

TOOLBOX PHONICS

British Curriculum-Aligned Phonics through Play

Phase 5A Planning

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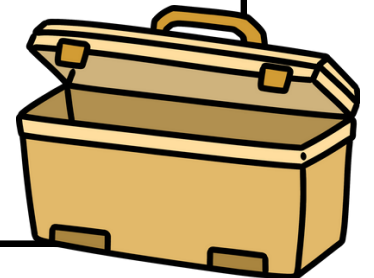
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REVISIT

Beat the Clock: Keep the revisit short today, as there is a lot to cover while introducing 'sound families' for the first time.

Simply revise Phase 3 digraphs using flashcards, aiming to beat the clock (suggested maximum time: 3 minutes).

If the children beat the clock, they collectively win the point. If they don't, the adult steals the point.

Tricky Words: Revise using flashcards.

Phase 5.1

ai ay a_e

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Suggested Toolbox Items:



sand timer



press lights x4



A3 paper



bag



highlighters

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 scan the sentences for today's focus graphemes and highlight them. They will then read the sentences and draw a matching picture.

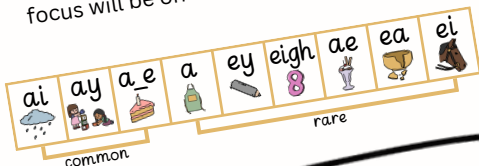
For the writing option, the children will write a sentence that has been dictated by the adult (example sentences included). Ensure that today's sounds and spelling rules are clearly displayed.

Note: Sentences include reading Ph 5 tricky words and spelling Ph 4 tricky words.

TEACH SOUNDS

Revisit the 'ai' sound and digraph. Then, introduce the 'ay' grapheme and explain that it makes the same sound. Repeat this with all the 'long a' graphemes listed below. Explain that they are part of a '**sound family**'— they look different but sound the same.

Divide the graphemes into '**common**' and '**rare**' groups, and let the children know that today's focus will be on the common graphemes.



READ WORDS

Rhyme Race: A game to help children recognise patterns and spelling rules in words with the 'long a' sound. Divide the group into teams and display the word **rain** on the board. As children call out rhyming words (e.g. lane, brain), record them underneath- words must rhyme but don't need the same spelling. Repeat with: **date, snake, day, tail, made, aim, and shape**. Then, give each team an A3 sheet divided into three columns labelled **ai, ay, & a_e**. Teams race to sort the words into the correct columns, raising their hands or pressing a 'buzzer' when finished. Review the results together, discuss spelling patterns, and introduce the relevant rules (see Spelling Rules Poster). Explain that while there are always exceptions, these are usually the '**best bet**'. If any words don't fit—such as **eight**—use this to highlight less common spellings.

SPELL WORDS

Light it Up: During this activity, we will focus on identifying where the 'long a' sound occurs within a word and use this to determine which grapheme spelling to use. Pull a picture card from a bag and display it on the board. Using press lights as sound buttons, lay out the corresponding number of lights for the word- for example, **train** will need **four** buttons. As a group, segment the sounds in the word, and when you reach the '**long a**' sound, press the light to highlight it. Alternatively, you can draw circles for sound buttons and colour in the highlighted button. Next, discuss the placement of the highlighted sound button- whether it is at the beginning, middle, or end. Then, using the Spelling Rules Poster, decide which 'long a' grapheme to use to spell the word. Repeat with different picture cards.