



ST. ANNE'S CATHOLIC PRIMARY SCHOOL

Week Beginning: 6th July 2020

Please find below our suggested Phonics daily timetable, we hope you find it useful. We appreciate and are fully aware that families can only do their best with the technology and resources they have available.

Please use this link to revise how all the sounds being taught are pronounced-'How to say the sounds' on website: <https://www.youtube.com/watch?v=TkXcabDUg7Q>



Nursery Phonics Timetable

Read Write Inc

Mnemonic Pictures

If needed continue to practise teaching your child to **name** the picture for each of the SET 1 sounds (There are larger images below).

My Turn Your Turn

Continue to use this signal when you want your child to repeat something after you (You may need to say this aloud "My turn, your turn" as you use the signal) My Turn: **gesture towards yourself with two hands.**
Your Turn: **turn your hands out towards your child. Your child repeats what you have said.**

Monday

Speed Sound: sh

Say the sound, Step 1

My Turn: Adult to stretch the sound: **shhhh** force out your lips and put your finger to your mouth.

Your Turn: child copies: **shhhh**

Say the sound, Step 2

My Turn: Adult to stretch the sound at the start of each word:

shhhhell
shhhhheep
shhhhhe
shhhhhop

Your Turn: child copies each one in turn.

Read the sound, Step 1:



My Turn- On paper adult to copy a simple version of the snake and the horse. Say **the snake is making a nasty ssss noise and the horse tells the snake to shhhh.**

Run your finger over the sh, saying **shhhhh says the horse.**

Your Turn: Your child copies you, they run their finger over adults drawing and say **shhhhh says the horse.**

Read the sound, Step 2:

Write a 'sh' on paper beside the snake and the horse. Make it the same size.

As you run your finger around the letters 'sh'. Adult says: **shhhh**

When you get to the end of 'sh' just say: **sh**
Your Turn: Your child copies you. Child says: **shhhhh sh.**

Repeat 'Read the Sounds' steps 1 and 2 a few times.

Read the sound, Step 3:

When there are two letters together that make one sound this is called a digraph. Tell your child that these letters are called 'Special Friends'.

Tell your child that the letter is hidden behind the picture. Show your 'snake and horse' drawing. Show your child the letters 'sh'. My Turn-Adult shows 'sh' and says '**shhhh**'. Show the picture and say **shhhh says the horse** Ask your child to say '**sh**' or **shhhh says the horse** as you show the picture or the letter a few times.

Review the sounds:

Once you have learnt more than one sound include the previous sounds each day 'm' 'a' 's' 'd' 'o' 'i' 'h' 'p' 'g' 'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w' 'z' 'x'.

Write the letter:

On paper adult to write 'sh', saying **Slither down the snake.**

Down the horse's head to the hooves and over his back. Ask your child to copy. Repeat writing 'sh' on paper saying the phrase as they practise.

Next write 'sh' on paper but this time say and stretch the sound **shhhhh sh.**

Ask your child to copy.

Fred Talk



My Turn: **sh-i-p**
Your Turn: **sh-i-p ship**

My Turn: **sh-o-p**
Your Turn: **sh-o-p shop**

My Turn: **f-i-sh**
Your Turn: **f-i-sh fish**

My Turn: **sh-e-d**
Your Turn: **sh-e-d shed**

	Tuesday	Speed Sound: th Say the sound, Step 1 My Turn: Adult to stretch: thhhh put your tongue between your teeth and force out air. Your Turn: child copies thhhh Say the sound, Step 2 My Turn: Adult to stretch the sound at the start of each word: thhhhumb thhhhhrone thhhhree Your Turn: child copies each one in turn.	Read the sound, Step 1:  My Turn-On paper adult to copy a simple version of the tower and the horse. Say the princess in the tower is rescued by the horse. She says: thhhhankyou. Run your finger over the th, saying thhhhannkyou says the princess. Your Turn: Your child copies you, they run their finger over adults drawing and say thhhhannkyou says the princess.	Read the sound, Step 2: Write a 'th' on paper beside the tower and the horse. Make it the same size. As you run your finger around the letters 'th'. Adult says: thhhh When you get to the end of 'th' just say: th Your Turn: Your child copies you. Child says: thhhh th. Repeat 'Read the Sounds' steps 1 and 2 a few times. Read the sound, Step 3: When there are two letters together that make one sound this is called a digraph. Tell your child that these letters are called 'Special Friends'. Tell your child that the letter is hidden behind the picture. Show your 'tower and horse' drawing. Show your child the letters 'th'. My Turn- Adult shows 'th' and says 'thhhh'. Show the picture and say thhhhank you says the princess. Ask your child to say 'th' or thhhhannkyou says the horse as you show the picture or the letter a few times.	Review the sounds: Once you have learnt more than one sound include the previous sounds each day 'm' 'a' 's' 'd' 'o' 'i' 'n' 'p' 'g' 'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w' 'z' 'x' 'sh'. Write the letter: On paper adult to write 'th', saying Down the tower, across the tower. Down the horse's head to the hooves and over his back. Ask your child to copy. Repeat writing 'th' on paper saying the phrase as they practise. Next write 'th' on paper but this time say and stretch the sound thhhh th. Ask your child to copy.	Fred Talk  My Turn: th-i-n Your Turn: th-i-n thin My Turn: th-i-ck Your Turn: th-i-ck thick My Turn: th-r-ee Your Turn: th-r-ee three
	Wednesday	Speed Sound: ch Say the sound, Step 1 My Turn: Adult to bounce: ch-ch-ch-ch thrust your lips out and pretend to sneeze. Your Turn: child copies ch-ch-ch-ch Say the sound, Step 2 My Turn: Adult to bounce the sound at the start of each word: ch-ch-ch-chips ch-ch-ch-chocs ch-ch-ch-chair	Read the sound, Step 1:  My Turn-On paper adult to copy a simple version of the caterpillar and the horse. Say the horse sneezes when the caterpillar's hairs get up his nose. Run your finger over the ch, saying ch-ch-ch chool!	Read the sound, Step 2: Write a 'ch' on paper beside the caterpillar and the horse. Make it the same size. As you run your finger around the letters 'ch'. Adult says: ch-ch-ch-chool! When you get to the end of 'ch' just say: ch Your Turn: Your child copies you. Child says: ch-ch-ch, ch Repeat 'Read the Sounds' steps 1 and 2 a few times. Read the sound, Step 3:	Review the sounds: Once you have learnt more than one sound include the previous sounds each day 'm' 'a' 's' 'd' 'o' 'i' 'n' 'p' 'g' 'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w' 'z' 'x' 'sh' 'th'. Write the letter: On paper adult to write 'ch', saying Curl around the caterpillar. Down the horse's head to the hooves and over his back. Ask your child to copy. Repeat	Fred Talk  My Turn: ch-o-c Your Turn: ch-o-c choc My Turn: ch-o-p Your Turn: ch-o-p chop My Turn: ch-i-n Your Turn: ch-i-n chin My Turn: ch-a-t Your Turn: ch-a-t chat

		ch-ch-ch-children Your Turn: child copies each one in turn.	Your Turn: Your child copies you, they run their finger over adults drawing and say ch-ch-ch-choo!	When there are two letters together that make one sound this is called a digraph. Tell your child that these letters are called 'Special Friends'. Tell your child that the letter is hidden behind the picture. Show your 'caterpillar and horse' drawing. Show your child the letters 'ch'. My Turn- Adult shows 'ch' and says 'ch-ch-ch-ch'. Show the picture and say ch-ch-ch-choo! Ask your child to say 'ch' or ch-ch-ch-ch-choo! as you show the picture or the letter a few times.	writing 'ch' on paper saying the phrase as they practise. Next write 'ch' on paper but this time say and bounce the sound ch-ch-ch-ch ch. Ask your child to copy.	
Thursday	Speed Sound: qu Say the sound, Step 1 My Turn: Adult to stretch: qu-qu-qu keep your lips pursed as you say cw. Your Turn: child copies qu-qu-qu-qu-qu Say the sound, Step 2 My Turn: Adult to bounce the sound at the start of each word: qu-qu-qu-queen qu-qu-qu-quilt qu-qu-qu-quarrel Your Turn: child copies each one in turn.	Read the sound, Step 1:  My Turn-On paper adult to copy a simple version of the queen and umbrella. Say qu-qu-qu-queen. Run your finger over the qu, saying qu-qu-qu-queen Your Turn: Your child copies you, they run their finger over adults drawing and say qu-qu-qu-queen	Read the sound, Step 2: Write a 'qu' on paper beside the queen and the umbrella. Make it the same size. As you run your finger around the letter 'qu'. Adult says: qu-qu-qu-qu-qu. When you get to the end of 'qu' just say: qu Your Turn: Your child copies you. Child says: qu-qu-qu qu Repeat 'Read the Sounds' steps 1 and 2 a few times. Read the sound, Step 3: When there are two letters together that make one sound this is called a digraph. Tell your child that these letters are called 'Special Friends'. Tell your child that the letter is hidden behind the picture. Show your 'queen and umbrella' drawing. Show your child the letters 'qu'. My Turn-Adult shows 'qu' and says 'qu-qu-qu-qu-qu'. Show the picture and say qu-qu-qu-qu-qu. Ask your child to say 'qu' or qu as you show the picture or the letter a few times.	Review the sounds: Once you have learnt more than one sound include the previous sounds each day 'm' 'a' 's' 'd' 'o' 'i' 'n' 'p' 'g' 'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w' 'z' 'x' 'sh' 'th' 'ch'. Write the letter: On paper adult to write 'qu', saying Round her head, up past her earrings and down her hair. Down and under, up to the top and draw the puddle. Ask your child to copy. Repeat writing 'qu' on paper saying the phrase as they practise. Next write 'qu' on paper but this time say and stretch the sound qu-qu-qu-qu qu. Ask your child to copy.	Fred Talk  My Turn: qu-ee-n Your Turn: qu-ee-n queen My Turn: qu-i-t Your Turn: qu-i-t quit My Turn: qu-i-ck Your Turn: qu-i-ck quick	

Picture-Sounds

