

TOOLBOX PHONICS

British Curriculum-Aligned Phonics through Play

Phase 3 Individual Planning

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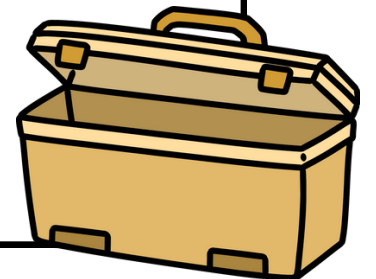
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REVISIT

Dizzy Dinosaurs: For this game, you will need a large open space. Spread the Phase 2 flashcards in a circle on the ground, and have the child stand in the middle with a blindfold on and their arm outstretched, finger pointing. To become a 'dizzy dinosaur', the child spins around on the spot with their finger outstretched. When they stop, the sound they are pointing at is the one to guess. The other player (the adult) gives clues about the letter using initial sounds. Once the child guesses the letter, they can remove their blindfold to check. Take turns, with the child giving clues to the adult. If the child points to an end sound (e.g., ck), let them know that it's an end sound before providing clues.

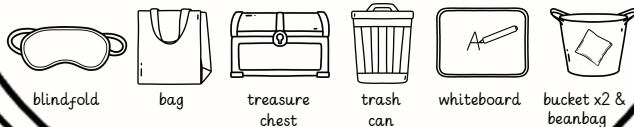
Tricky Words: Revise using flashcards.

Phase 3.1



TOOLBOX PHONICS

Suggested Toolbox Items:



blindfold

bag

treasure chest

trash can

whiteboard

bucket x2 & beanbag

SENTENCES

Time to sit and focus! Decide whether the child will read sentences, write them, or do both. **For the reading option,** the child will read and answer simple 'yes or no' questions. To make the game interactive, create a fun way for them to respond. Ideas include having the child run to either side of the room, throw a beanbag into a 'yes' or 'no' bucket, or hold up a 'yes' or 'no' card. Taking one question at a time, the child will read it and answer 'yes' or 'no' by throwing, running, or holding up a sign. **For the writing option,** the child will write their own 'yes or no' questions for you to read by changing the word in *yellow* to something else and recording the entire sentence on a whiteboard or a piece of paper.

Note: Sentences include tricky word 'the'

TEACH SOUNDS

Each week, the child will be taught four new sounds. You can either teach all four sounds together or introduce a different sound each day. All of the 'read' and 'spell' activities provide the option to focus on one sound or all four sounds. When introducing each sound (j, v, w, and x), use the letter flashcards and model the correct pronunciation and letter formation for each sound. Note that x is an end sound.

Corners: This game helps isolate the new sounds in words and match them to the corresponding letters. To play, label each corner of the room (or garden) with j, v, w, and x, and put the picture cards into a bag. The adult will take picture cards from the bag one at a time, hold them up, and name them. Each time, the child listens and identifies the initial or end sound by running to the corresponding corner.

READ WORDS

Treasure or Trash: For this game, you will need a treasure chest and a trash can. If you don't have these as real items, you can simply print and stick the picture versions onto boxes. Place the treasure chest and trash can on the table, lay the picture cards in front of them, and put the word cards into a bag- if you have a drawstring pirate-style bag, even better! The child draws word cards one at a time from the bag and reads them. The child must decide whether each word is real or fake, placing real words in the treasure chest and fake words in the trash can. Additionally, encourage them to find the matching picture card for the real words. This not only helps the child determine if the word is real but also shows that they understand what they've read.

SPELL WORDS

Hide & Find: Hide the picture cards around the room and print out the pages labelled j, v, w, and x and place them on the table. To play, the child moves around the room to find the hidden pictures. Each time they find a picture, they return to the table and record the word on the correct sheet. Encourage them to sound out the words as they spell them. Once all the pictures have been found and recorded, review the words together to see which letter had the most words.

Note: If you are focusing on one sound, play the game in the same way but only hide words containing the focus sound and only print the corresponding page for recording.