

Phonics Shed

Chapter 4b: Set 2 (c, g, i, u, e)

Weekly Overview

Resources

- Ch2, 3, 4a and 4b Flashcards
- High Frequency Words
- Puppet Joe
- Tablets or smartboard (IWB)
- Whiteboards and pens/paper and pencils
- Highlighters
- Chapter 4b Set 2 Story Books
- *Optional: Blending and Segmenting visual resources*

Lesson 1 – Nancy the Princess

Recap – HFWs and Ch4b Set 1 sounds

Intro/Objective – Meet Nancy the princess (see, sound, name, action, best fit)

Whole Group – Song, Stories, Comparisons

Independent:

IWB/tablet - Phonics Shed Game

Whiteboard/workbook activities - Word clues in pairs

Comprehension - Box or bin

Resources: Nancy the Princess story book, Resources 1 to 7 (8 is an optional extra), Phonics Shed Game



Lesson 2 – Gem the Giraffe

Recap – Ch1 activity and recap previous sounds

Intro/Objective – Meet Gem the giraffe (see, sound, name, action, best fit)

Whole Group – Song, Stories, Comparisons

Independent:

IWB/tablet - Phonics Shed game

Whiteboard/bookwork - Meet Gem

Comprehension - Questions from the story

Resources – Gem the giraffe story book, Resources 1 and 9 – 15 (16 and 17 are optional extras), Phonics Shed game



Lesson 3 – Ivor the Lion

Recap – Previous sounds and HFWs

Intro/Objective – Meet Ivor the lion (see, sound, name, action)

Whole Group – Stories, Comparisons, HFWs

Independent:

IWB/tablet: Meet Ivor

Whiteboard/bookwork: Words and sentences

Comprehension: Questions from the story

Resources: Ivor the Lion story book, Resources 9 and 18 - 24 (25 and 26 are optional extras)



Lesson 4 – Music the Unicorn

Recap – Ch1 activity and recap previous sounds

Intro/Objective – Meet Music the unicorn (see, sound, name, action)

Whole Group – Stories, Comparisons

Independent:

IWB/tablet: Drawing from prompts

Whiteboard/bookwork: Completing sentences

Comprehension: Highlight sound in text

Resources: Music the Unicorn story book, Resources 28-38 (39 – 40 are optional extras)



Lesson 5 – The Meteor

Recap – Previous sounds and HFWs

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

Whole Group – Stories, Comparisons

Independent:

IWB/tablet: Phonics Shed game

Whiteboard/bookwork: Sound hunt

Comprehension: Rearrange sentences

Resources: The Meteor story book, Resources 41 – 46, Phonics Shed game



What's next? → Set 3: ea, ow, or, ey or Set 2 Consolidation

Intervention/Consolidation Suggestions: For consolidation please see Chapter 4b Set 2 - Consolidation planning.

Guidance Documents: Lesson Sequencing Guidance, Chapter 4b Set 2 training videos and Chapter 4 guidance documents

Assessment tracker: see website

Continuous/Enhanced Provision Suggestions

Chapter 4a: Set 2 (c, g, i, u, e)

Writing

- Practice writing words from this week's HFWs

Reading

- Book list

Numeracy

- Sound hunt - count how many of our new sounds you can find around the classroom

Small World

- Castle - princesses and princes
- Zoo

Construction

- Build a zoo
- Build a castle
- Create a habitat for a unicorn

Role Play

- Dressing up as princesses
- Zoo animals

Sand

- Write words with sounds covered this week in the sand

Water

- Spray the sound/words - sounds/ words written on wall in chalk, adult asks child to spray the sound or word with that sound.
- Gelli baff with sounds hidden in

ICT

- **Phonics Shed Games** <https://play.edshed.com/en-gb>

Craft

- Make glitter bubble mixes (recipes available online)
- Cinder city – junk modelling

Music

- Body percussion (Resource 28)
- Can children come up with their own body percussion

Outdoor

- Sound hunts
- Bug hunt

Other/Notes

Other small group activities:

Circle Time PSED being hungry and feelings, manners.

Cooking Making gingerbread biscuits (shaped like giraffes).

Homework: Ask children to draw and label different objects (have to include sounds covered this week).

Lesson: One Lesson Focus: Nancy the Princess

Chapter 4b: Set 2 (c, g, i, u, e)



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 Ch4b Guidance documents.

Important Note

Please avoid where the /s/ is made by a 'ce' rather than a single 'c', for example 'dance'.

Resources

- Ch 2 to 4b Flashcards
- High frequency words (Ch2 to 4a)
- Puppet Joe
- Nancy the Princess story book
- Resources 1 to 7 (8 is an optional extra)
- Whiteboards and pens or workbooks with resources
- Tablets or smartboard (IWB)
- Pencils

Recap

High Frequency Words: Use high frequency word flashcards to do a quickfire recap of all known HFWs. Focus on words that the children struggle with.

Previous Sounds: Quick recap of previous sounds, focusing on sounds from Ch4b Set 1 (s, th, oo, er, ew, ie, u_e) using flashcards, encourage children to do the associated actions when they see and say the sound.

Introduction

If **Set 1** has been recapped: "Last week we looked at the graphemes (letters) we already know can be used for more than one phoneme (sound) and this week we will start learning about some more."

If **Set 1 NOT** recapped: "This week we will be starting to look at letters (graphemes) that we already know and how sometimes they can make a different sound. Some we already know are s, th, oo, er, ew, ie and u_e" Quickly recap the two sounds each of the letters make (s makes /s/ as in Sam and /z/ as in is, th makes /th/ as in the and /th/ as in with, oo makes /oo/ as in Boo and /u/ as in wood, er makes /ur/ as in herb and er schwa ending as in spider, ew makes /oo/ as in screw and /ue/ as in newt, ie makes /igh/ as in pie and /ee/ as in cookie, u_e makes /ue/ as in mule and /oo/ as in flute). "**Let's meet our first new character**"

- **See:** Show flashcard(s) "Meet Nancy the Princess!" children and Joe wave.
- **Sound:** show the Curly the cat flashcard and recap the sound it makes (c as in cat). Compare the Curly the cat and Nancy the princess cards. "Nancy uses the

same letter as Curly but she makes a different sound" Demonstrate the sound 'c' (Nancy) makes (s as in place, not c for cat).

- **Name:** "Do you remember the name of the letter we use for Curly the cat's letter [see]? We use the same letter name for Nancy as we do for Curly. So its name is 'cee', it makes a 'c' sound like in cat and it sometimes makes a 'sss' sound like in 'Nancy' ". Ask the children to recap "What is the letter's name?" and "What sounds can it make?"
- **Action:** Do the action as you make the sound, you can use puppet Joe to demonstrate the action first (**one hand out to the side and one hand on hip, turn nose up.**) children repeat. "When we see Nancy, we say hello by doing this action" repeat action and sound, children repeat.
- **Best Fit:** Introduce the rule: "If a 'c' is before a 'e', 'i' or 'y' it makes a /s/ sound and if it is before any other letter it makes a /k/ sound".



Whole Group

- **Song:** *Optional* (Teaches the best fit rule) Sing/Listen to the 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**)
- **Phoneme Comparison Story:** First story in book (pages 4 to 11).
- **Compare Phonemes:** s as in Sam the Snake (Ch2 Set 1) and ss as in Jess the Grasshopper (Ch2 Set 7) (**Resources 2 and 3**)
- **Grapheme Comparison Story:** second story in book (pages 12 to 19).
- **Compare Grapheme:** c as in Curly the Cat (Ch2 Set 3) (**Resources 4 and 5**).

Independent Activities

Suggested Set up: Carousel so that each group has a chance to try each activity. Comprehension adult led, other 2 independent.

IWB/tablet

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

Comprehension - Box or Bin

Simplify – Sort the words into the correct place (**Resource 6**)

Expect – Sort the words into the correct place (**Resource 7**)

Extend – Sort the words into the correct columns add 3 of their own words (**Resource 7**)

Whiteboard/book

In pairs, partner A thinks of a word with the soft c sound and draws a picture. Partner B guesses the word. You may wish to have Partner B attempt to write the word they are guessing.

You may wish to have a selection of decodable words from the Ch4b word list available to support them.

Self-differentiated

Plenary

- ★ Praise the children for their achievements this session and address any misconceptions.
- ★ Ask children to share what they have been doing with the full class (one from each group - more if there's time).
- ★ Recap skills by singing the song (optional).
- ★ "What do children think this chapter is about?" (different pronunciations for graphemes we already know)
"Today we met Nancy the Princess and tomorrow we will be meeting Gem the Giraffe [unless consolidation lesson is needed then " Today we met Nancy the Princess and tomorrow we will be doing some more work with her"]

Assessment

Comparing grapheme-phoneme correspondence: c /k/ and /s/ and beginning to use 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.

Further Teaching Points

- Playdough mat (**Resource 8**)

Suggested Story

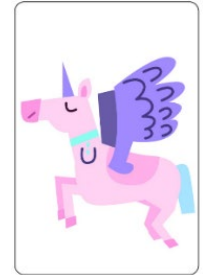
Behaviour Matters (collection) by Sue Graves (2014) [ISBN: 9789123859610]



Phonics Shed

Chapter 4b

Set 2 Resources



Nancy the Princess's song: (to the tune of Peter Rabbit had a Fly upon his Nose)

C_[sea] acts like S_[es] before E_[ee], I_[igh] or Y_[why].

C_[sea] acts like S_[es] before E_[ee], I_[igh] or Y_[why].

C_[sea] acts like S_[es] before E_[ee], I_[igh] or Y_[why].

It doesn't say 'c'_[ck] it says
'ssssss, ssssss, ssssss'



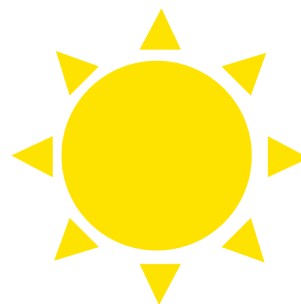


slide



sad

sun



six



glass



grass

dress



chess



pencil



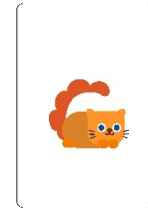
cinnamon

ice

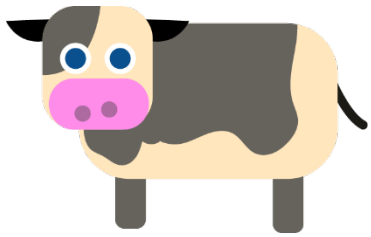


dice

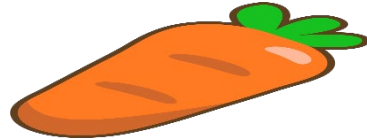




cow



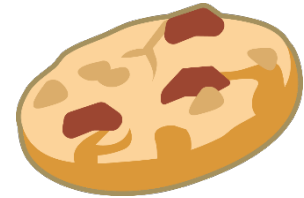
carrot



car



cookie



crab



cake

mice



race



ice



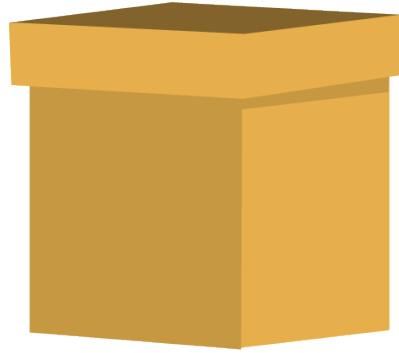
dice



pencil



cinnamon



cow

carrot

car

cookie

crab

cake

mice

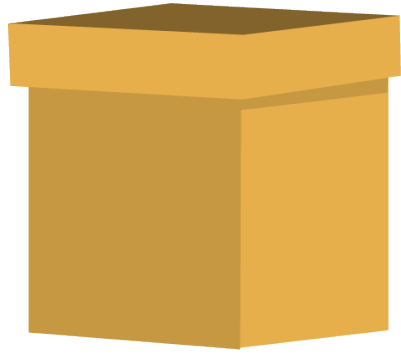
race

pencil

cinnamon

ice

dice



cow

carrot

car

cookie

crab

cake

mice

race

pencil

cinnamon

ice

dice

cork

crayon

exercise

fireplace

Can you make Nancy's necklace out of playdough?

