

Phonics Shed

Chapter 2: Set 5 (/h/, /b/, /f/, /l/)

Weekly Overview

Important Note

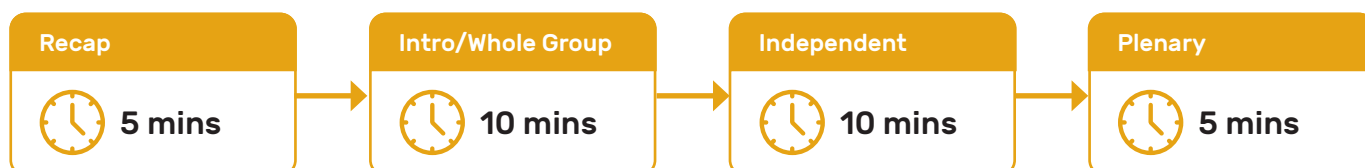
You may wish to include 'ff', 'll' and 'ss' with this Set.

However, we recommend teaching all double letters together as part of Set 8.

Resources

- Ch2 flashcards
- Uppercase flashcards
- High Frequency Words
- Puppet Joe
- Large whiteboard or flipchart with pens
- SmartBoard (IWB)
- Whiteboards and pens/paper and pencils
- Highlighters
- Chapter 2 Set 5 Story Books
- OPTIONAL: Blending and Segmenting visual resources

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.



Lesson 1 – Haz the Hen

Recap: Recap sounds (Silly Sausage game) and Ch1 activity (listening to hidden object).

Intro/Objective: New week, say 'Hey' to Haz the hen ('See, Sound, Name, Action.').

Whole Group: Song, formation animations with rhymes, story, HFW.

Independent (Whiteboard/bookwork): Formation: Using feathers as a quill dipped in paint.

Resources: Haz the Hen story book, Resource 1-4.

OPTIONAL: Resources 5-7.



Lesson 2 – Bumble the Bee

Recap: sounds (Peekaboo) and HFW.

Intro/Objective: Say 'Boo' to Bumble the bee ('See, Sound, Name, Action.').

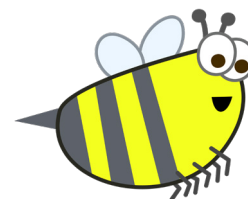
Whole Group: Song, formation animations with rhymes, story, HFW.

Independent (Whiteboard/bookwork): Formation (on vertical surface)

Comprehension: Pictures to word match.

Resources: Bumble the Bee story book, Resources 8 and 12-14.

OPTIONAL: Resources 9-11, 15 and 16-17.



Lesson 3 – Flick the Fly

Recap: Recap sounds and blending and segmenting activity.

Intro/Objective: Say a friendly 'Hello' to Flick the fly ('See, Sound, Name, Action.').

Whole Group: Song, formation animations with rhymes, story, HFW

Independent (Whiteboard/bookwork): Formation.

Comprehension: Yes or no game

Resources: Flick the Fly story book, Resources 18-22, 27.

OPTIONAL: Resources 23-25, 26.



Lesson 4 – Lily the Ladybird

Recap: Recap sounds and HFW.

Intro/Objective: Say 'Lovely to meet you' to Lily the ladybird ('See, Sound, Name, Action.').

Whole Group: Song, formation animations with rhymes, story, HFW.

Independent (Whiteboard/bookwork): Formation.

Comprehension: Story.

Resources: Lily the Ladybird story book, Resources 28, 29, 33-35.

OPTIONAL: Whiteboards and pens or workbooks with Resources 30-32.



Lesson 5 – Consolidation

Recap: Previous Sounds and initial sound matching.

Intro/Objective: What have we covered this week?

Whole Group: Blending and Segmenting real and alien words.

Independent (Whiteboard/bookwork): Practising spellings.

Comprehension: Labelling pictures.

Resources: Set 5 story books, Resources 36-39 and 41-43.

OPTIONAL: Resources 40 and 44.

What's next? → Set 6: /j/, /v/, /w/, /x/

Intervention/Consolidation Suggestions: If the children require further consolidation of Set 5 sounds, try Set 5 consolidation week. Alternatively, see continuous provision plan for additional small group activities.

Double letter resources for 'ff', 'll' and 'ss' can be found in Chapter 2 Set 8.

Guidance Documents: Lesson Sequencing Guidance, Chapter 2 Set 5 training videos, Chapter 2 guidance documents.

Assessment: Please see each lesson plan for the assessment focus for that session. For more information, please refer to the Assessment Guidance and the Phonics Shed Assessment Tracking.

Continuous/Enhanced Provision Suggestions

Chapter 2: Set 5 (/h/, /b/, /f/, /l/)

Writing

- Make a card to go with a present/writing gift tag (Flick)
- Letter formation sheets

Water

- Leaves/lily pads in the water (Lily) (write numbers/ letters on for activities)

Reading

- Book List
- Non-fiction texts about flying
- Find the object books (e.g., Where's Wally?)
- High Frequency Word Bingo (**Resource 28**)

ICT

- [Phonics Shed games](#)
- [Flight of the Bumblebee \(pianist\)](#)
- [Flight of the Bumblebee \(dance cartoon\)](#)
- [Number bonds within 5](#)

Numeracy

- Positional Language (Haz)
- Colour Mixing Addition (Bumble) (**Resource 15**)
- Stripy repeating patterns (Bumble) (**Resource 16**)
- Subtraction questions within 5 (Flick) (**Resource 27**)

Craft

- Create an egg carrier/protector (Haz)
- Make a Bumble model (**Resource 17**)
- Design wrapping paper for Flick's presents
- Leaf prints (Lily) [links to outdoor]
- Make a flower (Flick) (**Resource 26**)

Small World

- Flower garden (Flick/Lily)
- Farm (Haz)
- Airport

Music

- Character song sheets in the area
- Flight of the Bumblebee by Nikolai Rimsky - Korsakov (listen and appraise/create art from listening) (Bumble)
- Flight of the Bumblebee videos (ICT)

Construction

- Build a hen house (Haz)
- Build something with wings

Role Play

- Gift shop (Flick) (link to numeracy with money)
- Garden centre/florist (Flick/Lily)

Outdoor

- Play hide and hunt outside (Haz)
- Hide HFW/flashcards for children to hunt for (Haz)
- Balancing activities outside (Bumble) (PD session)
- Leaf rubbing (Lily)

Sand

- Seeds in tray to scoop, pour, plant in mud/sand, sieve etc (Flick)
- Fake flowers to plant

Other/Notes

Other small group activities: Circle Time How can we be kind like Flick - what else could we do for our friends? Discussion of times we have felt lonely.

Homework: Nature walk (**Resource 44**), formation practise sheets.

Phonics Shed

Lesson One: Haz the Hen

Chapter 2: Set 5 (/h/, /b/, /f/, /l/)



Guidance Materials

Please recap the sound and action video for this GPC yourself before you begin to teach it.

Important Note

Avoid using digraphs/trigraphs containing 'h', such as 'th', 'ch' and 'igh'. These are covered later in the scheme. 'The' is a Chapter 2 special word so can be included.

Resources

- Ch2 flashcards
- Uppercase flashcards (Set 1 to 4 and /h/)
- High Frequency Word cards (Set 1 to 4, 'had' and 'him')
- Puppet Joe
- Haz the Hen story book
- Resource 1 and whiteboards and pens or workbooks with Resources 2-4
- SmartBoard (IWB)
- Pencils
- Highlighters
- Several percussion instruments (e.g., drum, maracas, finger cymbals, rainmaker).
- OPTIONAL: Resources 5-7

Recap

5 mins



Recap Previous Sounds: Cycle through all known sounds (Set 1 to 4). Play 'Silly Sausage' game. "Now we are going to play the silly sausage game! I'm going to show you a card and say a sound, name or character. If I say the right one, do the matching action and copy what I say; if I say the wrong one give me a thumbs down and say, 'silly sausage!'". Cycle through the cards making suggestions and the children to respond appropriately.

Listening Activity: Look at a selection of percussion instruments with the children (go through their names), then put them all in a bag/box so that the children can't see them. Pick one and make a sound with it. Can the children guess which instrument it is? Repeat.

Introduction

5 mins



Hide the Haz the hen flashcard (character side facing out) somewhere where the children can spot it (and you can easily reach it!)

"I wonder who our new 'Phonics Shed' character is going to be today? She is hiding at the moment, let's see if we can find her" Have the children look around to spot the flashcard before introducing.

- **See:** Show lowercase flashcard. "This is Haz the hen – say 'Hey' to Haz!" Children and Joe wave and say 'Hey' to Haz.
- **Sound:** Demonstrate the sound 'h' makes (ensure you breathe the /h/-/h/-/h/, NOT 'huh', it is unvoiced). Run Joe's hand or your finger down and over Haz's body to demonstrate formation.
- **Name:** "This is an 'aych'. Its name is 'aych' and its sound is /h/, /h/, /h/." Ask the children 'What's the letter's name?' and "What sound does it make?"
- **Action:** "Haz loves to hide. She also loves to hunt for friends; look how she covers her eyes when she is counting before going to hunt!" Either show children the action or use Joe to show. (Hiding eyes with hands) "Can you cover your eyes like Haz?" Children repeat. "When we see Haz, this is what we do to let her know we want to play hide and hunt!"
- **Uppercase:** Show uppercase flashcard, "Now, this is where Haz loves to hide, her hen house. It makes the same sound as Haz (/h/) and has the same letter name (aych), but it is a capital letter, it is bigger. We use a capital at the start of names, places and sentences."



Whole Group

5 mins



- **Song:** 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**)
- **Formation:**
Lowercase Formation Animation with Rhyme – **From the top of her head to her toes, then up and over her body to her tail.** Encourage children to write in the sky, saying the rhyme as they sky write.
Uppercase Formation Animation with Rhyme –
- **Down both sides of the hen house and over the door.** Encourage children to write in the sky again, saying the rhyme as they sky write with their fingers.
- **Story:** Share Haz the Hen's story and ask comprehension questions.
- **HFW:** Introduce 'had' and 'him', sound them out and use in a sentence. Remind children why we are learning High Frequency Words and that we are trying to know them without sounding them out.

Independent Activities

10 mins



Whiteboard/book work:

Suggestion: feathers dipped in ink/water colour paint (like a quill) to practise formation.
Simplify – straight lines and bounces with formation (**Resource 2**).
Expect – guided 'h' formation and HFW (**Resource 3**).
Extend – guided 'h' formation and words (**Resource 4**).

Plenary

5 mins



- ★ Praise the children for their achievements this session and address any misconceptions.
- ★ Sing the Haz song (Resource 1) and add actions to it (e.g., letter action for /h/ sounds).
- ★ "Today we met Haz the hen and tomorrow we will be meeting Bumble the bee."

Assessment

Grapheme Phoneme Correspondence – 'h' /h/ and 'H' /h/

- To know that 'h' and 'H' make the same sound; /h/

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

- Play 'hide and hunt' outside
- Hide HFW/flashcards for children to hunt for
- Create an egg carrier/protect an egg challenge
- Using positional language to describe where things are.
- **Comprehension:**
Simplify – Highlighting 'h' in a sentence (**Resource 5**).
Expect – Highlighting 'h' in a short story (**Resource 6**).
Extend – Highlighting 'h' in a story (**Resource 7**).

Suggested Story

Traditional tale: **The Little Red Hen**

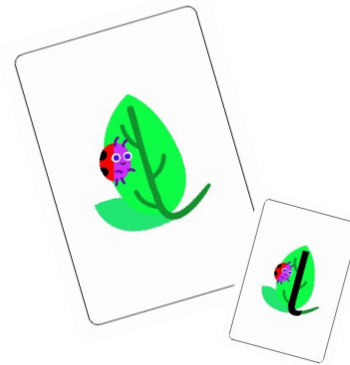
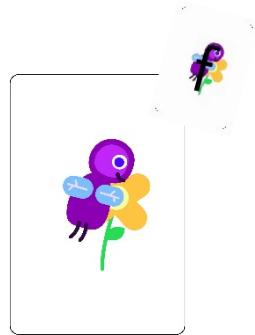
Why not try: **The Little Red Hen**, A Deliciously Funny Flap Book by Jonathan Allen (2003)
[ISBN: 978-0552548120]



Phonics Shed

Chapter 2

Set 5 Resources

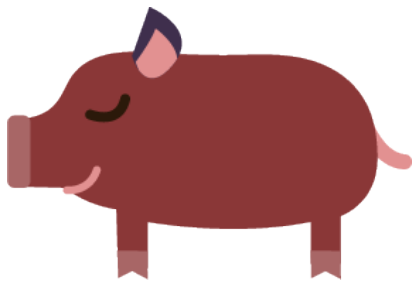


Haz the hen's song: (to the tune of If You're Happy and You Know it)

If you're hiding from the hog in hide
and hunt [cover eyes and /h/ /h/]

If you're hiding from the hog in
hide and hunt [cover eyes and /h/ /h/]

If you're hiding with Haz the hen,
help the hog out again.



If you're hiding from the hog,
Hum, hum, hum. [cover eyes and /h/ /h/]

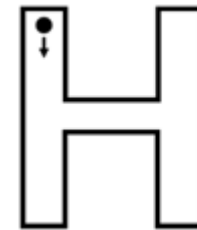
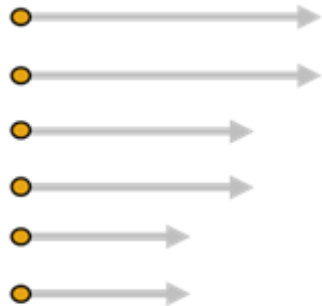
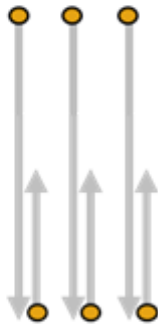


Help Haz play her game.

Follow the lines to show
Haz how the balls bounce.



start at the dots ●



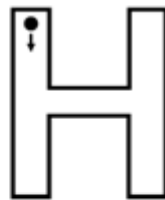
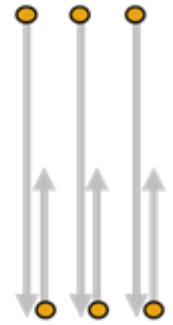


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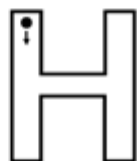
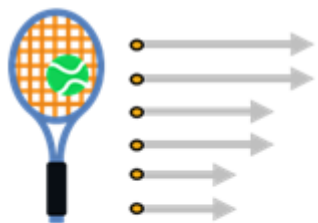
Help Haz play her game.



Follow the lines to show Haz how the balls bounce.



start at the dots ●



had



him



hen



hat



hot



hunt



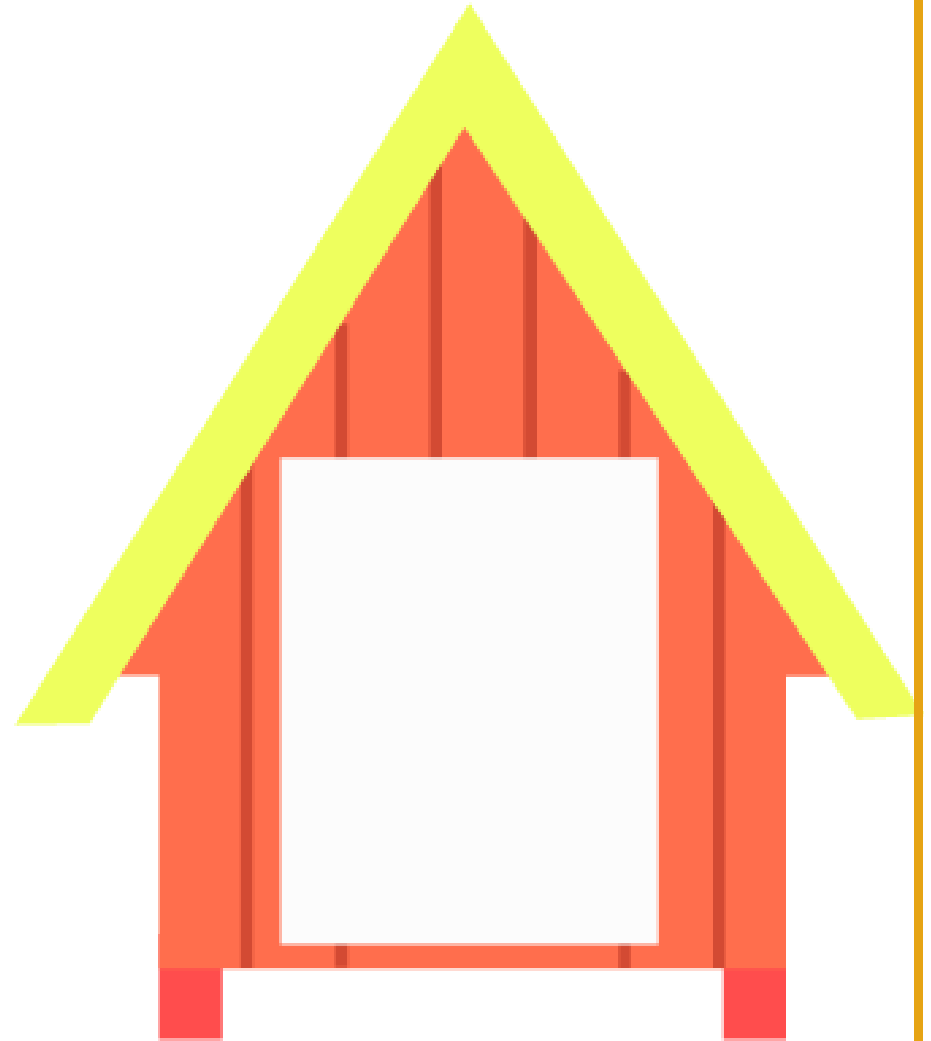
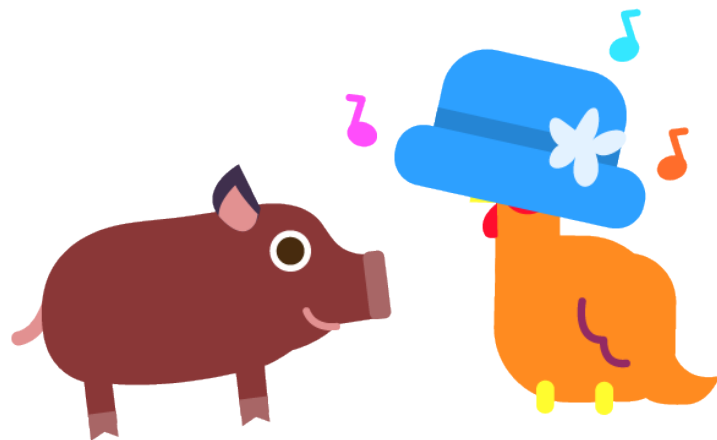
Find and highlight the 'H's and 'h's in the Haz the hen story.
Every time you find one, can you write it in the hen house?

Haz is a happy hen.

Haz is playing hide and hunt.

A hog is hunting.

The hog finds her under a hat.



Find and highlight the 'H's and 'h's in the Haz the hen story.
Every time you find one, can you write it in the hen house?

Haz is a happy hen.

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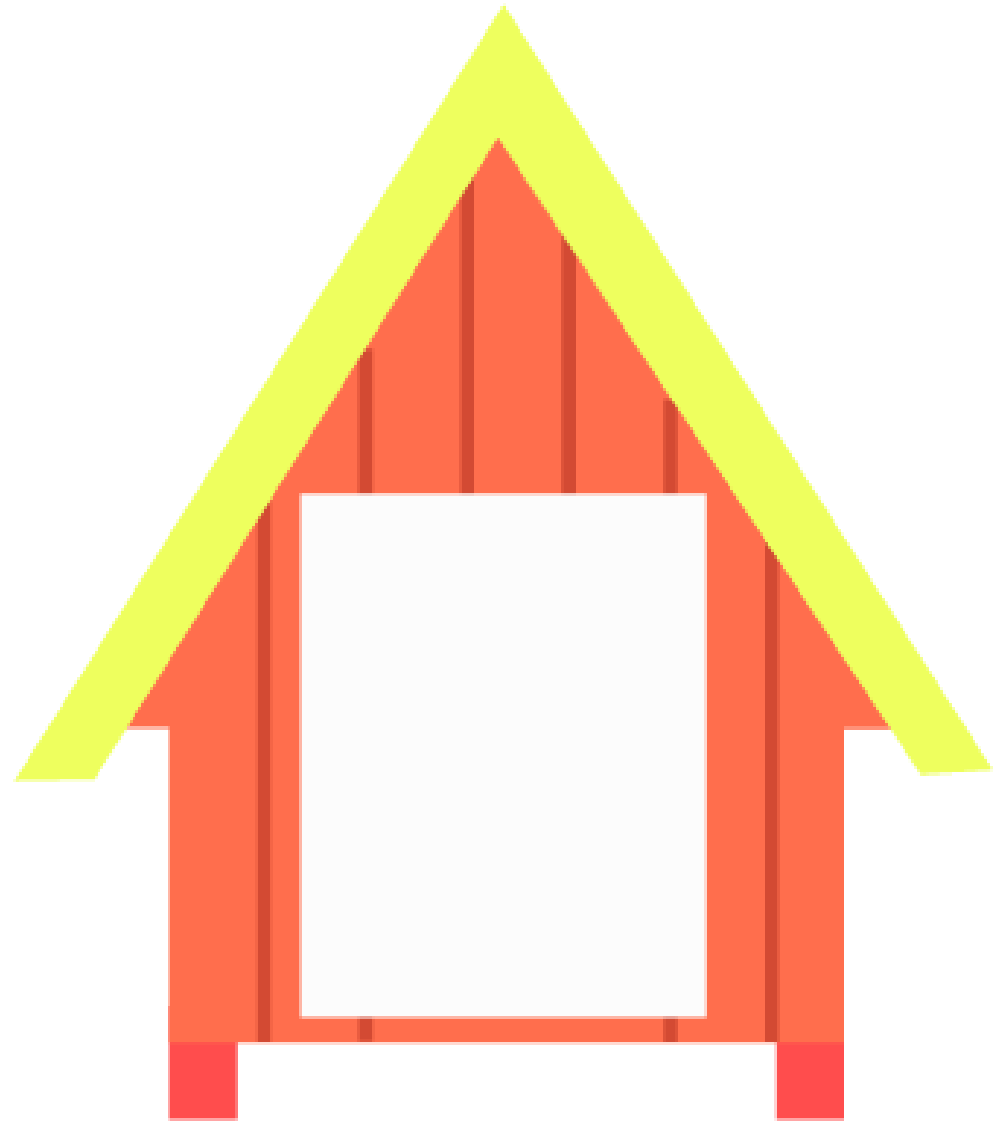
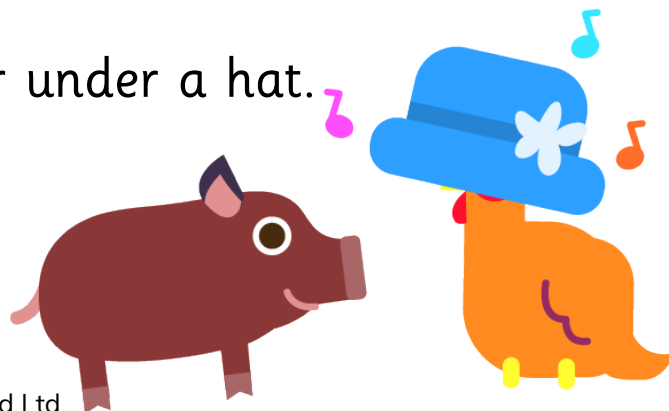
A hog is hunting.

Haz is hiding in her hen house.

If Haz hums, the hog will hear her hum.

Haz helps the hog.

The hog finds her under a hat.



Find and highlight the 'H's and 'h's in the Haz the hen story.
Every time you find one, can you write it in the hen house?

Haz is a happy hen. Haz has a lot of fun playing alongside her friends.

Today, Haz is playing hide and hunt. A hog is hunting.
Haz is hiding from him, here in her hen house.

How will the hog find her? He hunts in a haystack.
Haz is not hiding in a haystack.

He hurries over to Haz's hen house and pokes his head inside.
It is dark, and he still cannot find her. "Can you help me?" he asks.
How can Haz help him?

By humming of course. If Haz hums, hog will hear her humming
and he can find her. How very helpful.

The hog follows her humming and, under a huge hat, he finds her.
"A ha, here you are," he says proudly.

Now it is Haz's turn to hunt. The hog happily hurries off to hide.
Hiding and hunting makes hogs and hens happy.

