

# Phase 6 Phonics: Spring 1, Week 3 (18.01.2021)

| Monday  | Tuesday  | Wednesday   | Thursday  | Friday   |
|---|--|---|---|--|
| <ul style="list-style-type: none"> <li>Do you remember your vowels?<br/>a e i o u</li> <li>These vowels can make different sounds: we call these long and short vowel sounds.</li> <li><a href="#">Listen to the vowels song</a></li> </ul> <p><b>Task</b><br/>Sort the words into according to whether they have long or short vowel sounds.</p> | <ul style="list-style-type: none"> <li>Investigate what happens to the spelling of the base word when changing to past tense.</li> </ul> <p><b>Rules for adding -ed</b><br/>Read through 'rules adding -ed' presentation.</p> <p><b>Task</b><br/>Sort the words according to the rule they follow when you change the tense by adding -ed.</p> | <ul style="list-style-type: none"> <li><a href="#">Play 'Past Tense Penguins' at phonicsplay.co.uk</a></li> </ul> <p>Login: jan21<br/>Password: free</p> <p><b>Task</b><br/>Make your own poster explaining the rules for changing regular verbs to past tense (adding -ed)</p> | <p><b>Task</b></p> <ul style="list-style-type: none"> <li>Change the sentences from past to present tense.</li> <li>Remember the rules (you'll need to reverse them to remove the -ed)</li> </ul> | <p>Remind the children of the strategy for spelling we discussed last week (using syllables to 'chunk' words)</p> <p>Watch:<br/><a href="#">BBC supermovers syllables</a></p> <p>Give the children some polysyllabic words to spell. Encourage to break down into syllables to aid spelling.</p> <ul style="list-style-type: none"> <li>Something</li> <li>Animals</li> <li>Narrator</li> <li>Garden</li> <li>Suddenly</li> <li>Morning</li> <li>Tonight</li> <li>Handstand</li> <li>Children</li> <li>Thundering</li> </ul> |

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## Week 3: Monday

Sort the words according to their vowel sound.

| Short vowel sound | Long vowel sound |
|-------------------|------------------|
|                   |                  |

rain, shine, go, pat, shout, tell, boast, tip, light,  
flap, soak, feel, boil, trail, frown, felt, sit, stop  
fly, show, cost, find, bite, fit, lift, reach,

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## Week 3: Tuesday

Write the verb in the correct column (what do you need to do to add -ed?)

| + ed | + d | double + ed | y+ ied |
|------|-----|-------------|--------|
|      |     |             |        |

jump, stop, skate, bat, hug, wipe, laugh, tug, cry

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## **Week 3: Wednesday**

Create a poster to explain the rules for adding -ed to regular verbs (changing to past tense).

A large, empty rounded rectangular box with a thin black border, intended for creating a poster. The box is centered on the page and occupies most of the lower half of the document.

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### **Week 3: Friday**

Change the past tense to present tense.

I walked to the park and played on the swings. I shouted to my friend and she skipped over to the play area.

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I wanted an ice-cream and I poured strawberry sauce over it. It tasted delicious!

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I cycled home on my friend's bike.

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