

Phonics Shed

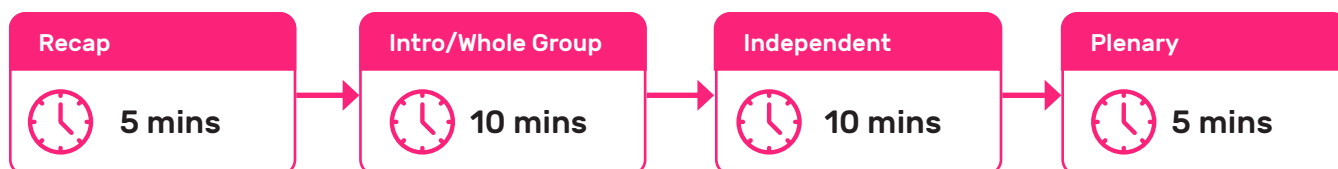
Chapter 4b: Set 2

('c'/s/, 'g'/j/, 'i'/igh/, 'u'/ue/, 'e'/ee/)

Weekly Overview

Resources

- Chapters 2, 3, 4a and 4b flashcards plus High Frequency Words, puppet Joe, large whiteboard or flipchart with pens, SmartBoard (IWB), pencils, Phonics Shed Original Stories, including grapheme comparison stories and Decodable Reading Scheme stories.
 - Note:** Where an Interactive Whiteboard or alternative screen is not available. Please use the flashcards and a whiteboard to demonstrate formation rather than using the formation animations.
- You may wish to laminate and reuse the formation sheets.
- At all appropriate opportunities, please model and reinforce the correct tripod pencil grip.**



Lesson 1 – Nancy the Princess

Recap – HFW, recap Chapter 4b Set 1 sounds.

Intro/Objective – Meet Nancy the princess ('See, Sound, Name, Action, Best Fit.').

Whole Group – Song (optional), phoneme and grapheme comparison stories.

Independent – Sort the words into the correct sound columns.

Resources – Chapters 2 to 4a flashcards plus 'c'/s/, previously taught HFW, puppet Joe, **Nancy the Princess** story book, Phonics Shed Decodable Reading Scheme story **Advice for a Princess, Resources 1-7**, SmartBoard/IWB, highlighters, pencils.

OPTIONAL: Whiteboards and pens.

Lesson 2 – Gem the Giraffe

Recap – Recap 4a sounds, previously taught undecodable HFW from Chapter 2 -4a.

Intro/Objective – Meet Gem the giraffe ('See, Sound, Name, Action, Best Fit.').

Whole Group – Song (optional), phoneme and grapheme comparison stories.

Independent – Write 'g'/j/, 'g'/g/ and 'j'/j/ sentences.

Resources – Chapters 2 to 4a flashcards plus 'c'/s/ and 'g'/j/, previously taught HFW, puppet Joe, **Gem the Giraffe** story book, Phonics Shed Decodable Reading Scheme story **Allergies, Resources 9-11 and 13-15**, SmartBoard/IWB, pencils.

OPTIONAL: Resources 16 and 17, whiteboards and pens.

Lesson 3 – Ivor the Lion

Recap – Quickfire recap of all known HFW.

Sound/action recap by playing 'Joe Says'.

Intro/Objective – Meet Ivor the lion ('See, Sound, Name, Action, Best Fit.').

Whole Group – Phoneme and grapheme comparison stories, teach HFW 'I'm'

Independent – Write words/sentences with multiple 'i/igh/ and 'i/i/ graphemes.

Resources – Chapters 2 to 4a flashcards plus 'c/s/, 'g/j/ and 'i/igh/, previously taught HFW plus 'I'm', puppet Joe, **Ivor the Lion** story book, Phonics Shed Decodable Reading Scheme story **The Diet**, **Resources 18-22**, SmartBoard/IWB, pencils.

OPTIONAL: Resources 23-25, whiteboards, and pens.

Lesson 4 – Music the Unicorn

Recap – Review a mix of Chapter 3 and Chapter 4a sounds, fine motor warm up with playdough.

Intro/Objective – Meet Music the unicorn ('See, Sound, Name, Action, Best Fit.').

Whole Group – Phoneme and grapheme comparison stories.

Independent – Read and highlight multiple /ue/ graphemes.

Resources – Chapters 2 to 4a flashcards plus 'c/s/, 'g/j/, 'i/igh/ and 'u/ue/, previously taught HFW, puppet Joe,

Music the Unicorn story book, Phonics Shed Decodable Reading Scheme story **The Unicorn Parade**, **Resources 29-31, 36 and 37**, SmartBoard/IWB, pencils, playdough.

OPTIONAL: Resources 33-35, whiteboards, and pens.

Lesson 5 – The Meteor

Recap – All previously taught HFW, 4b Set 2 sounds.

Intro/Objective – Meet the meteor ('See, Sound, Name, Action, Best Fit.').

Whole Group – Song (optional), phoneme and grapheme comparison stories.

Independent – Read and highlight multiple /ee/ graphemes.

Resources – Chapters 2 to 4a flashcards plus 'c/s/, 'g/j/, 'igh/igh/, 'u/ue/ and 'e/ee/, previously taught HFW, puppet Joe, **The Meteor** story book, **Resources 40-44**, SmartBoard/IWB, pencils, playdough.

OPTIONAL: Resources, 45-47, whiteboards and pens.

What's next? → Chapter 4b Set 3: 'ea'/e/, 'ow'/oa/, 'or'/ur/, 'ey'/ai/

Continuous/Enhanced Provision Suggestions

Chapter 4a: Set 2 ('c'/s/, 'g'/j/, 'i'/igh/, 'u'/ue/, 'e'/ee/)

Writing

- Practise writing words from this week's HFW

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 prince and 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.

ICT

- Phonics Shed Games
- Use IWB to practise writing formation
- Use voice recorders to say words containing the taught sounds and phrases
- Listen to stories and music

Craft

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

Music

- Body percussion (**Resource 28**)
- Children create their own body percussion

Outdoor

- Sound hunts
- Bug hunt

Other/Notes

Other small group activities: Circle Time: PSED link to what it means to have good manners and why it's important.
Cooking: Making gingerbread biscuits shaped like giraffes.

Homework: Draw and label different objects that have this week's sounds in.

Lesson One: Nancy the Princess

Chapter 4b: Set 2 ('c'/s/, 'g'/j/, 'i'/igh/, 'u'/ue/, 'e'/ee/)

Guidance Materials

Please recap the sounds and actions videos for these GPC yourself before you begin to teach them.

Important Note: It is best to use words where the /s/ sound is made by the letter 'c' as in 'cell'. Avoid words where the /s/ is made by a 'ce' rather than a single 'c', for example 'dance'. Also avoid words where the 'c' makes a different sound as in 'cello', and 'ocean'.

Resources

- Chapters 2 to 4a flashcards plus 'c'/s/, previously taught HFW, puppet Joe, **Nancy the Princess** story book, Phonics Shed Decodable Reading Scheme story **Advice for a Princess**, Resources 1-7, SmartBoard/IWB, highlighters, pencils.
- **OPTIONAL:** Whiteboards and pens

Recap

5 mins



- **High Frequency Words:** Quickfire recap of all known HFW. Focus on words that the children struggle with.
- **Previous Sounds:** Recap of previous sounds, focusing on sounds from Chapter 4b Set 1 ('s'/s/, 'z'/z/, voiced and unvoiced /th/, /oo/, 'oo' hard /u/, 'er' schwa ending /uh/, 'er'/ur/, 'ew'/oo/, 'ew'/ue/, 'ie'/ee/, 'ie'/igh/, 'u_e'/oo/, 'u_e'/ue/. Children to do the associated actions and say the sound.

Introduction

5 mins



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

If Set 1 has not been taught: “This week we will be starting to look at letters that we already know and how sometimes they can make a different sound. Some we already know are:

- ‘s’ makes /s/ as in **s**nake and /z/ as in ba**g**s,
- ‘th’ makes a voiced /th/ as in **th**e and an unvoiced /th/ as in mo**th**,
- ‘oo’ makes /oo/ as in sco**o**p and hard /u/ as in wo**o**d,
- ‘er’ makes /ur/ as in **h**erb and /uh/ schwa ending as in spi**d**er,
- ‘ew’ makes /oo/ as in scre**w** and /ue/ as in new**t**,
- ‘ie’ makes /igh/ as in **pie** and /ee/ as in cook**ie**,
- ‘u_e’ makes /ue/ as in **m**ule and /oo/ as in **fl**ute)

“Let’s meet our first new character.”

- **See** – Show ‘c/s/’ flashcard. “This is Nancy the Princess!” Children and Joe wave.
- **Sound** – Show the Curly the cat flashcard and recap the sound it makes (/k/ as in ‘cat’). Compare the Curly the cat and Nancy the princess cards. “Nancy uses the same letter as Curly the cat, but she makes a different sound.” Demonstrate the sound Nancy makes; /s/ as in ‘princess’, not /k/ for ‘cat’. “Can you say /s/?” Children repeat, correct where necessary.
- **Name** – “Do you remember the name of the letter we use for Curly the cat? Nancy uses the same letter as Curly. Yes, well done it’s a letter ‘See’. **Point to the letter as you say its name.** Sometimes it sounds like a /k/ in words like ‘cat’ and ‘cold’ but sometimes it makes a /s/ sound in words like ‘icy’ and ‘city’”. Ask the children to recap, “What is the letter’s name?” and “What 2 sounds can it make?”
- **Action** – Show children the action or use Joe to show, **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

5 mins



- **Song:** “Nancy has a song to help us remember her sound, let’s listen to it.” Sing/Listen to the song once, then children join in, you may need to talk through the words too. The song will be repeated at least twice (**Resource 1**)
- **Comparison:** Read the following phoneme/grapheme comparison stories. Discuss the similarities and differences between the letters and sounds.
 - **Phoneme Comparison Story:** first story in **Nancy the Princess** book (pages 4 to 11).
 - **Compare Phonemes** – /s/ as in Sam the snake (Chapter 2 Set 1) and ‘ss/s/ as in Jess the grasshopper (Chapter 2 Set 7) (**Resources 2 and 3**)
 - **Grapheme Comparison Story:** second story in **Nancy the Princess** book (pages 12 to 19).
 - **Compare Grapheme** – ‘c’ as in Curly the cat (Chapter 2 Set 3) (**Resources 4 and 5**)

Independent Activities

10 mins



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

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

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

Plenary

5 mins



- ★ "Today we have learned a new sound for the letter 'See'. Tell your partner what today's new sound was."
- ★ Show 'c/s/ flashcard. "What is this sound? What is the letter name? This sound is /s/. Can you say /s/? Children repeat /s/. The letter name is 'See', can you say 'See'?" Correct where necessary.
- ★ Read the Phonics Shed Decodable Reading Scheme story **Advice for a Princess** through once. Read for a second time, this time making a note of the 'c/s/ words in the story. Read the words, adding sound buttons as you read them together.
- ★ **Formation:** Children should be mostly secure with formation at this stage in the scheme. However, if they need practise, remind them of the formation rhyme:

Lowercase 'c' Formation - 'Curl down Curly's tail to her claws.'

Children can practise letter formation in the air or on whiteboards. Whiteboards can be photocopied if you wish to evidence writing in books.
- ★ Praise the children for what they have done well this session and address any misconceptions.
- ★ "Today we met Nancy the princess and tomorrow we will be meeting Gem the giraffe."

Assessment

Grapheme phoneme correspondence for 'c/s/

- To know that 'c' can make a /k/ and /s/ sound.
- To recall the name, sound and action for 'c/s/
- To begin to understand the Best Fit rules.

Please see the Assessment Guidance for more information on what to do if you find children are not secure with the assessment focus in this lesson. If a large group is not secure, please use the consolidation planning for this GPC, if it is a smaller group, please see the guidance for alternative intervention ideas.

Additional Suggestions for Continuous Provision

- **Additional small group activity:**

In pairs, partner A thinks of a 'c/s/ word and draws a picture.
Partner B guesses the word.

Extend: Partner B writes the word they are guessing.

You may wish to have a selection of decodable words from the Chapter 4b word list available to support them.

- Playdough mat (**Resource 8**)
- Make a crown for a princess



Suggested Story

When the Princess Found a Dragon

by G R Chambers and Wina Witaria
(2021) [ISBN: 979-8519222167]

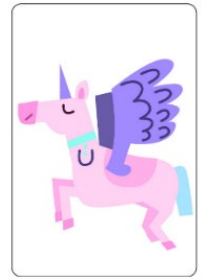
Behaviour Matters (collection)

by Sue Graves (2014)
[ISBN: 978-9123859610]

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' _[/k/] it says
'ssssss, ssssss, ssssss'



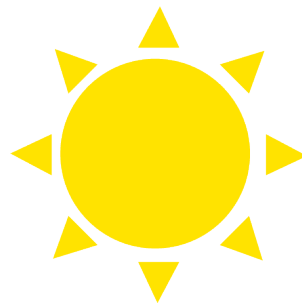


slide



sad

sun



six



glass



grass

dress



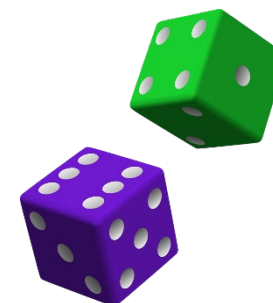
chess



ice



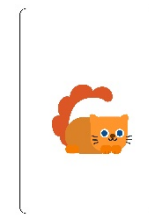
dice



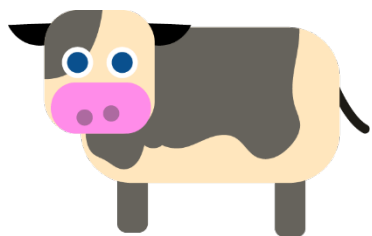
pencil



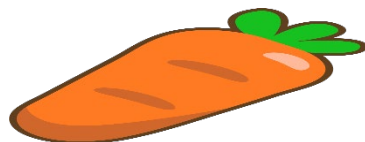
cinnamon



cow



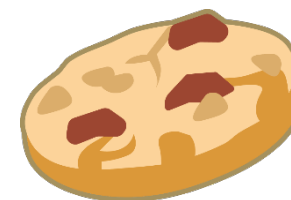
carrot



car



cookie



crab



cake

mice



race



pencil

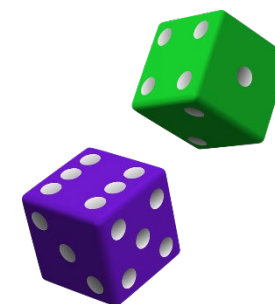


cinnamon

ice



dice





cow

carrot

car

cookie

crab

cake

mice

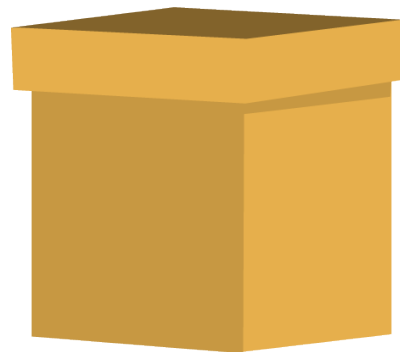
race

pencil

cinnamon

ice

dice



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?**

