

Daily Phonics Warm-Up

Five minutes a day, out loud, before the phonics sheet

Strong readers can hear and move the sounds inside a word: join /f/ /r/ /o/ /g/ into frog, break ship into /sh/ /i/ /p/, change the /t/ in tip to /d/ to make dip. These five quick games practise that each day with the week's spelling words, so the sounds your child hears are the ones they read and spell that week.

How to play

- 1 Each week has one page with five games, one for each day. Read the game's "Say" line, then the six items.
- 2 A letter between slashes is a sound, not a letter name: /s/ is the hiss of a snake. A line over a vowel means it says its name: /ā/ in cake.
- 3 Keep stop sounds short: /t/, not "tuh". Give your child a moment to think; if they miss one, say it with them and go on.
- 4 The answers are in grey. On Day 5 your child says the sounds, then the letters for each one: that is spelling out loud before spelling on paper.

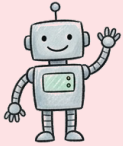
The five games

Day 1	Blend it: you say the sounds, your child says the word
Day 2	Break it apart: your child says each sound
Day 3	Change a sound to make a new word
Day 4	Add a sound, or take one away
Day 5	Spell it out: the sounds, then the letters
Weeks 14, 32, 34	word parts instead: two-part words, adding -ing and -ed, compound words

Week 1 Phonics Warm-Up

September • This week: ff, ll, ss, zz • Read it aloud, one game a day

Day 1



Blend It

Say: I will say the sounds. You say the word.

Move: Robot arms: chop the air for each sound, then sweep your arm to say the word.

- | | | | |
|----------------|------|----------------|------|
| 1. /m/ /e/ /s/ | mess | 2. /h/ /i/ /l/ | hill |
| 3. /f/ /i/ /l/ | fill | 4. /k/ /i/ /s/ | kiss |
| 5. /b/ /u/ /z/ | buzz | 6. /b/ /e/ /l/ | bell |

Day 2



Break It Apart

Say: I will say a word. You say each sound and hold up a finger for it.

Move: Hold up one finger for each sound, then count the fingers.

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|----------------------------|----------------------------|
| 1. mess /m/ /e/ /s/ | 2. fill /f/ /i/ /l/ |
| 3. doll /d/ /o/ /l/ | 4. buzz /b/ /u/ /z/ |
| 5. hill /h/ /i/ /l/ | 6. kiss /k/ /i/ /s/ |

Day 3



Change a Sound

Say: "Say doll. Now change /l/ to /t/. What word is it?" Do the same with each one.

Move: Wave the wand when the sound changes.

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|----------------------------|------|----------------------------|------|
| 1. doll , /l/ → /t/ | dot | 2. bell , /b/ → /y/ | yell |
| 3. mess , /m/ → /y/ | yes | 4. fill , /l/ → /t/ | fit |
| 5. kiss , /s/ → /k/ | kick | 6. puff , /f/ → /p/ | pup |

Day 4



Add or Take Away

Say: "Say am. Now add /h/ at the start. What word is it?" Do the same with each one.

Move: Bring a new sound out from behind your back, or hide one there.

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|-------------------------------|------|--------------------------------|-----|
| 1. am , add /h/ first | ham | 2. hat , take away /h/ | at |
| 3. pin , add /k/ last | pink | 4. man , take away /m/ | an |
| 5. sick , add /s/ last | six | 6. sink , take away /s/ | ink |

Day 5



Spell It Out

Say: I will say a word. Say its sounds, then tell me the letters for each sound.

Move: Tap a finger on the table for each sound, then write the letters in the air.

- | | |
|-------------------------------|----------------------------|
| 1. puff /p/ /u/ /f/ | 2. doll /d/ /o/ /l/ |
| 3. bell /b/ /e/ /l/ | 4. hill /h/ /i/ /l/ |
| 5. fox /f/ /o/ /k/ /s/ | 6. up /u/ /p/ |