

# TOOLBOX PHONICS

British Curriculum-Aligned Phonics through Play

## Phase 5A Planning

© Toolbox Phonics Ltd. All rights reserved.

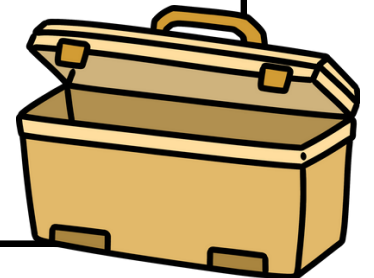
All content in this document is the original intellectual property of Toolbox Phonics Ltd.

No part of this resource may be copied, modified, shared, or distributed in any form without written permission from the publisher.

**For personal teaching, tutoring, or classroom use only.**

Commercial use, resale, or redistribution is strictly prohibited.

[www.toolboxphonics.com](http://www.toolboxphonics.com)



## 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 child beats the clock, they win the point.  
If they don't, the adult steals the point.

**Tricky Words:** Revise using flashcards.

Phase 5.1

ai ay a\_e

## TOOLBOX PHONICS

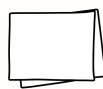
Suggested Toolbox Items:



sand timer



press lights x4



A3 paper



bag



highlighters

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

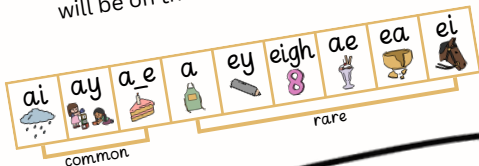
**For the writing option,** the child will write a sentence that has been dictated by the adult (example sentences included). Ensure that today's sounds and spelling rules are clearly displayed.

**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 child 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. Take the word **rain** and, together, think of as many words that rhyme with it (e.g. lane, brain) and record them in a list underneath—the words must **rhyme** but **don't need to have the same spelling**. Repeat with: **date, snake, day, tail, made, aim, and shape**. Then, both you and the child take an A3 sheet divided into three columns labelled **ai, ay, & a\_e**. Together, race to sort the words into the correct columns, 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:** This activity will focus on identifying where the 'long a' sound occurs within a word and use this to determine which grapheme spelling to use. Take a picture card from a bag and, using press lights as sound buttons, lay out the corresponding number of lights for the word— for example, **train** will need **four** buttons. Together, segment the sounds in the word, and when you reach the '**long a**' sound, press the light sound buttons and colour in the highlighted button. Alternatively, you can draw circles for to highlight it. 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.