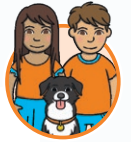




Growing Interactive Phonics Display

Explorasaurus Activity

This week's focus graphemes: g, o, c, k



Suggested Resources and Set-Up

For further information, please refer to the

An interactive phonics display area or large tray, containing:

- Containers (pots, tubs, baskets or small trays) labelled with today's focus graphemes for sorting items into
- Wide range of items and pictures collected from your previous explorasaurus activities, beginning with this week's focus and previously taught graphemes
- Small tray or plate of sand, eco-friendly glitter, foam or other tactile substance
- [Explorasaurus Prompt Card for 'g', 'o', 'c', 'k'](#) folded in half and displayed by the activity
- [A4 Mnemonic Posters](#) for this week's focus and previously taught graphemes

Phonics Objective: To practise hearing the sounds 's', 'a', 't', 'p', 'i', 'n', 'm', 'd', 'g', 'o', 'c', 'k' and sort by initial sound.

- 'Can you be an explorasaurus and sort some of these things by their initial sound?'
- 'What sound does ... (e.g. cat) begin with?'
- 'What is the initial sound of... (e.g. orange)?'
- 'Can you find something beginning with...?'
- 'Can you find two things that can go in each pot?'
- 'Who can remember the action and song for...?'
- 'Can you practise forming a ... in the sand?'
- 'Can you find each sound from this week on the sound mat or displays in the classroom?'

To ensure the safety of the children in your setting, it is your responsibility to assess whether adult supervision or other appropriate safety measures are required when carrying out any of these activities.



Kit and Sam Got...

Supports teaching:

Twinkl Phonics Level 2 Week 3

g, o, c, k



Kit and Sam Got...



A 'Let's Read Together!' Book

3



Kit got Cam.
● ● ● ● ● ● ● ●

4



Sam got a pig.
● ● ● ● ● ● ● ●

1



Kit got a man.

••• ••• • •••

6



Sam got a top.

••• ••• ••••

5



Kit got a cap.

••• ••• • •••

2



Sam got a cat.

••• ••• ••••



Kit and Sam Got...

Supports teaching:

Twinkl Phonics Level 2 Week 3

g, o, c, k



Kit and Sam Got...



A 'Let's Write Together!' Book

3



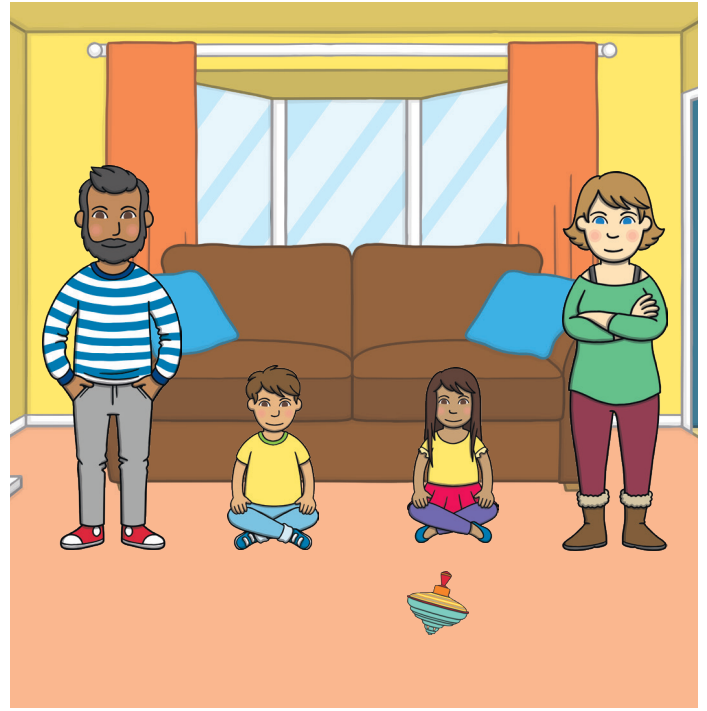
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1



6



5



2





Shared Reading

Kit and Sam's Birthday



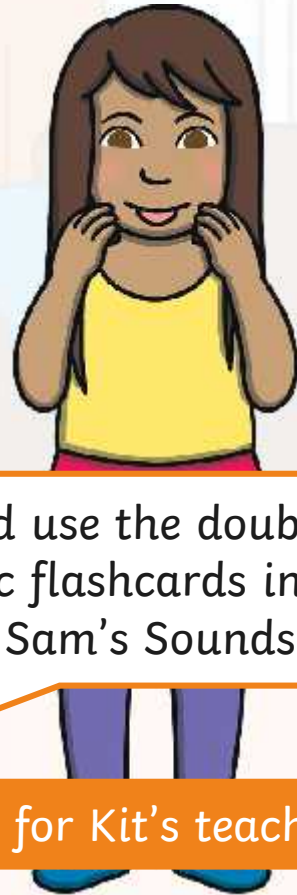
X
You could get active today and play the Pancakes game instead of the PowerPoint to cover the same objectives.



Click us for Physically Active Phonics tips!



Let's practise Sam's Sounds!



You could use the double-sided mnemonic flashcards instead to practise Sam's Sounds today.



Click me for Kit's teaching tips!



Hear it, Find it

Listen to the sounds you have learnt this week. Find it on the board and draw a circle around it.

It's really helpful for the children to be able to see your mouth when you are saying the sounds. You can repeat any sounds that they are struggling with to help them be secure with this week's 4 GPCs.



Click me for Kit's teaching tips!

Hear it, Find it

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	c 	k 	ck 	e 
u 	r 	h 	b 	f 	l 	ff 
ll 	ss 	s 				



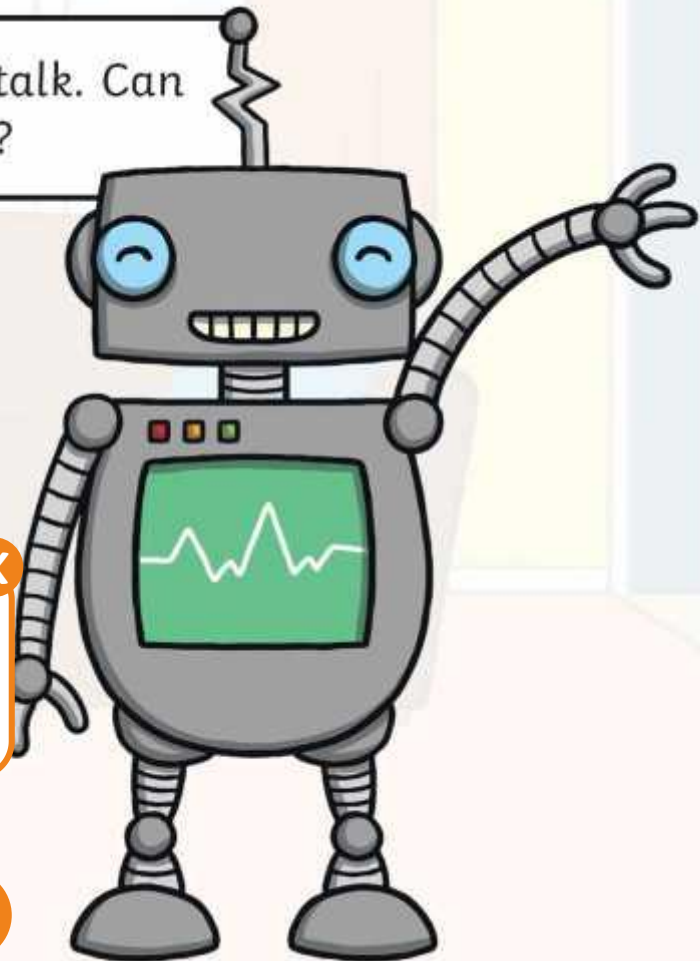
Guess My Word

Listen to Robot Rick say things in robot talk. Can you guess the word he is saying?

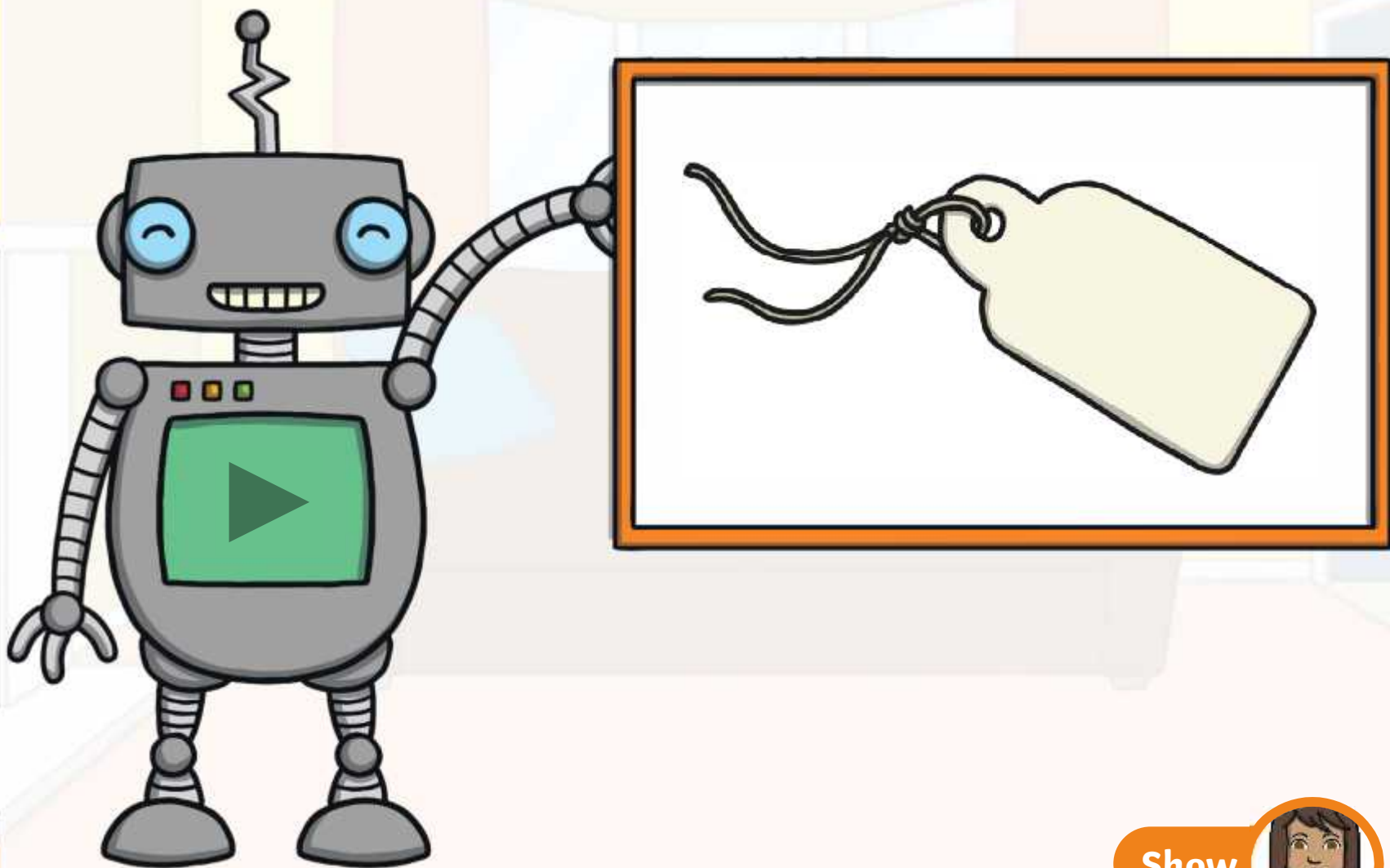
You could do a warm-up here with the



Click me for Kit's teaching tips!



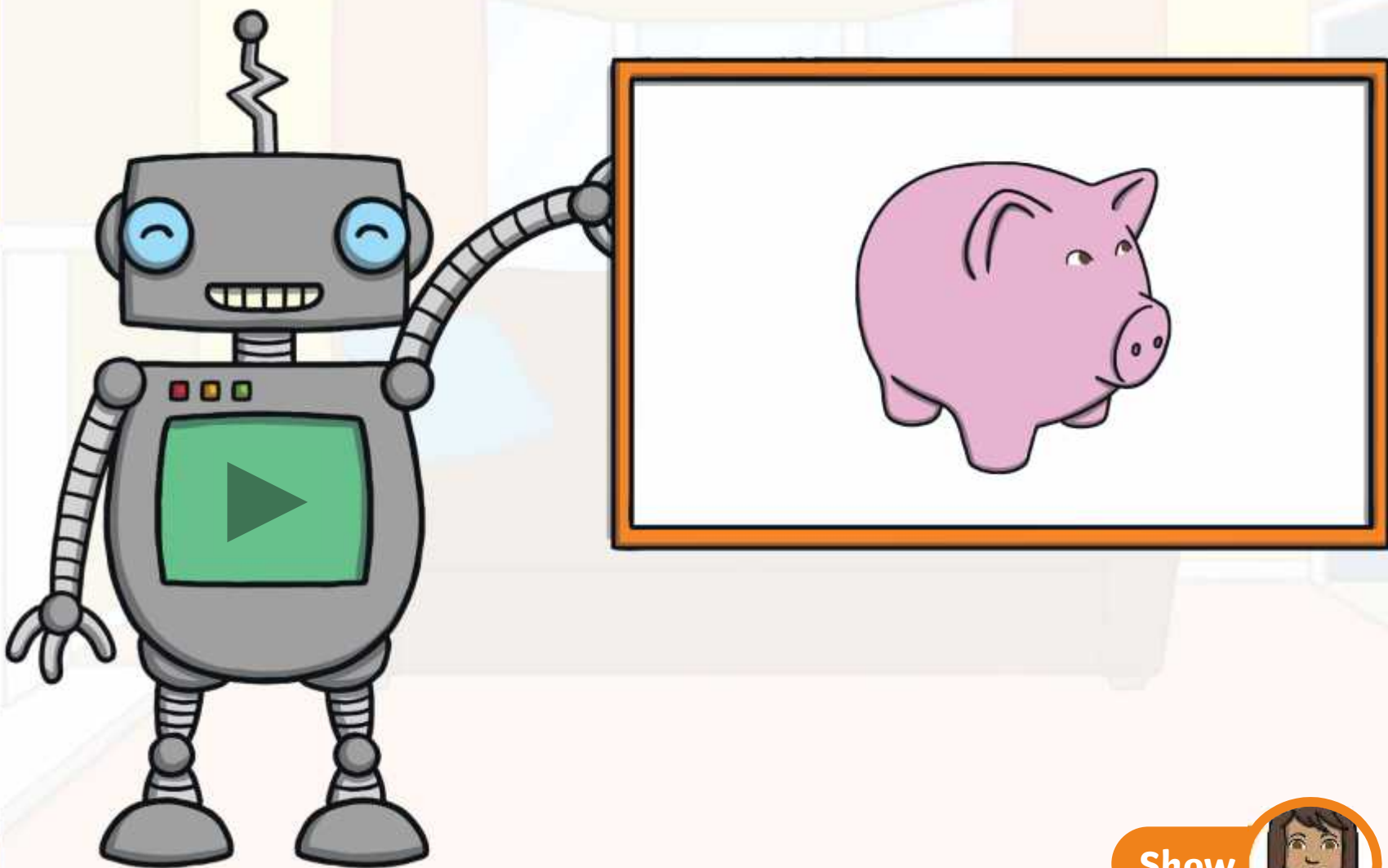
Teach



Show



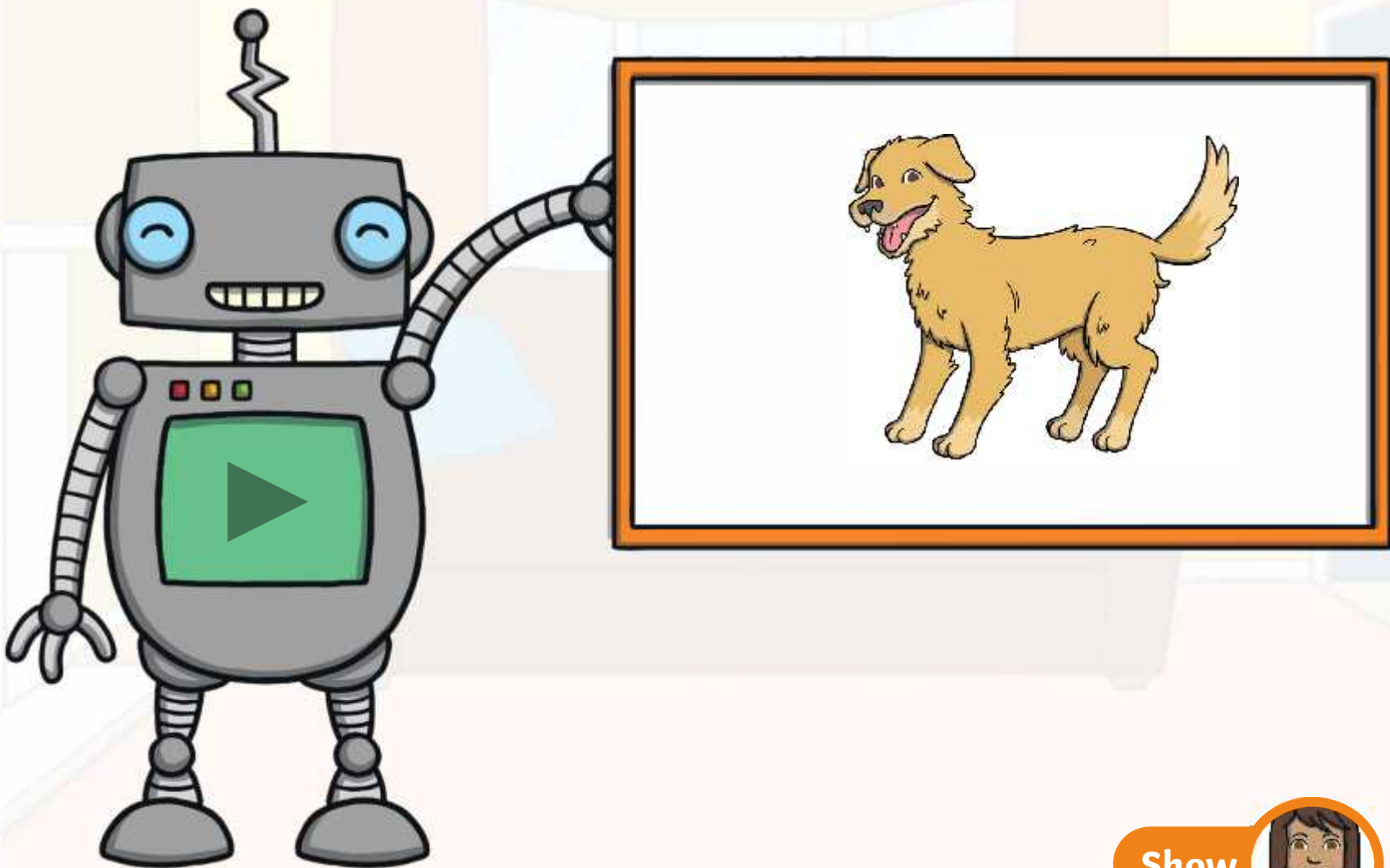
Teach



Show



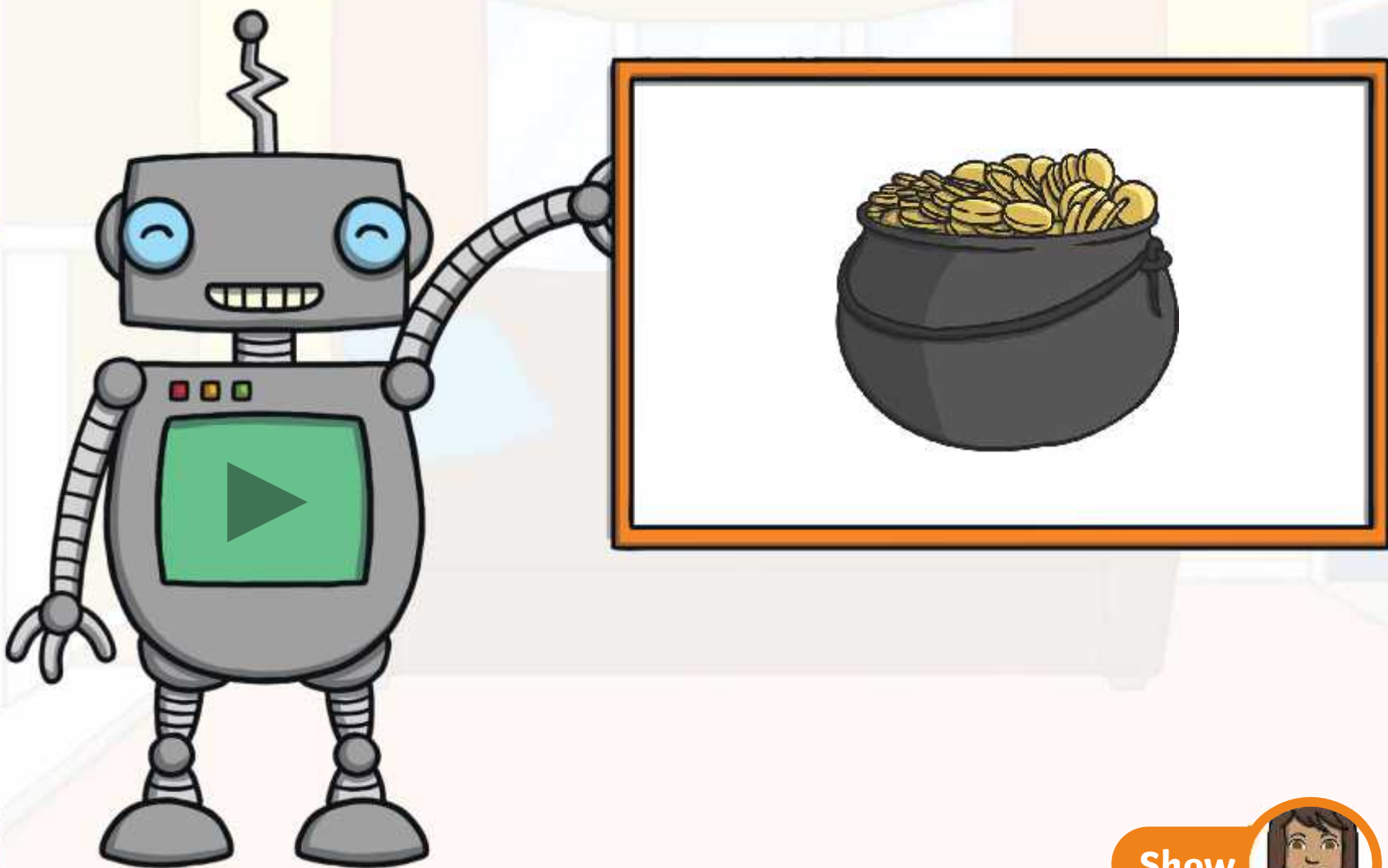
Teach



Show



Teach



Show



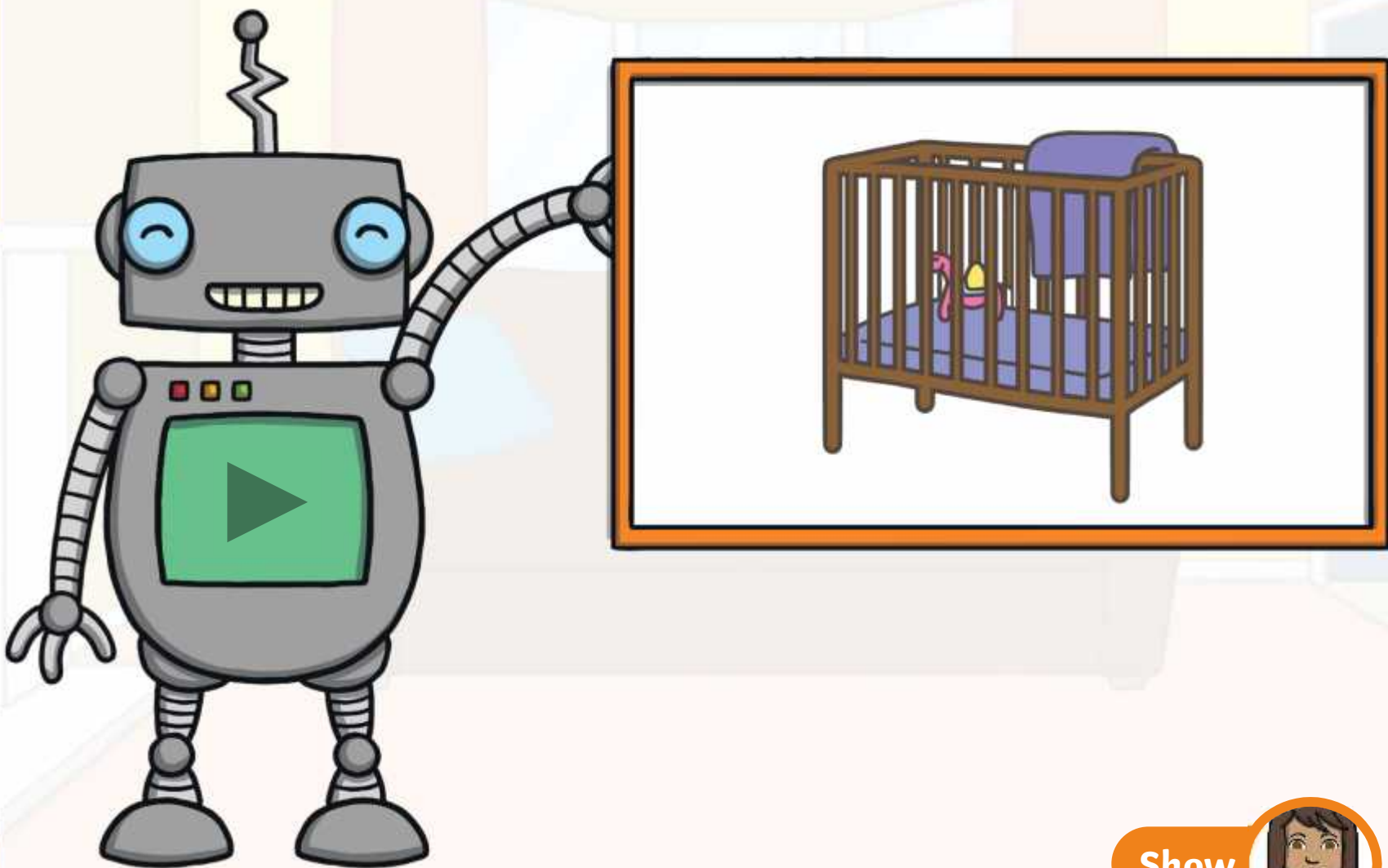
Teach

and

Show



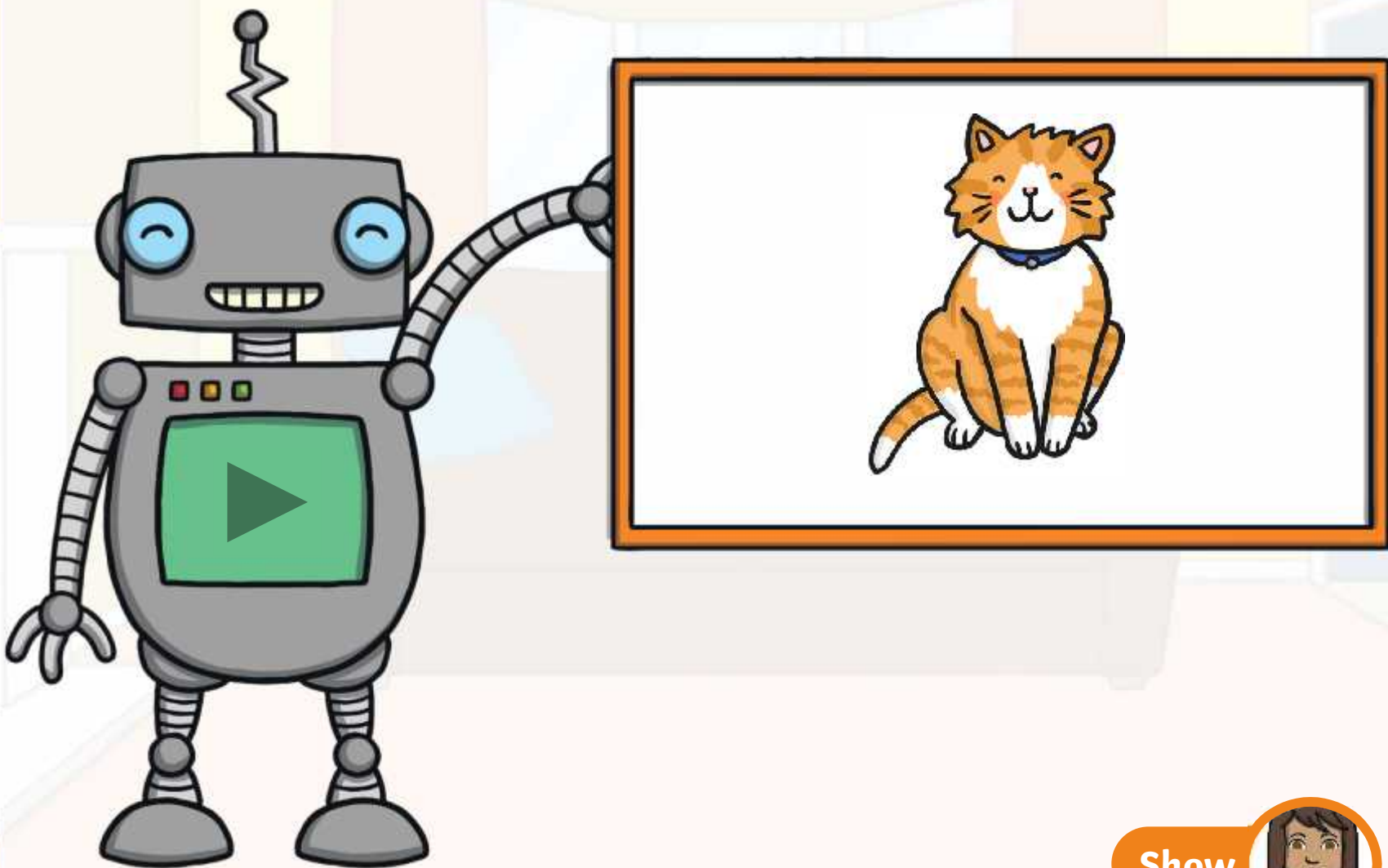
Teach



Show



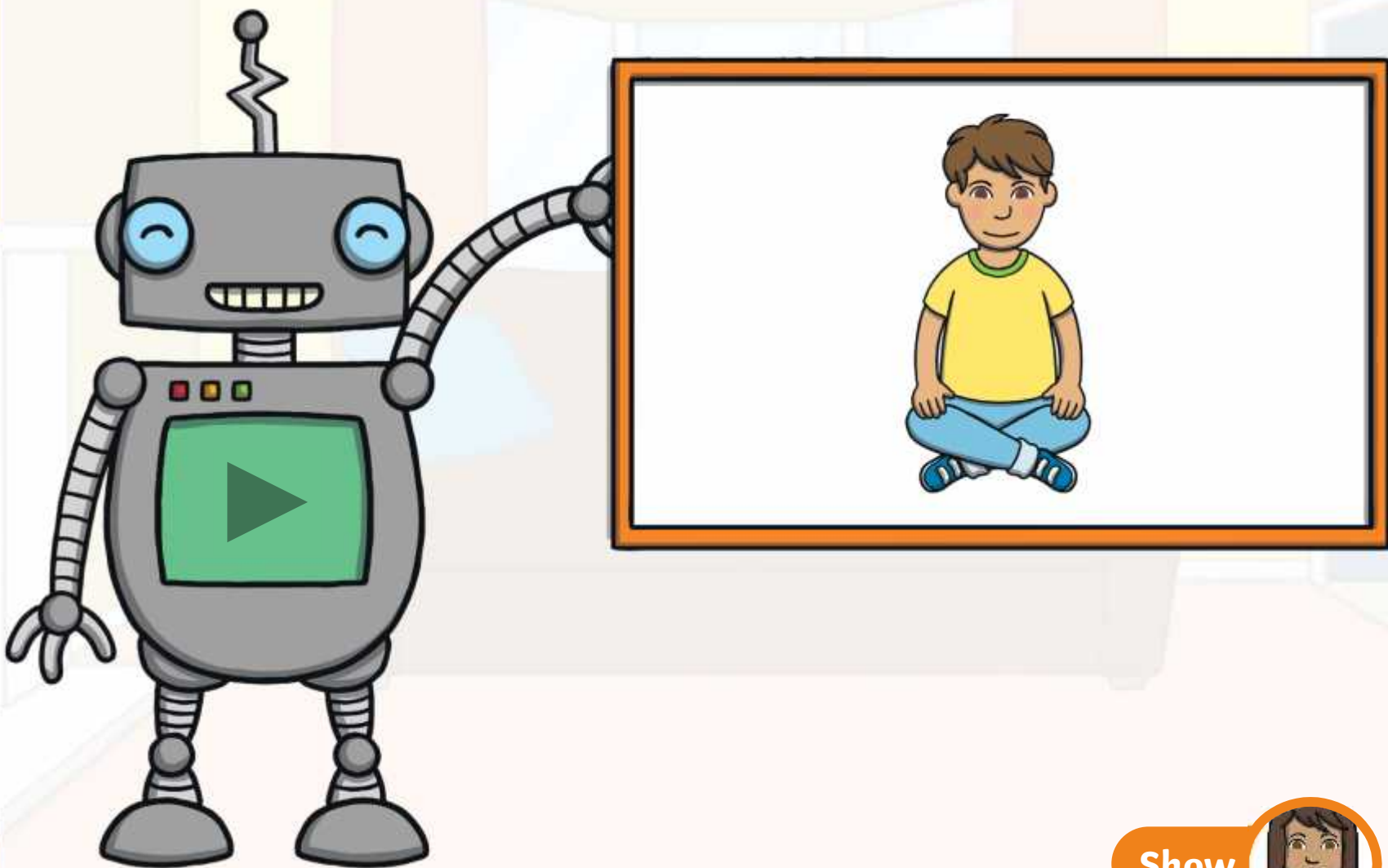
Teach



Show



Teach



Show





It was Kit and Sam's birthday. In the sitting room, there was a very large pile of presents. "Ooh, what can be in them all?" asked Sam.

Surprise Present

Use the sound buttons to read the tag on the children's birthday presents. What surprise is hiding inside?



This blending activity will prepare the children for shared reading.



Click me for Kit's teaching tips!

Practise

cap



Practise





Practise





Practise



Practise

Cam

• • •

Practise



Practise



Practise





Practise



Kit and Sam Got...



A 'Let's Read Together!' Book

Apply

Sound Buttons On/Off



Kit got a man.
••• ••• ••• •••

Apply

Sound Buttons On/Off



Sam got a cat.
• • • • •

Apply

Sound Buttons On/Off



Kit got Cam.
... ..

Sound Buttons On/Off



Sam got a pig.
• • • • •



Sound Buttons On/Off



Kit got a cap.
... ..



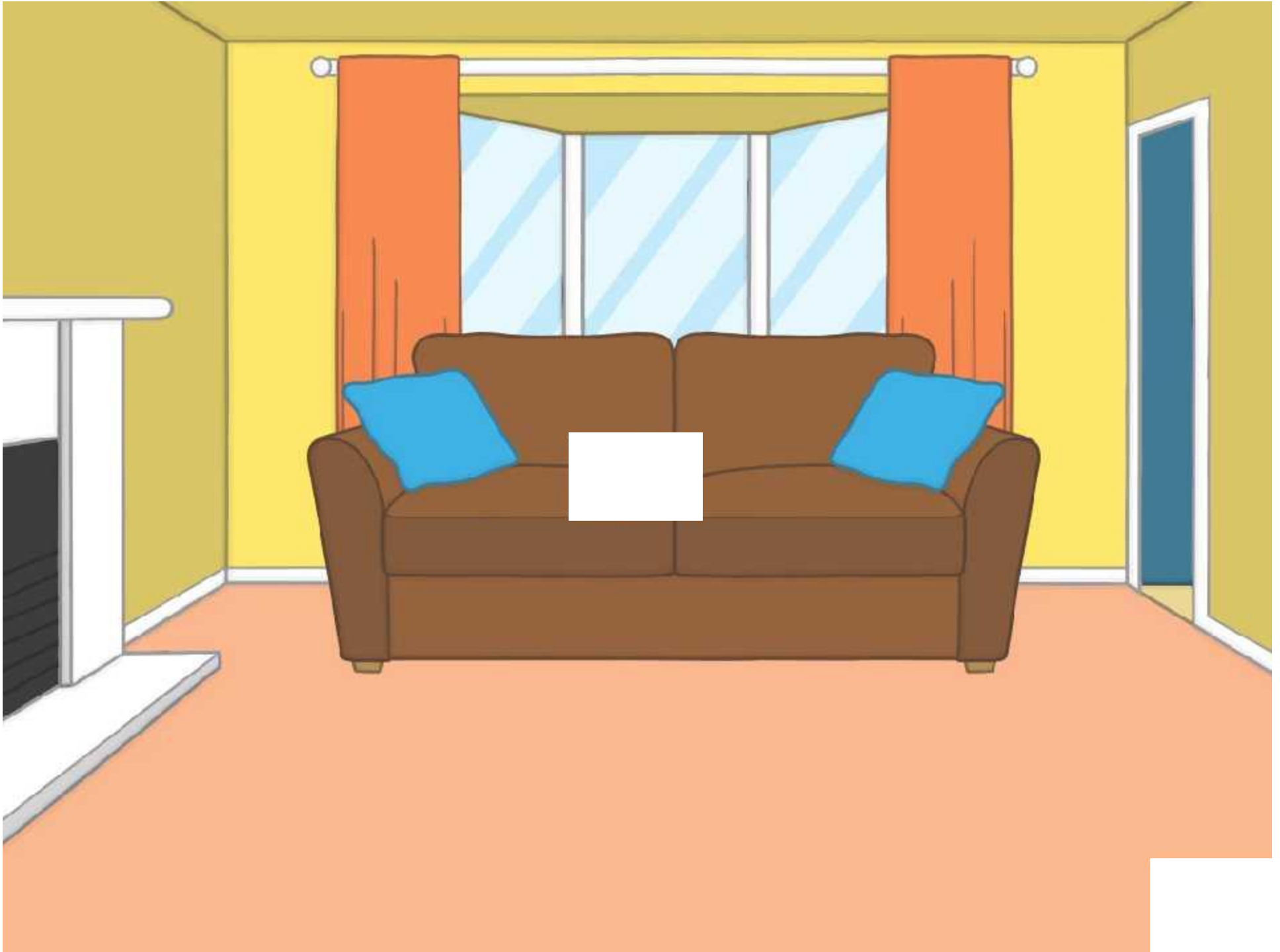
Sound Buttons On/Off



Sam got a top.
• • • • •

**Today, we have blended sounds
to read a book together.**





Deck 3 Graphemes

g

Deck 3 Graphemes

o

Deck 3 Graphemes

c

Deck 3 Graphemes

k

Deck 3 Graphemes

g

Deck 3 Graphemes

o

Deck 3 Graphemes

c

Deck 3 Graphemes

k

Deck 3 Graphemes

g

Deck 3 Graphemes

o

Deck 3 Graphemes

c

Deck 3 Graphemes

k

Deck 3 Graphemes

g

Deck 3 Graphemes

o

Deck 3 Graphemes

c

Deck 3 Graphemes

g

Deck 3 Graphemes

o

Deck 3 Graphemes

c

Deck 3 Graphemes

i

Deck 3 Graphemes

n

Deck 3 Graphemes

m

Deck 3 Graphemes

d

Deck 3 Graphemes

i

Deck 3 Graphemes

n

Deck 3 Graphemes

m

Deck 3 Graphemes

d

Deck 3 Graphemes

i

Deck 3 Graphemes

n

Deck 3 Graphemes

m

Deck 3 Graphemes

d

Deck 3 Blending

tag

Deck 3 Blending

tag

Deck 3 Blending

tag

Deck 3 Blending

tag

Deck 3 Blending

pig

Deck 3 Blending

pig

Deck 3 Blending

pig

Deck 3 Blending

pig

Deck 3 Blending

pot

Deck 3 Blending

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Deck 3 Blending

pot

Deck 3 Blending

pot

Deck 3 Blending

dog

Deck 3 Blending

dog

Deck 3 Blending

dog

Deck 3 Blending

dog

Deck 3 Blending

cap

Deck 3 Blending

cap

Deck 3 Blending

cap

Deck 3 Blending

cap

Deck 3 Blending

kid

Deck 3 Blending

kid

Deck 3 Blending

kid

Deck 3 Blending

kid

Deck 3 Blending

kip

Deck 3 Blending

kip

Deck 3 Blending

kip

Deck 3 Blending

kip

Deck 3 Blending

kip

Deck 3 Blending

kip

Deck 3 Segmenting



K_t

Deck 3 Segmenting



K_t

Deck 3 Segmenting



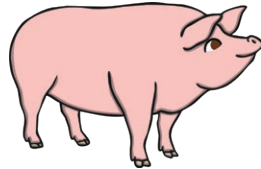
K_t

Deck 3 Segmenting



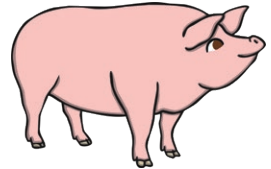
K_t

Deck 3 Segmenting



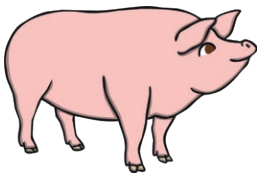
pi_

Deck 3 Segmenting



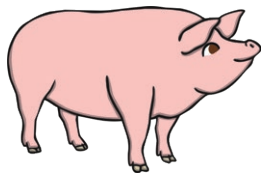
pi_

Deck 3 Segmenting



pi_

Deck 3 Segmenting



pi_

Deck 3 Segmenting



d_g

Deck 3 Segmenting



d_g

Deck 3 Segmenting



d_g

Deck 3 Segmenting



d_g

Deck 3 Segmenting



_at

Deck 3 Segmenting



_at

Deck 3 Segmenting



_at

Deck 3 Segmenting



_at

Deck 3 Segmenting



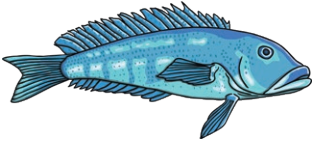
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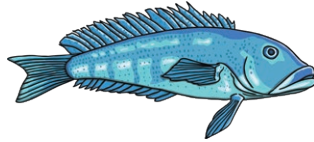
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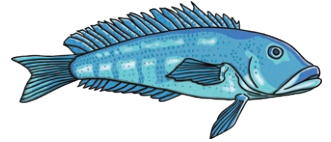
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Deck 3 Segmenting



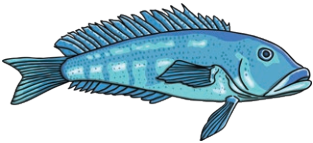
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Deck 3 Segmenting



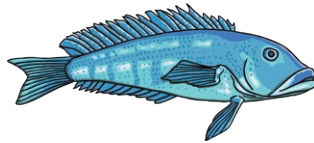
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Deck 3 Segmenting



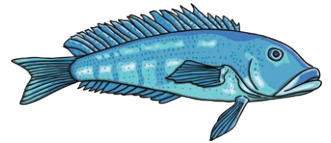
co_

Deck 3 Segmenting



co_

Deck 3 Segmenting



co_

Deck 3 Segmenting



d_g

Deck 3 Segmenting



d_g

Deck 3 Segmenting



d_g

Deck 3 Segmenting



di_

Deck 3 Segmenting



di_

Deck 3 Segmenting



di_



Pancakes!

Flip more pancakes than the other team

Resources

-
- Tambourine
- One whiteboard pen per player (for segmenting variation only)

Phonic Objective: To practise saying sounds when seeing letters.

Physically Active Phonics Game

3-8 minutes per round

Start by spreading out half of the  face down and the other half face up around a large space.

1. **'We are going to pretend to be chefs, and that these playing cards are pancakes.'**
2. Split the group into two teams called 'Up Chefs' and 'Down Chefs'. **'The Up Chefs have to flip the pancakes so they are face up, and the Down Chefs have to flip them so they are face down. I am the Head Chef.'**
3. **'Each time you flip a pancake, you need to shout out what sound you see on it.'** Choose a child from each team to demonstrate this with a few pancakes.
4. **'The most important rule of the game is that you can't touch or even go near to a pancake if someone else is already touching or flipping it.'**
5. Choose a way for the children to move in and out of the pancakes and all around the space, e.g. skip, wobbly walk, sidestep, bounce, robot walk, and so on.
6. **'When you hear the Head Chef say 'Ready, Steady, Pancakes!', you can start.'**
7. **'Remember to shout out the sounds on the pancakes as you flip them over.'**
8. **'When you hear the Head Chef's tambourine, stop!'**
9. Play the game. When the round is over, count how many pancakes are up and down to declare the winners.
10. To change the focus of this activity, you could use one of the following variations. This game can also be played with any of the other Level 2 decks of Playing Cards.

Switch out the stages in **this colour** to change the focus of the activity.

Tricky Words Objective:*
To practise reading tricky words.

3. **'Each time you flip a pancake, you need to shout out what tricky word you see on it.'** Choose a child from each team to demonstrate this with a few pancakes.
7. **'Remember to shout out the tricky words on the pancakes as you flip them over.'**

* This activity can be used with Decks 3-7 which include tricky words.

Blending Objective: To practise blending to read words.

3. **'Each time you flip a pancake, you need to say the sounds and blend them to read the word you see on it.'** Choose a child from each team to demonstrate this with a few pancakes.
7. **'Remember to read and shout out the words on the pancakes as you flip them over.'**

Segmenting Objective: To practise robot-talking to write words

- Give each child a whiteboard pen.
3. **'Each time you flip a pancake, you need to robot-talk what you see in the picture and write any letters that are missing from the word.'** Choose a child from each team to demonstrate this with a few pancakes.
 7. **'Remember to robot-talk what you see in the picture and write any missing letters in the words as you flip each pancake over.'**

To ensure the safety of the children in your setting, it is your responsibility to assess whether adult supervision or other appropriate safety measures are required when carrying out any of these activities.