

Phonics Shed

Chapter 3: Set 1 (ng, ch, sh, th, th)

Weekly Overview

Resources

- Ch2 and 3 Flashcards and Ch2 Uppercase flashcards
- High Frequency Words
- Puppet Joe
- Tablets or smartboard (IWB)
- Whiteboards and pens/paper and pencils
- Highlighters
- Chapter 3 Set 1 Story Books
- *Optional: Blending & Segmenting visual resources*

Lesson 1 - Wing the duckling

Recap – Recap Ch2 sounds and HFWs

Intro/Objective – Meet Wing the duckling (see, sound, name, action, best fit)

Whole Group – Song, Formation Animation with Rhyme, Story

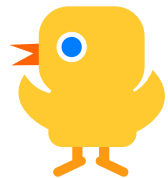
Independent:

IWB/tablet - Phonics Shed Game

Whiteboard/bookwork - Formation

Comprehension - Matching pictures

Resources: **Wing the Duckling** story book, Resources 1 to 7, Phonics Shed Game.



Lesson 2 - Charlie the chicken

Recap – Recap sounds and play Ch1 game

Intro/Objective – meet Charlie the chicken (see, sound, name, action)

Whole Group – Song, Formation Animation with Rhyme, Story

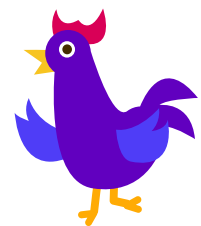
Independent:

IWB/tablet - Phonics Shed game

Whiteboard/bookwork - Formation

Comprehension - Sorting pictures

Resources – **Charlie the Chicken** story book, Resources 8 to 14 (15 is an optional extra), Phonics Shed Game.



Lesson 3 – Blush the brush

Recap – Recap sounds and HFWs

Intro/Objective – Meet Blush the brush (see, sound, name, action)

Whole Group – Song, Formation Animation with Rhyme, Story

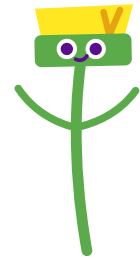
Independent:

IWB/tablet: Phonics Shed game

Whiteboard/bookwork: Formation

Comprehension: Matching pictures and labelling

Resources: **Blush the Brush** story book, Resources 16 to 22 (23 is an optional extra), Phonics Shed Game.



Lesson 4 – Theo the moth

Recap – Recap sounds and play Chinese Whispers

Intro/Objective – Meet Theo the moth (see, sound, name, action)

Whole Group – Song, Formation Animation with Rhyme, Story

Independent:

IWB/tablet: Phonics Shed game

Whiteboard/bookwork: Formation

Comprehension: Sorting sounds

Resources: **Theo the moth** story book, Resources 24 to 31, voice recording equipment, small clips or pegs.



Lesson 5 – The Weatherman

Recap – Recap sounds and HFWs

Intro/Objective – Meet The Weatherman (see, sound, name, action, compare)

Whole Group – Song, Formation Animation with Rhyme, Story

Independent:

IWB/tablet: Phonics Shed game

Whiteboard/bookwork: Formation

Comprehension: Weather charts

Resources: **The Weatherman** story book, Resources 32 to 41, Weather report video, map(s) on IWB, video camera/tablet, weather sounds, *Optional: local weather for the previous 7 days.*



What's next? → Chapter 3 Set 2: ai, ee, igh, oa

Intervention/Consolidation Suggestions: For Consolidation please see Chapter 3 Set 1 - Consolidation planning. For intervention work on previous sounds, please see Chapter 2 planning.

Guidance Documents: Lesson Sequencing guidance, Chapter 3 Set 1 training videos and Chapter 3 guidance documents.

Assessment tracker: see website



Phonics Shed

Continuous/Enhanced Provision Suggestions

Chapter 3: Set 1 (ng, ch, sh, th, th)

Writing

- Write sounds in rice using paintbrushes
- Write words and captions
- Formation practice worksheets
- Chalk mark making

Reading

- Book list
- Malleable: print words using magnetic letters in playdough
- Read and match words and captions, HFW
- Reading and writing postcards

Numeracy

- Sorting objects into length order **shortest to longest**
- Link ring activities
- Counting songs: 1, 2, 3, 4, 5 once I caught a fish alive, 10 Little Fish
- Chicken and egg count and match
- Measure ingredients to make a chocolate cake

Small World

- Build a castle for the king
- Edible fish sensory play (jelly)
- Make a beach scene

Construction

- Build the words using construction blocks/Lego
- Design and build a ship
- Design and build a sand-castle
- Use a dustpan and brush to sweep up the blocks

Role Play

- Make a stage for a production from the band
- Fish and chip shop, cut potatoes (safety knives) using fishing lines to catch the fish
- Beach role play

Sand

- Bury sound cards/pebbles in sand children find and sort
- Can you write the sound in the sand? Can you write a word containing the sound?

Water

- Set up sound/word targets and shoot with spray bottles, water pistols or water balloons
- Laminate sounds to waterproof
- Catch fish for the chip shop (magnet/water play)
- Beach play wet/dry sand mixing

ICT

- **Phonics Shed Games** <https://play.edshed.com/en-gb>
- Use IWB to practice writing formation
- Use voice recorders to say words containing the taught sounds and phrases
- Practice being a weatherman

Craft

- Make own percussion instruments
- Sand glue pictures
- Shell printing
- Chicken life cycle

Music

- Use percussion instruments to match sounds in pairs
- Use the story *The Ding-Dong Bag* as a stimulus for music session. **Bang** on the drum, **crash** the symbols, **ting** the triangle etc.

Outdoor

- Use large sorting circles to sort **long** and **short** objects
- Write words using water on the wall/ground
- Go on a word hunt
- Make an outdoor music station using pots and pans
- Keep a weekly log of the weather

Other/Notes

Other small group activities: Circle Time Listen to sound from the beach and think about how they make you feel, what sounds can you hear? Have you ever visited the beach? What did you do there? What did you see? Draw the sounds that you can hear or draw a time that you visited the beach.

Literacy Use the books as a stimulus: **Shh...Shh...Shabbat** order the days of the week, discuss what happened on each day, plan out a week. **Chocolate Cake** read the recipe and sequence the method to make your own cake.

Homework any unused resources may be used for homework activities.

Lesson: One Lesson Focus: Wing the Duckling

Chapter 3: Set 1 (ng, ch, sh, th, th)



Guidance Materials

Please recap the sound and action video for this lesson yourself before you begin to teach it. Please also see Lesson Sequencing and Ch2 Guidance documents.

Important Note

Try to avoid 'n' and 'g' together when they don't make the 'ng' sound, e.g. ginger. Phonics Shed does not cover 'nk' as a digraph, however, please see the Spelling Shed link in Further Teaching Points for planning related to 'nk'.

Resources

- Ch2 and Ch3 Flashcards and Uppercase flashcards (all of Ch2 and 'ng')
- High frequency word cards (Ch2)
- Puppet Joe
- **Wing the Duckling** story book
- Resources 1 to 7
- Whiteboards and pens or workbooks
- Tablets or smartboard (IWB)
- Pencils
- Phonics Shed Game

Recap

Recap Previous Sounds: Review all Ch2 sounds, show flashcards (could use upper and lower mix). Try to encourage letter sound, name, and corresponding actions.

High frequency words: Review all HFW already taught (Ch2). Show the children these words and encourage them to read them without sounding out first, hide two cards behind your back and try to catch out the children by revealing them one at a time.

Introduction

“Welcome to Phonics Shed Chapter 3!

In Chapter 3, we will be looking at slightly different digraphs to the ones we have looked at before. Remember that a digraph is two letters that make one sound. They are made up of letters we know but have their own sound, which isn't always similar to the letter sounds we already know. Today we will be meeting a new character and learning a new phonics sound. We will be working together first and then doing some more independent activities in the classroom.”

● **See:** Show flashcard, “This is Wing the Duckling. Say hi to Wing”, children and Joe wave. “Do you recognise the two letters that make up Wing's sound? Yes, it is Noah the nurse and Grey the goat”

- **Sound:** Demonstrate the sound the 'ng' makes (ng as in wing), remind children that two letters together like this have one sound. Run Joe's hand or your finger over the letters on flashcard and repeat sound. Children repeat sound.
- **Action:** Do the action as you make the sound, you can use puppet Joe to demonstrate the action first (**moving elbows as wings**) children repeat. “When we see Wing, we say hello by doing this action” repeat action and sound, children repeat.
- **Best fit:** The 'ng' sound is never found at the start of word and is most often found at the end of words.



Whole Group

- **Song:** Sing/Listen to the Wing the duckling song once and then ask the children to join in, you may need to talk through the words too. The song will be repeated at least twice. (Resource 1)
- **Formation:** "Wing has two special friends who help to make the sound 'ng' (reinforce two letters one sound is called a digraph) can you tell me which characters we need to use to make 'ng'. That's correct **Noah the nurse** and **Grey the goat!**" (praise children for remembering the characters/actions)
- **Lowercase 'n'** Formation Animation with Rhyme - **Noah - Down from the handles, to the wheel, then up and over its seat to the other wheel.** Children draw the 'n' in the air with their finger.
- **Lowercase 'g'** Formation Animation with Rhyme - **Grey - Round her head, then down to scoop up her beard.** Children draw the 'g' in the air with their finger.
- Story: Share **Wing the Duckling's** story, ask comprehension questions.

Independent Activities

Suggested Set up: 1 adult led and 1 independent activity.

IWB/tablet

Play a Phonics Shed game (<https://play.edshed.com/en-gb>)

Whiteboard/book

Simplify - copy and write activity (Resource 4)

Expect – practice letter formation, read and copy the sentence (Resource 3)

Extend – practice letter formation, read and write the words (Resource 2)

Comprehension

Simplify – choose a picture card and say the word, can you find the matching picture? (Resource 5)

Expect – Read and match the word to the picture (Resource 6)

Extend – Guided write the sentence to match the picture (Resource 7) e.g. 'This Is Wing. Wing can sing.'

Plenary

- ★ Praise the children for their achievements this session and address any misconceptions.
- ★ What sound have we been learning today? Recap skills by singing the **Wing the duckling** song (Resource 1) remind children of formation and ask them to write the sound 'ng' in the air.
"Today we met Wing the duckling and tomorrow we will be meeting Charlie the chicken"
[unless consolidation lesson is needed then "Today we met Wing the duckling, tomorrow we will be doing some more work with this sound."]


Assessment

Grapheme Phoneme Correspondence – 'ng' /ng/ and beginning to understand digraphs and best fit rules. If the children found this lesson too difficult, try using the same lesson in the consolidation week tomorrow, rerunning this lesson with unused independent activities or consolidating sounds from Ch2.

As this is the first lesson of Chapter 3, children may need more time to get used to the structure of consonant digraphs and more opportunities for blending practice.

Further Teaching Points

- Bingo games
- Building a castle for the king
- Sorting objects from longest to shortest
- Singing and musical activities
- **Extension** - Spelling Shed (nk): <https://www.spellingshed.com/en-gb/resource/spelling-shed---stage-1---lesson-2---the--k--sound-spelled--k--before-e--i--and-y--the--nk--sound-fou>
- **Also** Search spelling shed on extra input on adding 'ing' to base words


Suggested Story
The Ding-Dong Bag by
Polly Peters (2006)
[ISBN: 1846430151]

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Phonics Shed

Chapter 3

Set 1 Resources



Wing the duckling's song: (to the tune of Humpty Dumpty)

**Wing the duckling loves to sing,
Singing is Wing's favourite thing.
Whenever Wing sings a special song,
Everybody sings along!**

[make stretched 'ng' sound and do Wing the duckling action]





ng ng ng ng ng ng

sing _____

ring _____

long _____

wing _____

ping-pong _____



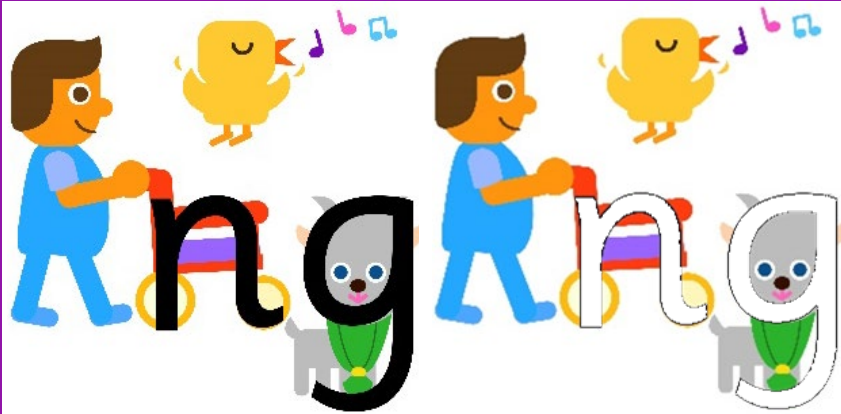
Sing a song with Wing the duckling.



ng ng ng ng

Sing a song to me.





ng

ng

ng





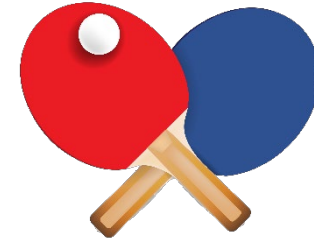
king



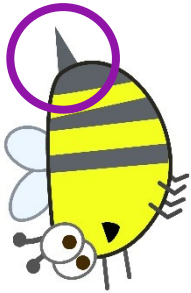
rings



sting



ping-pong



sting



Wing the
duckling



king



sing



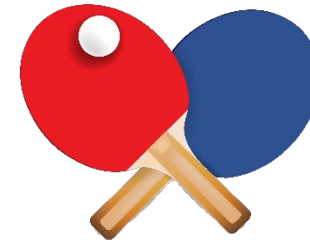
sing



rings



Wing the
duckling



ping-pong

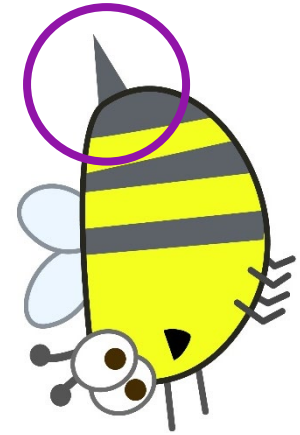
Read the words and match them to the right picture.



rings



king



sting



sing

wings



