|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Buttercup/Evergreen Primary**  **Letters and Sounds phonics** | | | | |
| **Phase 4**  **New CVCC words this week** | | | Each week your child will learn 4 new CVCC words. Choose one word a day and on Friday recap all of them. Watch the video clip attached first, Children should use the letter sounds to read and write words and phrases containing the focus sounds of the day. | |
| **cr** | **sh** | **Read and Write and words and phrases** | | |
| Get your child to practice blending words that have ‘cr’ at the beginning. | Get your child to practice blending words that have ‘sh’ at the beginning. | Recap reading these sentences/phrases:  Help! I got a bump on the leg.  A tent will get damp in the rain.  Milk is good for teeth and gums.  Mum said, “It is best not to jump on the bed.”  A lost chimp felt so sad he wept.  This belt is so tight, it hurts my waist.  I can boast that I had toast for my lunch.  I think that pink socks might be the best.  If you feel down in the dumps then jump and sing.  The chimp sings a song as he jumps up and down. We put the tent next to the pond.  He put the milk in the sink.  Can I plan a trip to the moon? Help!  Can you grab that green frog for me?  Will a clown put on a green wig or stick with his brown hair?  It smells like we might have some roast chicken tonight.  Can we train a dragon to come and cook food for us? Will you come and have some roast bugs on toast for dinner? | | |
| Teach reading tricky words:  said, so, do, have, like, some, come, were, there, little, one, when, out, what. | Teach reading tricky words:  said, so, do, have, like, some, come, were, there, little, one, when, out, what. |
| **br** | **tr** |
| Get your child to practice blending words that have‘br’ at the beginning. | Get your child to practice blending words that have ‘tr’ at the beginning. |
| Teach reading tricky words:  said, so, do, have, like, some, come, were, there, little, one, when, out, what. | Teach reading tricky words:  said, so, do, have, like, some, come, were, there, little, one, when, out, what. |
| **REMEMBER**  Your child will learn to read the words by -  **segmenting** – breaking the word into sounds  **blending** – putting the sounds together to hear the word. | | | | |
| **Activities** | | | |
| * Little whiteboards and pens, and magic boards are a fun way for children to try out spellings and practise their handwriting. * Use the letter formation rhyme above to write the graphemes on paper, with chalk outside, in paint, etc. * Go on letter hunts and try to find sounds around the house. | | | |
| Videos linked to the sounds learnt this week:  <https://www.youtube.com/watch?v=2F05nOq_yis>  <https://www.youtube.com/watch?v=Ye8mH0Vw-_U>  <https://www.youtube.com/watch?v=VR_IgfIgz10> | | | |