

# TOOLBOX PHONICS

British Curriculum-Aligned Phonics through Play

## Phase 4 Group Planning

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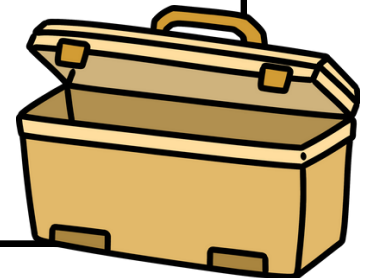
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## REVISIT

**Beat the Clock:** Today's revisit will also introduce the concept of vowels and consonants, focusing on the alphabet! For the game, you will need a set of alphabet flashcards with vowels and consonants in two different colours. Play 'Beat the Clock' by setting a 3-minute timer and challenging the children to revise all of the sounds before the time runs out. If they succeed, they collectively earn a point; if they don't and run out of time, the adult steals the point! At the end of the game, ask the children if they noticed anything about the sounds today. Draw their attention to the different colours of the vowels and consonants and then move directly into the 'Teach Activity'.  
**Tip:** Revisit this game daily, reducing the time by 30 seconds each day!

**Tricky Words:** Revise using flashcards.

## TEACH

Teach what a vowel is by explaining that they are special letters and have been sitting in the middle of all the words we've learned to read so far. Using the three-part phoneme frames with example CVC words, show the children where the vowel is by placing a sound button under it. Highlight how the vowels are in the middle of these words. Then, explain that consonants are all the other letters, placing sound buttons of a different colour under the consonants. Introduce the concept that in Phase 4, we learn to read and write words with extra consonants. Swap the three-part phoneme frames for four-part phoneme frames with example **CCVC** and **CVCC** words. Again, place the sound buttons underneath the letters, using a different colour for the vowel sound button. Explain that the extra consonant in the middle can sometimes be hard to hear and that in the next task, we are going to use a microphone to help us hear those extra hiding consonants!

Phase 4.1

CVCC CCVC

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Suggested Toolbox Items:



timer sound buttons in two colours microphone (toy or real) whiteboards and pens highlighters A3 paper

## SENTENCES

Time to sit and focus! Decide whether the children will read sentences, write them, or do both.

**For the reading option,** the children will read the sentences and draw lines to match them to the correct picture. Before they start reading, spend some time exploring the sentences. First, identify the CVCC or CCVC words and add sound buttons to them. Next, find and highlight the new Phase 4 tricky words: **said** and **so**. Familiarise the children with these words. Once they feel confident, they can tackle the sentences and match them to the pictures. **For the writing option,** the children will create their own zigzag book! Cut pieces of A3 paper in half lengthways, then fold the strips of paper in on themselves to form zigzag books. The children will stick the images onto each page of their book and write a matching sentence, using the Phase 3 tricky words: **he**, **she**, **we**, **me**, and **be**. Example sentences are included in the download.

## READ WORDS

**Microphone Reading:** In this activity, we will playfully exaggerate sounding out the additional consonant in **CVCC** and **CCVC** words, highlighting the importance of listening carefully for *all* the sounds in words. You can either write words into a blank phoneme frame or print the example words provided. Take the words one at a time and invite a child to identify the vowel in the word by placing a coloured sound button underneath it. Then, add sound buttons to the rest of the letters, using a different colour. Bring their attention to the extra consonant hiding in the middle of the word- this is the sound we will use a microphone (real or toy) for. Read the word together and hold the microphone under the letter you want the children to exaggerate. Match the word to a picture to support comprehension.

## SPELL WORDS

**Find & Spell:** Hide the picture cards around the room, attaching them to walls and furniture. The picture cards each have mini four-part phoneme frames underneath them, with a microphone image in the space where a hard-to-hear consonant is hiding. This microphone acts as a visual prompt for the children to listen carefully when sounding out the word for spelling, ensuring they don't miss the extra consonant in the **CVCC** and **CCVC** words. Set a 10-minute timer and give each child a whiteboard and pen. Challenge them to move around the room, finding and recording as many CVCC and CCVC words as they can. At the end, review how many words they were able to find.  
**Tip:** For smaller groups, print just a selection of the picture cards.