

# Introduction to Bounce Back Phonics

## *Introduction to Bounce Back Phonics.*

## *Catch up phonics lessons for Years 2, 3 and 4 based on the Letters and Sounds Programme.*

This document offers a series of phonics lessons aimed at helping children in Years 2, 3 and 4 who may have missed, or not fully understood, some of the crucial stages of systematic synthetic phonics teaching in the early years.

The units of work will be useful if some of your children are experiencing difficulties with:

- blending phonemes for reading and segmenting for spelling;
- selecting the correct spelling for long vowel phonemes;
- reading and spelling longer words containing adjacent consonants.

The lessons, which are organised into blocks of three, cover the alternative spellings of common vowel phonemes (Phase 5) and can be used flexibly to meet the needs of your children, based on your assessment of their current phonic knowledge. The simple assessment tool provided will help you to identify the phonemes you need to teach or to revisit, thereby filling crucial gaps in phonic knowledge. The lessons should be conducted three times a week so that children can begin to apply phonic knowledge as quickly as possible. Progress at the end of each block can be assessed using a simple dictation or reading game. The ultimate aim of using the materials is, of course, to help the children to apply phonic knowledge and skill confidently and to become fluent readers and writers. This should be your ultimate assessment of children's progress.

Included also are six lessons (Blocks 14 and 15) which cover some tricky phonemes e.g. wr, ph, kn, gn, tch and softening c. These can be used at your discretion.

In addition, there are two blocks of work which address the teaching of Phases 4 and 5 tricky words. These sessions will help you to teach your children to read and spell these words automatically.

You may not need to conduct every lesson in the programme. As you follow your selected lessons the children will develop blending and segmenting skills and their ability to read and spell adjacent consonants in longer words. These areas often cause confusion for some children.

The lesson plans can be used by teachers or by trained teaching assistants. They can be followed just as they are, or can be adapted to suit the needs of a particular group. Your children may enjoy some of the games better than others. Try to keep each lesson fun.

Resources have been kept to a minimum where possible. You will find the resources needed, listed at the top of each phonics lesson. Games and activities have been deliberately repeated in the blocks. As the children become familiar with the games, you will be able to concentrate more on the phonemes being taught, rather than session and game routines. The sessions should be lively, exciting and full of fun.

Three Lessons per Block	Phoneme	Grapheme	Sample Words	Tricky Words
Block 1	/ee/	ee e ea y ie ey e-e	tree he leaf happy thief key Pete	be any many please people
Block 2	/oo/	oo o ue u-e ew ui	moon do blue rude grew juice	you do through
Block 3	/ai/	ai ay a-e igh ey	train stay flake eight grey	they
Block 4	/igh/	igh ie y i-e i	fright pie try strike mind	eyes my
Block 5	/oa/	oa o ow oe o-e	float go slow goes stroke	go no so
Block 6	/ow/	ow ou ough	cow mouse plough	about
Block 7	/oi/	oi oy	spoil enjoy	
Block 8	/ar/	ar a	star half	
Block 9	/or/	or au aw a our augh ough	thorn haunted straw talk fourteen daughter bought	thought
Block 10	/oo/	oo ou u	good should crush	looked could would
Block 11	/ur/	ur ear or ir er	Thursday heard world thirsty farmer	were work her
Block 12	/ear/	ear eer ere	tear steering interfere	
Block 13	/air/	air ere ear are	stair somewhere wear scare	their
Block 14	wr ph kn		wrist phone knee	
Block 15	gn tch soft c		gnaw catch centipede	
Tricky Words Block Phase 4	said so have like some come were there little one do when out what			
Tricky Words Block Phase 5	their people Mr Mrs looked called asked could			

## Block 2

### Phonics lesson – Phase 5 – Lesson 1 (/oo/)

Resources and Organisation	Objective	Revisit and Review	Teach	Practise	Apply and Assess
<p>Grapheme cards with oo, o, ue</p> <p>Word cards (droop, coop, hoop, scoop, choose, stoop, do, argue, clue, blue, pursue, queue, rescue, statue, tissue, value, glue, issue).</p> <p>Teaching whiteboard or flipchart.</p> <p>Stopwatch or sand timer.</p> <p>Flash cards for consonants and consonant digraphs.</p> <p>Card phoneme mat for each child to write and collect alternative graphemes for /oo/.</p>	<p>Remind the children why they are doing a phonics lesson.</p> <p>To recognise alternative ways of reading spelling the phoneme /oo/. In this lesson o and ue.</p>	<p>Display oo on a large grapheme card and reinforce saying the phoneme together.</p> <p>The children are already familiar with this phoneme/grapheme so they will be able to play Time's Up.</p> <p>Display a list of words containing the oo grapheme (droop, coop, hoop, scoop, choose, stoop).</p> <p>Explain that the aim of the activity is to read as many words as possible before the stopwatch signifies stop.</p> <p>Start the timer.</p> <p>The first child in the group reads the first word and then the second child reads the second word and so on.</p> <p>Continue round the group until the time is up.</p> <p>Record the score.</p>	<p>Show the following words on large cards with sound buttons under each phoneme and explain that these words also use the oo phoneme but these are represented with different graphemes e.g. o and ue (do, argue, clue, blue, pursue, queue, rescue, statue, tissue, value, glue, issue).</p> <p>Explain that the children will be familiar with the word do as it is an early high frequency word.</p> <p>Demonstrate blending and segmenting each word using sound buttons for blending and robot arms or finger counting for segmenting and involve children in this.</p> <p>Leave these on display for use in the lesson.</p> <p>The words can be placed on the working wall afterwards.</p>	<p>Play Ding Dong Words.</p> <p>Let one child hold a card containing the ue grapheme.</p> <p>Pair up the rest of the group and provide each pair with a variety of consonants and vowels (b, l, f, p, i, e, a, t, ch, s, ss, qu).</p> <p>Ask each pair, in turn, if they can come out and make a word with their consonants by standing with the ue grapheme.</p> <p>Allow time for the pairs to discuss possibilities before the game begins.</p> <p>If a word is made the rest of the group shout DING (and put their thumbs up) if not, they shout DONG (and put their thumbs down).</p> <p>Write the words created on a flip chart.</p>	<p>Play Word Creation.</p> <p>Write the grapheme ue on a flipchart.</p> <p>Write the consonants listed in the Practise column.</p> <p>How many words can the children make (writing them on a whiteboard) in sixty seconds?</p> <p>Each child then fills in their blank phoneme chart with ue writing an example word for each grapheme.</p>

## Block 4

### Phonics lesson – Phase 5 – Lesson 2 (/igh/)

Resources and Organisation	Objective	Revisit and Review	Teach	Practise	Apply and Assess
<p>Grapheme cards with igh and i-e</p> <p>Word cards (fried, why, cried, pie, mind, unkind, sight, tie, pie, lie, die, out, dice, mice, mine, shine, hike, like, pike, prize, size, ripe, rice).</p> <p>Teaching whiteboard or flipchart.</p> <p>Number cards for each child 1-6.</p> <p>Grapheme card with ie.</p> <p>Scissors.</p> <p>Grapheme cards i e d c m n s h p r z.</p>	<p>Remind the children why they are doing a phonics lesson.</p> <p>To recognise alternative ways of reading and spelling the phoneme /igh/. In this lesson the split digraph i_e.</p>	<p>Display words containing alternative igh graphemes (write on teaching whiteboard or flipchart) and play Phoneme Count by reading each word and counting how many phonemes are present. Children use number cards to show how many phonemes they can hear.</p> <p>Blend and segment each word using sound buttons and robot arms or phoneme fingers.</p> <p>fried (4) why (2) cried (4) pie (2) mind (4) unkind (6) sight (3).</p>	<p>Explain that there is another grapheme for igh called a split digraph.</p> <p>Demonstrate this by placing ie on a word card and reinforcing words with this grapheme e.g. tie, pie, lie, and die.</p> <p>Use scissors to cut up the ie card and separate out.</p> <p>Use cards with t and m to demonstrate how to make t i m e.</p> <p>Children to hold the grapheme cards and i e card holders hold hands to show the two letters working together.</p>	<p>Circle Swap Shop.</p> <p>Distribute the following graphemes cards: i e d c m n s h p r z.</p> <p>Call out a starter word and children holding the grapheme cards stand up at the front of the group, making the word. Emphasise blending and chopping the word.</p> <p>Read out dice, mice, mine, shine, hike, like, pike, prize, size, ripe, rice, dice.</p> <p>As the words change, the children holding the correct graphemes come out to make the new word until you return to the word dice.</p>	<p>Use the words from Circle Swap Shop game to create the longest sentence you can.</p> <p>Include the tricky words from this block of work, eyes, my.</p> <p>E.g. The mice went for a hike, rubbed their eyes, rolled a dice and won a prize of rice.</p>