/word as they land on it and then jump to the other side. If the child says it correctly they get 1 point but if they are incorrect they must go back to the other side of the river and try again. Children will listen to one another and act as 'mini-teachers' to check for correct pronunciation.

*Blending for reading CVCC/CCVC words*

CVCC Words  
(pg.111 L&S)

went
just
tent
belt
hump
band
dent
felt

Teacher to display a CVC word on the board that can be extended by one consonant to become a CVCC word (e.g. tent). Cover the final consonant and sound-talk and blend the first three graphemes (e.g. t-e-n: ten). Ask the children to do the same. Sound-talk the word again and uncover the final consonant and say –t t-e-n-t: tent. Repeat with the children joining in and use other words such as *bend, mend, hump, bent* and *damp*.

CCVC words  
(pg. 111 L&S)

stop
speck
flag
plum
spoil
train

Display a CVC word that can be preceded by a consonant to make a CCVC word (e.g. spot). Cover the first letter and read the remaining word (pot).

Reveal the whole word and point to the first letter and say it altogether (sssss) and then sound-talk the rest of the word before blending and reading the whole word. Repeat with other words beginning with 's' – spin, speck, stop.  
Move on to other words that use different initial sounds – trip, track twin, clap, glad, gran, glass, grip.

*Segmenting for spelling CVCC/CCVC words*

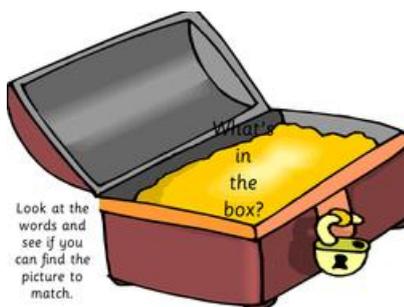
Help teddy!  
(pg.112 L&S)



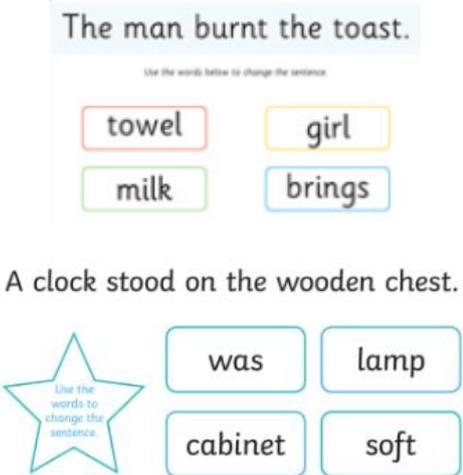
Teddy is struggling to spell some words today, can you help?  
Teacher to have a list of CVCC/CCVC words ready and children to use either phoneme frames with magnetic letters or grapheme fans. Teacher to say a word and then sound-talk it. They will repeat with another word and ask the children to tell their partner what it would be in sound-talk. Make the word on the phoneme frame or with a fan and ask the children to do the same. Ask children to check with their partners to see if they agree and then to hold them up to show you. Repeat with other words. For CVCC words accentuate the penultimate consonant (CVCC) and for CCVC words accentuate the second consonant (CCVC).

*Practising blending for reading (adjacent consonants)*

What's in the box?  
(pg.113 L&S)



Set of word cards and pictures/objects corresponding to those hidden in a box. Teacher to show a word card – children to blend the sounds together (using sound buttons if necessary)  
Children sit in two lines opposite each other. One side has word cards, the other has the pictures. Children take it in turns to read their words or sound-talk their object to their partner. They children with the word cards will

	<p>then stand up and walk to the child that matches theirs. Ask the children to check that they have the right match.</p>
<p>Countdown (pg.114 L&amp;S)</p> 	<p>Prepare a list of Phase 4 words and have a sand timer or clock or another way of time-limiting the activity. Display the list of words – one underneath the other. Explain to the children that their challenge is to read as many words as they can before the clock signals stop! Start the timer and signal to a child to read the first word – they will sound-talk and read the word. Repeat with another child reading the next word and continue until the timer stops. Record their score and the next time the group plays they have to beat their score. Could play with all children reading the words together or challenge them individually.</p>
<p>Sentence Substitute (pg.114 L&amp;S)</p> 	<p>Have a selection of sentences prepared at the children's level along with alternative words for each sentence. Can use a soft toy/puppet to help. Write a sentence on the board (e.g. The man burnt the toast) and ask the children to read it – holding up their hands once they're done. Read together. With the puppet or toy, rub out one of the words and substitute a different word (The man burnt the towel). Read it together as a group and ask them to raise their hands again if they think it makes sense. Continue substituting words into the sentences asking children if it makes sense or is ridiculous. (The girl burnt the towel – The girl burnt the milk – The girl brings the milk).</p>
<p>Matching word cards and pictures (pg.115 L&amp;S)</p>	<p>Can be an independent activity. Teacher to provide children with word and picture cards. They will</p>

tent	hump	wind	nest	sink
.	.	.	.	.
.	.	.	.	.
				

practise segmenting and blending the words to find the matching picture. Children can use string to match them or cut and stick to show the pairs.

Buried Treasure  
(pg.115 L&S)



Need word cards (real and nonsense) in the shape of golden coins, treasure chest and a waste bin. Coins will be hidden in a sand tray and the children will dig for the 'treasure'. Once they have found a word card they will then sound-talk and blend to read the words. If it is a real word they place it in a treasure chest or if it is a nonsense word it will be placed in the waste bin.

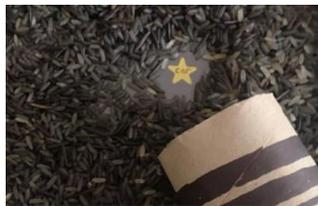
Loop Card Game

I have...	I have...
<i>h</i>	<i>i</i>
Who has ?	Who has ?
<i>i</i>	<i>j</i>

I have	Who has
rain	spray?

Children to have a piece of card with 2 sounds/words on (appropriate for their phase). Each word will be on another child's card to create the loop. Sound buttons can be placed underneath each word and children will have to blend the sounds together to read them. Teacher to start game off ... "I have \_\_\_\_, who has \_\_\_\_?" The child with that word will then continue and say "I have \_\_\_\_, who has \_\_\_\_?" This continues until it gets back to the start. Ensure children are listening to one another and pronounce the sounds/words correctly.

Phonics Stargazing



Set up a tray with rice that has been dyed using black food colouring. Stick some stars underneath the rice that contain words on them that use a range of adjacent consonants. Using a kitchen roll tube children will search through the rice for a word and blend the sounds together to read the word. Continue until all words are found.

Hula hoop sound



Place sound cards in 5 or more hoops and have word cards ready that contain those graphemes. Children will read a word card and run to the hoop that contains the correct grapheme to match their word. This can be turned into a team game and children will take it in turns to read their card and race to the correct hoop.

*Segmenting for spelling (adjacent consonants)*

Phoneme Frames  
(pg.116 L&S)

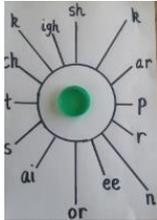


Using a set of four/five/six-phoneme frames and magnetic letters if available. Teacher to say a CVCC word (*hump*) and sound-talk it, then say another CVCC word (*went*) and ask the children what it would be in sound-talk. Show the children how to find the magnetic letters and place the initial sound in the first square and the second sound in the second square. As a group sound-talk it and then blend it. Repeat for a different CVCC word and ask children to suggest what sound should be put in each phoneme square. Repeat with a variety of CVCC words that include adjacent consonants appropriate to the children's learning.

Phoneme fingers!  
(pg.117 L&S)



Here children will become used to sound-talking given words and using their fingers to recognise how many phonemes they can hear in a given word. Say a CCVC word, hold up three fingers, sound-talk it pointing to a finger at a time for each phoneme. Ask the children to do the same. Show children how to then write the word while still holding their phoneme fingers up. They will then have a go – checking that they pronounce and write each sound correctly. Say another CCVC word and ask children to sound-talk it to their partners using their phoneme

	<p>fingers. Ask them to sound-talk it in chorus as you write it. Repeat for children to then write it themselves on their whiteboards/paper.</p>
<p>Play the ray</p> 	<p>Draw the shape of a simple sun and at the end of each ray write a grapheme that has been covered. A bottle top will be placed in the middle of the sun and children will listen to the word that has been said by the teacher. Children will identify the sounds that they can hear and then move the bottle top to each sound in order to spell the word. Can be adapted to children matching the phoneme spoken by the teacher to the correct grapheme.</p>
<p>Bottle top phonics</p> 	<p>Teacher to set out picture cards that represent CVCC/CCVC words (phoneme frames underneath them) and bottle tops that have a range of graphemes on them. Children to look at a picture card and think of the word that matches it. They will then need to identify the initial sound and find it on a bottle top – placing it onto the phoneme frame. They will then find the next graphemes to complete the word and blend them together to read.</p>
<p>Phonics Pad</p> 	<p>Children to have an example iPad that has a range of graphemes on the keyboard area. Children will listen to a word being said by their teacher and they will then have to press the corresponding keys to match each phoneme. As they press each sound the children will have to write it on the screen area so that they can build the given words. Encourage correct formation of letters and recap each word to ensure correct graphemes used.</p>
<p><i>Teaching HFW</i></p>	
<p>Tricky Word Time! (pg.118 L&amp;S)</p>	<p>Explain to the children that there are some words that often have one, or sometimes two, tricky</p>

<p>said •—•</p> <p>like —••</p> <p>there —••</p> <p>when —••</p> <p>so ••</p> <p>some ••—</p> <p>little ••—</p> <p>out —•</p> <p>do ••</p> <p>come ••—</p> <p>one ••</p> <p>what —••</p> <p>have ••—</p> <p>were •—</p>	<p>letters. Read a caption that contains one of the tricky words to be learned – point to the word and read it again. Write it on the whiteboard and add sound buttons- discuss the tricky bit - that the letters don't correspond to the sounds that they know. Read the word a couple more times and refer to it regularly throughout so that the children can read it straight away without sounding out.</p>
<p>High Frequency Words! (pg.119 L&amp;S)</p> 	<p>Using between 5-8 word cards each time, display them one at a time on individual cards. Point to each letter as the children sound it out and read the word. Teacher to say a sentence using that word – slightly emphasising the HFW being taught. Repeat this with each word card. Allowing for children to understand the word in context. Once each word card has been sounded out then go back to the beginning and repeat the procedure more quickly without giving a sentence.</p>
<p>Spell HFW (pg.119 L&amp;S)</p> <p>he ••</p> <p>was •••</p> <p>me ••</p> <p>her •—</p> <p>she —•</p> <p>my ••</p> <p>be ••</p> <p>they —••</p> <p>we ••</p> <p>you •—</p> <p>all •—</p> <p>are —</p>	<p>Write the word to be learned on the whiteboard and check that everyone can read it. Say a sentence using the word. Sound-talk the word raising a finger for each phoneme where possible. Ask the children to do the same. Discuss the letters needed for each sound and talk about their letter names too. Ask children to trace the shape of the letters on their raised fingers. Rub the word off the whiteboard and ask the children to write it on their own whiteboards.</p>



	<p>together and repeat asking children to join in. Repeat with another word and ask children to work with their partner to check they are reading correctly.</p>
<p>Spelling two-syllable words (pg.121 L&amp;S)</p> 	<p>Say a word and clap each syllable – asking the children to do the same (desktop). Repeat with two or three more words. Go back to the first word and tell the children the first clap is desk and the second is top. Ask the children for the sounds in desk and write the graphemes – repeat for the second syllable. Read the completed word and repeat for other words, ask children to write it on their whiteboards too or use magnetic letters.</p>
<p><i>Reading sentences</i></p>	
<p>It's a match! (pg.122 L&amp;S)</p>  <p style="text-align: center;"><b>The frog jumps in the pond and swims off.</b></p>	<p>Display three pictures and a sentence that matches one of the pictures. Show the children the sentence – sound-talk (if necessary) and read the first word. Ask the children to repeat and join in with you. Then sound-talk and read the second word and continue until the sentence has been read. Display the pictures and ask children which picture the sentence belongs to. Continue with other examples.</p>
<p>Yes or No? (pg.123 L&amp;S)</p> 	<p>Provide children with silly/sensible questions using the graphemes and HFW that they have been exposed to – e.g. 'Can a clock get cross?' 'Is the moon green?' The children will read the questions independently – blending the sounds together and they will decide if the answer to the question is yes or no. They can hold up their yes/no card for everyone to see. They can continue this until all of the questions have been answered. Work through as a group to check</p>

	<p>responses and that questions have been understood.</p>
<p>Draw it!</p> <p style="text-align: center;"><b>I can hear twigs snapping in the wind.</b></p>	<p>Show children a sentence on the board – do not read it out loud. Ask children to read it in their heads and using a piece of paper/whiteboard the children will draw a picture to match the sentence they have read. Encourage them to blend each sound together carefully. Once they have drawn a picture, ask children to hold it up so they can be seen and observe the images from the group. Discuss the sentence and drawings that have been created. Repeat for other sentences.</p>
<i>Writing sentences</i>	
<p>What does it show? (pg.124 L&amp;S)</p> 	<p>Teacher to have a set of pictures ready that incorporate adjacent consonants.</p> <p>Show the children a picture and discuss it as a group – what does the picture show?</p> <p>Ask the children to think of a sentence for the picture and say it out loud once one has been chosen. Children will repeat the sentence to their partner a couple of times and then say it in chorus as a group.</p> <p>Ask the children for the first word and ask what letters are needed to write it. Remind the children about needing a capital letter for the initial word and also spaces between words - put a mark where the next word will start. Ask the children to say the sentence again and ask for the next word. Repeat for each word and point out the need for a full stop at the end of the sentence.</p>

## Running dictation



Children work in pairs for this activity. Sentence cards will be hidden around the room and one child will hunt around the classroom for the sentences. They will have to read one and memorise it before going back to their partner and whispering it to them so others cannot hear. That child will then write it on their paper/whiteboard. Children can return to the sentence if they forget the words or order. Both children will check for spelling, capital letters, finger spaces and a full stop. They will then swap places ensuring both children get a turn at writing the sentence and recalling what they have read.

Please see below for suggested words and captions for use in this phase.

## Bank of suggested words and captions:

### CVCC words

Words using sets 1–7 letters			Words using Phase Three graphemes		Polysyllabic words	
<i>went</i>	best	fond	champ	shift	<i>children</i>	shampoo
<i>it's</i>	tilt	gust	chest	shelf	helpdesk	Chester
<i>help</i>	lift	hand	tenth	joint	sandpit	giftbox
<i>just</i>	lost	next	theft	boost	windmill	shelter
tent	tuft	milk	Welsh	thump	softest	lunchbox
belt	damp	golf	chimp	paint	pondweed	sandwich
hump	bust	jump	bench	roast	desktop	shelving
band	camp	fact	sixth	toast	helper	Manchester
dent	gift	melt	punch	beast	handstand	chimpanzee
felt	kept		chunk	think	melting	champion
gulp	tusk	<i>(north)*</i>	thank	burnt	seventh	thundering
lamp	limp	ask*				
wind	soft	fast*				
hump	pond	last*				
land	husk	daft*				
nest	cost	task*				
sink	bank					
link	bunk					
hunt						

## CCV and CCVC words

Words using sets 1–7 letters		Words using Phase Three graphemes			
from	grip	green	flair	clear	speech
stop	glad	fresh	trail	train	smear
spot	twin	steep	cream	swing	thrill
frog	sniff	tree	clown	droop	
step	plum	spear	star	spoon	
plan	gran	smell	creep	float	Polysyllabic words
speck	swim	spoil	brown	smart	treetop
trip	clap	train	stair	groan	starlight
grab	drop	spoon	spoil	brush	floating
track	(north)*	sport	spark	growl	freshness
spin	glass*	thrush	bring	scoop	
flag	grass*	trash	crash	sport	
	brass*	start	bleed	frown	

## CCVCC, CCCVC and CCCVCC words

Words using sets 1–7 letters			Words using Phase Three graphemes	Polysyllabic words
stand	crust	(north)*	crunch	driftwood
crisp	tramp	graft*	drench	twisting
trend	grunt	grant*	trench	printer
trust	crept	blast*	Grinch	
spend	drift	grasp*	shrink	
glint	slept	slant*	thrust	
twist	skunk			
brand	think		spring	
frost	thank		strap	
cramp	blink		string	
plump	drank		scrap	
stamp	blank		street	
blend	trunk		scrunch	
stunt				

## Sentences

Fred and Brett spent a week in Spain.

I kept bumping into things in the dark.

Milk is good for children's teeth.

The clown did tricks with a chimpanzee.

The frog jumps in the pond and swims off.

I must not tramp on the flowers.

A crab crept into a crack in the rock.

A drip from the tap drops in the sink.

I can hear twigs snapping in the wind.

It is fun to camp in a tent.

## Sentences and substitute words for 'Sentence substitution'

(See page 114)

The man burnt the toast.	towel	girl	milk	brings
The frog swam across the pool.	pond	flag	jumps	dog
Gran went to get fresh fish.	Stan	needed	meat	grill
Trisha took a book off the shelf.	grabs	desk	Krishnan	spoon
A clock stood on the wooden chest.	was	lamp	soft	cabinet
The train had to stop in the fog.	hand	wait	storm	truck
Fran took a scarf as a gift for Brad.	present	Vikram	sent	snail
I will travel to the Swiss Alps next week.	winter	punch	this	go
Fred has spent lots of cash this year.	Gretel	lost	lent	bricks
We had sandwiches for a snack.	plums	slugs	picnic	took

## Yes/no questions

(See page 123)

Can a clock get cross?

Can crabs clap hands?

Are you fond of plums?

Did a shark ever jump up a tree?

Can frogs swim in ponds?

Is the moon green?

Can you bang on a big drum?

Have you ever slept in a tent?

Are all children good at sport?

Have you seen a trail left by a snail?

Are you afraid of thunderstorms?

Can a spoon grab a fork?

Do chimps come from Mars?

Can letters have stamps stuck on them?

Do trains run on tracks?

Will a truck go up steep stairs?

Do some dogs have black spots?

Are you glad when you have a pain?

Can we see the stars on a clear night?