

Phonics and Spelling

Friday 3rd April 2020

Remember we
blend to read and *segment* to write

c + a + t =





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Revisit:

Let's master these
Year 2 common words!



Look at the *shape* or *outline* of the words. Are there *ascenders* or *descenders* in the words?

NOW: Read, write, cover then check. Get your parent or carer to give you a little quiz :)

bath

hour

move

prove

improve

sure

Teach Our phoneme today is:

/air/

air	are	ear	ere
fairness	care, careful	polar bear	there
unfairly	dare, dared	tears	where
staircase	spare	wearer	whereas
disrepair	barely	wearing	whereby
repairman	rarely	wearable	wherever
chairlift	square	bearable	somewhere
hairiness	compare	unbearable	wherefore
hairless	fanfare	swimwear	wherewithal
airsickness	prepare	sportswear	whereabouts
million <u>aire</u>	unaware	bugbear	thereupon

The sound /air/ is represented by several graphemes such as 'air', 'are', 'ear' and 'ere'.

These spelling codes can be rather tricky, it needs lots of practise to recall which words are spelt with which graphemes.

Spend time to learn the meanings of these words and how to associate this group of words together, for example through their use in a silly story.

Practise:

Use your *phonics fingers* to sound out the words and then blend to read them.

E.g.

th ere

air	are	ear	ere
fairness	care, careful	polar bear	there
unfairly	dare, dared	tears	where
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Apply:

Read through the words and create a story to help you remember the /air/ phoneme.

air

are

ear

ere

downstair^s fair hair
where beware flares
unbearable there care

Clair Piere shared despair glare
wearing nowhere stared bear pair
flared repaired chairs bearer of...
hairy bared its teeth spared mare
dare fared tears aware declared

Draw the main characters in action and label:

Say the sound /air/. Say the words whilst finger-tracking underneath. Make up a story and draw a picture. Write some or all of the story.