

# Phonics Screening Check Survival: Week 7 Session 3

<p><b>Preparation</b></p>	<p><b>Print out:</b> <a href="#">Alien Dabbers</a> sheet, <a href="#">‘au’ Poster</a> and <a href="#">Snakes and Ladders</a> board, and <a href="#">Word Hunt</a> cards.</p> <p><b>Trim:</b> <a href="#">Word Hunt</a> cards.</p> <p><b>Resources:</b> Bingo dabber pens or felt tips, four lolly sticks, ten pegs, dice and counters.</p> <p><b>Prepare:</b> Write ‘au’ on four of the lolly sticks. Write each of the following sounds on a peg: p, l, n, ch, h, t, s, d, i and z.</p>
<p><b>Warm-Up</b></p>	<p><b>Alien Dabbers</b></p> <p>Give each child a copy of the <a href="#">Alien Dabbers</a> sheet and a bingo dabber pen or felt tip. Ask the children to read the 15 Phase 5 words on the sheet. They use the bingo dabber or felt tip to show if the word is real or nonsense. Model sound talking and blending the first word for the children. Discuss whether the word is a real word or a nonsense word. If it is a real word, dab or colour the human face. If it is a nonsense word, dab or colour the alien beneath the word. Challenge the children to complete the rest of the words on the page independently and speedily. Ensure they sound and blend each word aloud to enable you to assess their abilities.</p> <p><i>Can the child speedily and accurately decode real and nonsense Phase 5 words?</i></p>
<p><b>Input</b></p>	<p><b>All About au</b></p> <p>Use the <a href="#">‘au’ Poster</a> to introduce the sound. Remind the children that ‘au’ is a digraph, explaining that the two letters work together to make one sound. Model saying the ‘au’ sound aloud. Ensure your pronunciation is clear and it is a pure sound. Ask the children to repeat the sound back to you until you are happy they are confident and clear in their sound production.</p> <p>Give each child an ‘au’ lolly stick and lay the sound pegs out across the table. Model selecting and adding one, two or three pegs to the ‘au’ lolly sticks to create a word, such as: l-au-n-ch. Sound the talk and blend the word aloud to see if you have created a real or nonsense word. Allow lots of time for children to explore different combinations, sounding and blending each created word aloud.</p> <p><i>Is the child able to build and read words using ‘au’?</i></p>
<p><b>Apply</b></p>	<p><b>Snakes and Ladders</b></p> <p>Pair up children or work with the child to play the <a href="#">Snake and Ladders</a> game. Move through the board game reading each ‘au’ word landed upon. If the word is read correctly, the player can remain on that space. If the word is read incorrectly, they must go back to the previous square. The aim of the game is to finish first. Remember: if the player lands on a ladder, they can move up. If they land on a snake, it takes them back down.</p> <p><i>Can the child accurately and speedily read words containing ‘au’?</i></p>
<p><b>Assess and Review</b></p>	<p><b>Word Hunt</b></p> <p>Ensure the <a href="#">Word Hunt</a> cards are hidden. Explain to the children that they need to find 15 words hidden around their learning environment. Challenge them to find and read the ‘au’ words as quickly as possible. Ensure they sound and blend each word aloud to enable you to assess their abilities. Recap any words that the children found difficult.</p> <p><i>Can the child speedily and accurately read real and nonsense words containing ‘au’?</i></p>