

Year 1 Part 3 Weeks 31-33

Daily Phonics Activities

Over the next three weeks, your phonics activities will be personalised revision activities for your child. You will need all of the **Sound Flashcards** that your child has learnt so far plus a **mini whiteboard and pen**, some **Blank Flashcards** and the **Word Bank document** (below).

Each day, repeat the following activities. You should spend roughly 15 minutes on these tasks combined.

1. Take a selection of the **Sound Flashcards** – between 12 and 20. Show them to your child one at a time, asking them to tell you all the sounds they know for that flashcard. Sort the flashcards into two piles as you complete the activity: those your child knows securely and those which require more practice. Return the 'requires more practice' cards to the main set of cards ready to be used another day. The flashcards your child knows securely can be kept separately as you will not need to revisit these regularly.
2. Show your child the **Word Bank**. These are words that have appeared in the Blend to Read and Split to Spell activities in your child's Phonics lessons. Ask your child to choose 15 words from the **Word Bank** to write onto **Blank Flashcards**. They should read each word aloud before they write it onto the flashcard. Then go through the flashcards one at a time, asking your child to read them to you.
3. Now play a game of Word Bingo (as shown in the **Phonics Games video**). Your child will choose nine of their fifteen words and write them into a 3x3 grid on their mini whiteboard. Read the words on the flashcards aloud until your child calls, 'Bingo!' While you are playing this game, make a note of any sounds that you notice your child is not secure with as you may want to use the matching **Sound Flashcard** at the start of the next lesson.
4. When you have played Word Bingo, ask your child to choose one of the words to write a sentence about. For example, if the word is 'hole', the sentence could be: *There is a hole in my jumper.* The sentence can be written onto the mini whiteboard. Repeat this activity until your child has written 3-5 sentences – as many as time will allow.

Word Bank

lucky	fussy	granny	drawn	shore	scornful
spraying	snake	grain	whale	highway	ignore
why	spied	quake	striped	behind	fright
life	brighten	boxing	squeal	exam	yawning
sleeping	steaming	street	stream	twig	wheat
children	chicken	hunched	peaches	trench	three
maths	clanging	strong	eating	creeping	this
smoothly	with	vanish	have	leave	cooking
shook	just	smartly	starve	shouted	counter
frowning	drought	plough	glowing	snow	window
almost	bingo	boastful	following	soapy	roasting
overflow	drone	coastal	throne	quote	toe
goes	gloomy	spoonful	today	tomorrow	into
threw	chewing	blaze	zoom	frozen	those
trees	ghost	ghastly	chosen	always	easy
sternly	afterwards	slowly	perfect	under	slippery
rather	serve	curling	surfer	squirted	Thursday
learner	yearn	world	working	worst	lonesome
certain	city	twice	pencil	nurse	latch
ledge	crease	convince	ginger	magic	judge
enlarge	dislodge	bottle	sizzle	digger	better
rubber	newt	useful	refuge	assume	music
human	during	stretches	coiling	disloyal	destroy
enjoy	pollute	prunes	bruises	anchor	character
chemical	swear	wearing	square	beware	prepare
chair	wonder	oven	worry	courage	young
unfair	upstairs	unity	uniform	wobbly	little
dolphin	phrase	photo	phantom	edge	deadly
heading	washing	wasp	swallow	heavy	quality
swap	swan	crazy	strangely	paper	arrange
belief	niece	monkey	relief	board	thief
honey	chimney	soar	four	ought	brought
field	thought	touring	moorland	fourteen	shielding
shrunk	blink	twinkle	exchange	angel	watches
washing	arranged	shopped	tripped	skipped	dropping
sprouts	lastly	path	class	wooden	plants

Use a new set of fifteen words each day. Make a note of any your child finds challenging and revisit these in a later lesson.