



# ST. ANNE'S CATHOLIC PRIMARY SCHOOL

Week Beginning: 13<sup>th</sup> 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>



Watch video 'Two Letters One Sound' video on website: <https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics--1/two-letters-one-sound-phonics-video>

## Nursery Phonics Timetable

|                           |        |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                      |
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| Nursery Phonics Timetable |        |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                      |
| Read Write Inc            | Monday | <p>Speed Sound: nk</p> <p>Say the sound, Step 1</p> <p>My Turn: Adult to stretch: nnnnk make a long nasal sound at the back of your throat with a click at the end.</p> <p>Your Turn: child copies nnnnk</p> <p>Say the sound, Step 2</p> <p>My Turn: Adult to stretch the sound at the end of each word:</p> <p>linnnnk<br/>sinnnnk<br/>thinnnnk<br/>rinnnnk</p> <p>Your Turn: child copies each one in turn.</p> | <p>Read the sound, Step 1:</p>  <p>Stretch: nnnnk<br/>I think I stink<br/>think, stink, wink, cink, blink, link, pink</p> <p>Show your child the picture and say I think I stink!</p> <p>Your Turn: Your child copies you, saying I think I stink!</p> | <p>Read the sound, Step 2:</p> <p>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'.</p> <p>Show your child the letters 'nk'.</p> <p>My Turn-Adult shows 'nk' and says 'nnnnk'. Show the picture and say I think I stink</p> <p>Ask your child to say 'I think I stink' or nnnnk as you show the picture or the special friend 'nk' a few times.</p> | <p>Review the sounds:</p> <p>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' 'qu' 'ng'.</p> <p>Write the letter:</p> <p>On paper adult to write 'ng'. Saying: Down Nobby, over his net.<br/>Down the kangaroo's body, tail and leg.</p> <p>Ask your child to copy. Repeat writing 'nk' on paper saying the phrase as they practise.</p> <p>Next write 'nk' on paper but this time stretch the sound nnnnk nk</p> <p>Ask your child to copy.</p> | <p>Fred Talk</p>  <p>My Turn: th-i-nk<br/>Your Turn: th-i-nk think</p> <p>My Turn: s-i-nk<br/>Your Turn: s-i-nk sink</p> <p>My Turn: w-i-nk<br/>Your Turn: w-i-nk wink</p> <p>My Turn: s-t-i-nk<br/>Your Turn: s-t-i-nk stink</p> |
|                           |        | Tuesday                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Review all the sounds: 'm' 'a' 's' 'd' 'o' 'i' 'n' 'p' 'g' 'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w' 'z' 'x' 'sh' 'th' 'ch' 'qu' 'ng' 'nk'.</p> <p>Fred Talk</p>  <p>My Turn: m-a-t<br/>Your Turn: m-a-t mat</p>                                      | <p>Blending Orally</p> <p>Fred Talk</p>  <p>My Turn: m-a-t<br/>Your Turn: m-a-t mat</p>                                                                                                                                                                                                                                                                           | <p>Blending with Speed Sound Cards</p> <p>Print or make some sound cards.</p> <p>My Turn: m-a-t<br/>Ask your child which sound cards you need.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Blending with Speed Sound Cards</p> <p>Print or make some sound cards.</p> <p>My Turn: m-a-d<br/>Ask your child which sound cards you need.</p>                                                                                                                                                                   |

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|  |           |                                                                                                                                                              | <p>My Turn: <b>m-a-d</b><br/>Your Turn: <b>m-a-d mad</b></p> <p>My Turn: <b>s-a-d</b><br/>Your Turn: <b>s-a-d sad</b></p>                                                                                                                                                                                                 | <div><div>m</div><div>a</div><div>t</div></div> <p>Point to the sounds and say <b>m-a-t</b>. Sweep your finger under the word and say <b>mat</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p>                                                                                                                                                                  | <div><div>m</div><div>a</div><div>d</div></div> <p>Point to the sounds and say <b>m-a-d</b>. Sweep your finger under the word and say <b>mad</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p>                                                                                                                                                                  | <div><div>s</div><div>a</div><div>d</div></div> <p>Point to the sounds and say <b>s-a-d</b>. Sweep your finger under the word and say <b>sad</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p>                                                                                                                                                 |
|  | Wednesday | <p>Review all the sounds:<br/>'m' 'a' 's' 'd' 'o' 'i' 'n' 'p' 'g'<br/>'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w'<br/>'z' 'x' 'sh' 'th' 'ch' 'qu' 'ng' 'nk'.</p> | <p><b>Blending Orally</b></p> <p><b>Fred Talk</b></p>  <p>My Turn: <b>s-a-t</b><br/>Your Turn: <b>s-a-t sat</b></p> <p>My Turn: <b>d-a-d</b><br/>Your Turn: <b>d-a-d dad</b></p> <p>My Turn: <b>a-t</b><br/>Your Turn: <b>a-t at</b></p> | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>s-a-t</b><br/>Ask your child which sound cards you need.</p> <div><div>s</div><div>a</div><div>t</div></div> <p>Point to the sounds and say <b>s-a-t</b>. Sweep your finger under the word and say <b>sat</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p> | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>m-a-d</b><br/>Ask your child which sound cards you need.</p> <div><div>d</div><div>a</div><div>d</div></div> <p>Point to the sounds and say <b>d-a-d</b>. Sweep your finger under the word and say <b>dad</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p> | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>a-t</b><br/>Ask your child which sound cards you need.</p> <div><div>a</div><div>t</div></div> <p>Point to the sounds and say <b>a-t</b>. Sweep your finger under the word and say <b>at</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p> |
|  |           |                                                                                                                                                              | <p>Review all the sounds:<br/>'m' 'a' 's' 'd' 'o' 'i' 'n' 'p' 'g'<br/>'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w'<br/>'z' 'x' 'sh' 'th' 'ch' 'qu' 'ng' 'nk'.</p>                                                                                                                                                              | <p><b>Blending Orally</b></p> <p><b>Fred Talk</b></p>  <p>My Turn: <b>i-n</b><br/>Your Turn: <b>i-n in</b></p> <p>My Turn: <b>o-n</b><br/>Your Turn: <b>o-n on</b></p> <p>My Turn: <b>i-t</b><br/>Your Turn: <b>i-t it</b></p>                                                                 | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>i-n</b><br/>Ask your child which sound cards you need.</p> <div><div>i</div><div>n</div></div> <p>Point to the sounds and say <b>i-n</b>. Sweep your finger under the word and say <b>in</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p>                  | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>o-n</b><br/>Ask your child which sound cards you need.</p> <div><div>o</div><div>n</div></div> <p>Point to the sounds and say <b>o-n</b>. Sweep your finger under the word and say <b>on</b> in an exaggerated manner.</p> <p>Your Turn: child copies.</p> |
|  | Friday    | <p>Review all the sounds:<br/>'m' 'a' 's' 'd' 'o' 'i' 'n' 'p' 'g'<br/>'o' 'f' 'e' 'l' 'h' 'r' 'j' 'v' 'y' 'w'<br/>'z' 'x' 'sh' 'th' 'ch' 'qu' 'ng' 'nk'.</p> | <p><b>Blending Orally</b></p> <p><b>Fred Talk</b></p>  <p>My Turn: <b>g-o-t</b><br/>Your Turn: <b>g-o-t got</b></p>                                                                                                                    | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>g-o-t</b><br/>Ask your child which sound cards you need.</p>                                                                                                                                                                                                                | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>c-a-t</b><br/>Ask your child which sound cards you need.</p>                                                                                                                                                                                                                | <p><b>Blending with Speed Sound Cards</b></p> <p>Print or make some sound cards.</p> <p>My Turn: <b>c-u-p</b><br/>Ask your child which sound cards you need.</p>                                                                                                                                                                                               |

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|  |  |  | My Turn: <b>c-a-t</b><br>Your Turn: <b>c-a-t</b> cat<br><br>My Turn: <b>c-u-p</b><br>Your Turn: <b>c-u-p</b> cup | <div>g o t</div> Point to the sounds and say <b>g-o-t</b> . Sweep your finger under the word and say <b>got</b> in an exaggerated manner.<br><br>Your Turn: child copies. | <div>c a t</div> Point to the sounds and say <b>o-n</b> . Sweep your finger under the word and say <b>on</b> in an exaggerated manner.<br><br>Your Turn: child copies. | <div>c u p</div> Point to the sounds and say <b>c-u-p</b> . Sweep your finger under the word and say <b>cup</b> in an exaggerated manner.<br><br>Your Turn: child copies. |
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Ruth Miskins timetable of YouTube speed sounds lessons for Read Write Inc phonics that may be useful in helping your child to learn some of the **SET ONE** sounds:

[https://www.ruthmiskin.com/media/filer\\_public/0e/66/0e66c193-f27a-4977-ba8f-78c1bc5d93a5/final\\_schedule\\_june\\_2020.pdf](https://www.ruthmiskin.com/media/filer_public/0e/66/0e66c193-f27a-4977-ba8f-78c1bc5d93a5/final_schedule_june_2020.pdf)

**Set 1 Speed Sounds**

|    |    |    |    |    |
|----|----|----|----|----|
| m  | a  | s  | t  | d  |
| i  | n  | p  | g  | o  |
| c  | k  | u  | b  | f  |
| e  | l  | h  | sh | r  |
| j  | v  | y  | w  | th |
| z  | ch | qu | x  | ng |
| nk |    |    |    |    |

Picture-Sounds

