



St Joseph's Phonics Planning Overview

RWI Set 1 Sounds						
Teach new graphemes for reading m a s d t i		Practise reading and spelling Set 1 Green words		Practise reading and spelling high frequency words		Practise reading red words
	1	2	3	4	5	6
Date						
Revisit	Background - The children who have come from St Joseph's Nursery have been taught Read Write Inc phonics all year, so they are all familiar with Set 1 sounds.	Recall last sound taught - m Can you remember what sound you have learnt? Look at the picture frieze. Show card - Maisie mountain mountain' (Picture side) and then Mmmm (Letter side). It is a stretchy sound so make hand movements to show this.	Recall last sound taught - 'm' and 'a' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side: "Maisie mountain mountain." " a a a apple" Letter side: "a." "Mmmm"	Recall last sound taught - 'm', 'a' and 's' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught - 'm', 'a' 's' and 'd' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught - 'm', 'a' 's' 'd' and 't' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound
Teach/Speed Sounds	Show children Maisie and her mountains and ask the children if they know the sound. Tell a story about Maisie and her mountains. Explain to the children when they see m (letter side) they say mmmmmm, which is a stretchy sound (show stretch hand movement.) When you see Maisie and her mountains (picture side) you say - Maisie, mountain, mountain. Practise this with MTYT. (My turn your turn.) Discuss picture Set 1 cards - do you recognise the pictures words beginning with the mmmm sound? Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the	Teach 'a' - Show picture card. Say "a a a a a apple" MTYT. Now show 'a' letter side and say 'a.' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discuss picture Set 1 cards do you recognise the pictures words beginning with the a a a sound? Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 's' - Show picture card. Say "ssslithering snake" MTYT Now show 's' letter side and say 'sss.' This is a stretchy sound" Repeat with stretchy hand movement. MTYT Discuss picture Set 1 cards. Do you recognise the pictures words beginning with the sssss sound? Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 'd' - Show picture card. Say "d d d d dinosaur" MTYT (my turn your turn.) Now show 'd' letter side and say 'd' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discuss picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 't' - Show picture card. Say "t t t t tower" MTYT (my turn your turn.) Now show 't' letter side and say 't' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discuss picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 'i' - Show picture card. Say "i i i i insect" MTYT (my turn your turn.) Now show 'i' letter side and say 'i' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discuss picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.



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	beginning of a sentence or for a noun.					
Practise	<p>Practice writing 'm' Run your finger along the picture side of 'm' and say "Maisie mountain mountain." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'm.' Practise writing on a whiteboard/messy writing tray.</p> <p>Fred Talk (Oral)- Introduce Fred. m-a-n man m-u-m mum m-a-d mad m-u-d mud</p>	<p>Practice writing 'a' Run your finger along the picture side of 'a' and say "Around the apple and down the leaf." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'a.' Practise writing on a whiteboard/messy writing tray.</p> <p>Fred Talk (Oral)- Introduce Fred. m-a-n man m-a-d mad s-a-d sad j-a-m jam</p>	<p>Practice writing 's' Run your finger along the picture side of 's' and say "Slither down the snake." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 's.' Practise writing on a whiteboard/messy writing tray.</p> <p>Fred Talk (Oral)- Introduce Fred. s-a-d sad s-a-t sat s-i-t sit</p>	<p>Practice writing 'd' Run your finger along the picture side of 'd' and say "Round his bottom, up his tall neck and down to his feet." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'd.' Practise writing on a whiteboard/messy writing tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. d-a-d dad d-i-d did d-i-g dig</p>	<p>Practice writing 't' Run your finger along the picture side of 't' and say "Down the tower to the steps and across the tower." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 't.' Practise writing on a whiteboard/messy writing tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. t-a-p tap t-o-p top c-o-t cot g-o-t got</p>	<p>Practice writing 'i' Run your finger along the picture side of 'i' and say "Down the body. A dot for the head." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'i.' Practise writing on a whiteboard/messy writing tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. i-n in s-i-t sit p-i-n pin t-i-p tip</p>
Word Time					<p>Word time 1.1 Sounds: m a s d t Words: mat at mad sat dad sat</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above e.g. m-a-t mat.</p>	<p>Word time 1.1 Sounds: m a s d t Words: mat at mad sat dad sat</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above e.g. m-a-t mat. Pause</p>



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					<p>Pause after fred talk. Chn jump in and say mat.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>after fred talk. Chn jump in and say mat.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>
Apply	<p>Explain to children there are sometimes some silly words that you can't 'Fred' (sound out) "You can never Fred a red" First Red word is - 'my.' Mmm is correct but the 'y' sounds like igh. (difficult to explain at this stage)</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Remind children of Red word - my. The new ones today are, 'a'.</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p> <p>Extension - Circle the pictures that begin with the 'a' sound.</p>	<p>Red words - my, a, so. Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Form letter 'd' Draw a dinosaur too!</p> <p>Red words - my, a, so, do</p> <p>Allow opportunities for this in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, I</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>
Activities for children to rotate	<p>Activity 1- Form the sounds learnt with playdough</p> <p>Activity 2- Write the sounds outside using chalk and create big sounds for the children to walk around.</p> <p>Activity 3- Paint the sounds/ Make the sounds using a variety of art resources.</p> <p>Activity 4- Sort objects beginning with the sounds learnt.</p> <p>Activity 5- Write the sounds in sand trays.</p>					<p>Each child to practise writing the letters learnt this week in their literacy book.</p>

RWI Set 1 Sounds					
Teach new graphemes for reading n p g o c		Practise reading and spelling Set 1 Green words		Practise reading and spelling high frequency words	
Date		1	2	3	4
					5



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Revisit	Recall last sound taught - i Can you remember what sounds you have learnt so far? Look at the picture frieze. Show cards : Picture side - saying Letter side - sound	Recall last sounds taught Can you remember what sounds you have learnt? Look at the picture frieze: Show cards- Picture side - saying Letter side - sound	Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught ' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound
Teach/ Speed Sounds	Teach 'n' - Show picture card. Say "nnnn Nobby's net" MTYT. Now show 'n' letter side and say 'n.' This is a stretchy sound" Repeat with stretchy hand movement. MTYT Discus picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach p " - Show picture card. Say "p p p p pirate" Now show 'p' letter side and say 'p p p.' quietly holding up your hand. Explain it's a quiet bouncy sound. Repeat with bouncy hand movement to mouth. MTYT Discus picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 'g' - Show picture card. Say "g g g g girl" Now show 'g' letter side and say 'g' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discus picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 'o' - Show picture card. Say "o o o orange" MTYT Now show 'o' letter side and say 'o' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discus picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 'c' - Show picture card. Say "c c caterpillar" MTYT Now show 'c' letter side and say 'c' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discus picture Set 1 cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.
Practise	Practice writing 'n' Run your finger along the picture side of 'n' and say "Down Nobby and over his net." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'n.' Practise writing on a whiteboard or a 'Messy Play' tray. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.	Practice writing 'p' Run your finger along the picture side of 'p' and say "Down the plait and over the pirates face." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'p.' Practise writing on a whiteboard or a 'Messy Play' tray. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred.	Practice writing 'g' Run your finger along the picture side of 'g' and say "Round her face, down her hair and give her a curl." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'g.' Practise writing on a whiteboard or a 'Messy Play' tray. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.	Practice writing 'o' Run your finger along the picture side of 'o' and say "All around the orange." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'o.' Practise writing on a whiteboard or a 'Messy Play' tray. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. o-n on	Practice writing 'c' Run your finger along the picture side of 'c' and say "Curl around the caterpillar." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'c.' Practise writing on a whiteboard or a 'Messy Play' tray. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. c-a-t cat



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	Fred Talk (Oral)- Introduce Fred. i-n in o-n on a-n-d and p-i-n pin	p-i-n pin p-o-p pop p-a-t pat p-a-n pan	Fred Talk (Oral)- Introduce Fred. g-a-p gap d-i-g- dig g-o-t got d-o-g dog	n-o-t not t-o-p top g-o-t got	c-o-t cot c-a-n can c-a-p cap
Word Time	<p>Word time 1.1 Sounds: m a s d t Words: mat at mad sat dad sat</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above e.g. m-a-t mat. Pause after fred talk. Chn jump in and say mat.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.1 Sounds: m a s d t Words: mat at mad sat dad sat</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above e.g. m-a-t mat. Pause after fred talk. Chn jump in and say mat.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.1 Sounds: m a s d t Words: mat at mad sat dad sat</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above e.g. m-a-t mat. Pause after fred talk. Chn jump in and say mat.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.2 Sounds: m a s d t i n p g o Words: in on it an and pin pat got dog sit tip pan gap dig top</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.2 Sounds: m a s d t i n p g o Words: in on it an and pin pat got dog sit tip pan gap dig top</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>
Apply	<p>Red words - my, a, so, do, to, I, no</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said</p> <p>Allow opportunities for this in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go,</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>
Activities for	<p>Activity 1- Play 'I spy with my little eye' using sounds learnt.</p> <p>Activity 2- Go on a sound hunt</p>				<p>Practise writing the letters learnt so far in their Literacy exercise book.</p>



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children to rotate	<p>Activity 3- Form the sound/s learnt using pipe cleaners.</p> <p>Activity 4- Practise forming the letters with the marble letter runs.</p> <p>Activity 5- Fish out the correct sounds in the water tray.</p>	
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RWI Set 1 Sounds					
Teach new graphemes for reading k u b f e		Practise reading and spelling Set 1 Green words		Practise reading and spelling high frequency words	
	1	2	3	4	5
Date					
Revisit	<p>Recall last sounds taught - Can you remember what sounds you have learnt so far? Look at the picture frieze.</p> <p>Show cards : Picture side - saying Letter side - sound</p>	<p>Recall last sounds taught Can you remember what sounds you have learnt? Look at the picture frieze:</p> <p>Show cards- Picture side - saying Letter side - sound</p>	<p>Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze.</p> <p>Show cards- Picture side - saying Letter side - sound</p>	<p>Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze.</p> <p>Show cards- Picture side - saying Letter side - sound</p>	<p>Recall last sound taught ' Can you remember what sounds you have learnt? Look at the picture frieze.</p> <p>Show cards- Picture side - saying Letter side - sound</p>
Teach/Speed Sounds	<p>Teach 'k' - Show picture card. Say "kkkk kangaroo" MTYT Now show 'k' letter side and say 'k.' This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that</p>	<p>Teach "u" - Show picture card. Say "u u u umbrella" MTYT Now show 'u' letter side and say 'u u u.' Explain it's a bouncy sound. Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented</p>	<p>Teach 'b' - Show picture card. Say "b b b boot" MTYT Now show 'b' letter side and say 'b' This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that</p>	<p>Teach 'f' - Show picture card. Say "f f f flower" MTYT Now show 'f' letter side and say 'f' This is a stretchy sound" Repeat with stretchy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented this way</p>	<p>Teach 'e' - Show picture card. Say "e e e egg" MTYT Now show 'e' letter side and say 'e' This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented this way</p>



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	we may see this sound represented this way at the beginning of a sentence or for a noun.	this way at the beginning of a sentence or for a noun.	we may see this sound represented this way at the beginning of a sentence or for a noun.	at the beginning of a sentence or for a noun.	at the beginning of a sentence or for a noun.
Practise	<p>Practice writing 'k' Run your finger along the picture side of 'k' and say "Down the kangaroo's body, tail and leg." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'k.' Practise writing on whiteboards/'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. k-i-t kit b-a-ck back s-a-ck sack k-e-y key</p>	<p>Practice writing 'u' Run your finger along the picture side of 'u' and say "Down and under, up to the top and draw the puddle." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'u.' Practise writing on whiteboards or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. m-u-d mud c-u-p cup c-u-t cut j-u-g jug</p>	<p>Practice writing 'b' Run your finger along the picture side of 'b' and say "Down the laces to the heel, round the toe." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'b.' Practise writing on whiteboards or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. b-i-n bin b-a-d bad b-e-d bed</p>	<p>Practice writing 'f' Run your finger along the picture side of 'f' and say "Down the stem and draw the leaves" Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'f.' Practise writing on whiteboards or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. f-u-n fun f-a-t fat f-i-t fit f-a-n fan</p>	<p>Practice writing 'e' Run your finger along the picture side of 'e' and say "Lift the top and scoop out the egg." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'e.' Practise writing on whiteboards or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. m-e-t met g-e-t get r-e-d red p-e-n pen</p>
Word Time	<p>Word time 1.2 Sounds: m a s d t i n p g o Words: in on it an and pin pat got dog sit tip pan gap dig top</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in</p>	<p>Word time 1.2 Sounds: m a s d t i n p g o Words: in on it an and pin pat got dog sit tip pan gap dig top</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in</p>	<p>Word time 1.3 Sounds: m a s d t i n p g o c k u b Words: bin cat cot can kit mud up cup bad</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in</p>	<p>Word time 1.3 Sounds: m a s d t i n p g o c k u b Words: bin cat cot can kit mud up cup bad</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart.</p>	<p>Word time 1.3 Sounds: m a s d t i n p g o c k u b Words: bin cat cot can kit mud up cup bad</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart.</p>



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	pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.	pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.	pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.	MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.	MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.
Apply	For this sound. Explain that c and k together also make the sound ccc or kkk 'ck' Kick, mack, sack, tick... Red words - my, a, so, do, to, I, no, put, said, go, the, like Allow opportunities for learning new sounds in CIP activities. Take photos	Red words - my, a, so, do, to, I, no, put, said, go, the, like Allow opportunities for learning new sounds in CIP activities. Take photos	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be Allow opportunities for this in CIP activities. Take photos	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of Allow opportunities for learning new sounds in CIP activities. Take photos	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of (no new) Allow opportunities for learning new sounds in CIP activities. Take photos
Activities for children to rotate	Activity 1- Circle images that begin with today's sound on a sound hunting sheet. Activity 2- Make the sound/s using playdough Activity 3- create the sound/s using ribbon (gross motor movements) Activity 4- Make the sound/s with body parts Activity 5- Paint the sound/s learnt				Practise writing the letters learnt so far in Literacy exercise books.



St Joseph's Phonics Planning Overview

RWI Set 1 Sounds Teach new graphemes for reading l h sh r j Practise reading and spelling Set 1 Green words Practise reading and spelling high frequency words Practise red words					
	1	2	3	4	5
Date					
Revisit	Recall last sounds taught - Can you remember what sounds you have learnt so far? Look at the picture frieze. Show cards : Picture side - saying Letter side - sound	Recall last sounds taught Can you remember what sounds you have learnt? Look at the picture frieze: Show cards- Picture side - saying Letter side - sound	Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught ' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound
Teach/ Speed Sounds	Teach 'l' - Show picture card. Say "lil leg" MTYT. Now show 'l' letter side and say 'l.' This is a stretchy sound" Repeat with stretchy hand movement. MTYT Discuss Set 1 picture cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach "h" - Show picture card. Say "h h h horse" MTYT. Now show 'h' letter side and say 'h h h h.' Explain it's a bouncy sound. Repeat with bouncy hand movement. MTYT Discuss Set 1 picture cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 'sh' - Show picture card. Say "The horse says sh to the hissing snake " MTYT. Now show 'sh' letter side and say "sh" This is a stretchy sound" Repeat with stretchy hand movement. MTYT Discuss Set 1 picture cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Explain 'sh' is a special friend (diagraph). Two letters that make one sound.	Teach 'r' - Show picture card. Say "r r r r robot" MTYT. Now show 'f' letter side and say 'r' This is a stretchy sound" Repeat with stretchy hand movement. MTYT Discuss Set 1 picture cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	Teach 'e' - Show picture card. Say "j j j jack in the box" MTYT. Now show 'j' letter side and say 'j' This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discuss Set 1 picture cards Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.
Practise	Practice writing 'l' Run your finger along the picture side of 'l' and say "Down the long leg." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'l.' Practise writing on a white board or a 'Messy Play' tray.	Practice writing 'h' Run your finger along the picture side of 'h' and say "Down the head to the hooves and over his back." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'h.' Practise writing on a whiteboard or a 'Messy Play' tray.	Practice writing 'sh' Run your finger along the picture side of 'sh' and say "Slither down the snake, down the head to the hooves and over his back." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'sh.' Practise writing on a whiteboard or a 'Messy Play' tray.	Practice writing 'r' Run your finger along the picture side of 'r' and say "Down his back, then curl over his arm" Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'r.' Practise writing on a whiteboard or a 'Messy Play' tray.	Practice writing 'j' Run your finger along the picture side of 'j' and say "Down his body, curl and dot" Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'j.' Practise writing on a whiteboard or a 'Messy Play' tray.



St Joseph's Phonics Planning Overview

	<p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. l-i-p lip l-e-t let s-e-ll sell w-e-ll well</p>	<p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. h-e-n hen h-i-t hit h-o-p hop h-a-t hat</p>	<p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. Sh-o-p shop Sh-i-p ship f-i-sh fish sh-e-d shed</p>	<p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. r-e-d red r-u-n run r-a-t rat r-i-p rip</p>	<p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. j-e-t jet j-o-b job j-o-g jog j-a-m jam</p>
Word Time	<p>Word time 1.3 Sounds: m a s d t i n p g o c k u b Words: bin cat cot can kit mud up cup bad</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.3 Sounds: m a s d t i n p g o c k u b Words: bin cat cot can kit mud up cup bad</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.4 Sounds: m a s d t i n p g o c k u b f e l h sh Words: bed met get fan fun fat lip log let had hit hen ship shop fish</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.4 Sounds: m a s d t i n p g o c k u b f e l h sh Words: bed met get fan fun fat lip log let had hit hen ship shop fish</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.4 Sounds: m a s d t i n p g o c k u b f e l h sh Words: bed met get fan fun fat lip log let had hit hen ship shop fish</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>
Apply	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of by</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of by, he</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of by, he, she</p> <p>Allow opportunities for this in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of by, he, she, are</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are (no new)</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>



St Joseph's Phonics Planning Overview

	Allow opportunities for learning new sounds in CIP activities. Take photos	Allow opportunities for learning new sounds in CIP activities. Take photos		Allow opportunities for learning new sounds in CIP activities. Take photos	
Activities for children to rotate	<p>Activity 1- Make today's sound/s with a variety of art resources.</p> <p>Activity 2- Make the sound/s using chalk outside. Make large sounds with chalk so children can walk them.</p> <p>Activity 3- Write the sounds using sand trays.</p> <p>Activity 4- Go on a sound hunt.</p> <p>Activity 5- Use the sound monkeys to create words using the sounds learnt.</p>				Write out green words in books. Practise writing the letters learnt so far in exercise book.

RWI Set 1 Sounds

Teach new graphemes for reading **v y w th z** Practise reading and spelling Set 1 Green words Practise reading and spelling high frequency words Practise red words

	1	2	3	4	5
Date					
Revisit	Recall last sounds taught -	Recall last sounds taught	Recall last sound taught	Recall last sound taught	Recall last sound taught '



St Joseph's Phonics Planning Overview

	Can you remember what sounds you have learnt so far? Look at the picture frieze. Show cards : Picture side - saying Letter side - sound	Can you remember what sounds you have learnt? Look at the picture frieze: Show cards- Picture side - saying Letter side - sound	Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound
Teach/ Speed Sounds	<p>Teach 'v' - Show picture card. Say "v v v vulture" MTYT. Now show 'v' letter side and say 'v.' This is a stretchy sound" Repeat with stretchy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.</p>	<p>Teach "y" - Show picture card. Say "y y y yak" MTYT. Now show 'y' letter side and say 'y y y y .' Explain it's a bouncy sound. Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.</p>	<p>Teach 'w' - Show picture card. Say "w w w worm " MTYT. Now show 'w' letter side and say "w" This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.</p>	<p>Teach 'th' - Show picture card. Say "the princess in the tower is rescued by the horse." MTYT. Now show 'th' letter side and say 'th' This is a stretchy sound" Repeat with stretchy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Have mini mirrors for the children to watch their faces as they say the 'th' sound. Should have tongues out. Explain 'th' is a digraph. Two letters that make one sound.</p>	<p>Teach 'z' - Show picture card. Say "z z zip" MTYT. Now show 'z' letter side and say 'z' This is a stretchy sound" Repeat with stretchy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.</p>
Practise	<p>Practice writing 'v' Run your finger along the picture side of 'v' and say 'down a wing, up a wing.' Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'v.' Practise writing on a white board or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. v-e-t vet</p>	<p>Practice writing 'y' Run your finger along the picture side of 'y' and say "down a horn, up a horn and under the yak's head." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'y.' Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. y-a-k yak</p>	<p>Practice writing 'w' Run your finger along the picture side of 'w' and say "down, up, down, up the worm." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'w.' Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. w-i-n win w-i-sh wish</p>	<p>Practice writing 'th' Run your finger along the picture side of 'th' and say "down the tower, across the tower, then down the horses head to the hooves and over his back." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'th.' Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred.</p>	<p>Practice writing 'z' Run your finger along the picture side of 'z' and say "zig, zag, zig, down the zip." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'j.' Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. z-i-p zip z-i-g zig z-a-g zag z-o-zoo</p>



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	v-a-n van	y-e-s yes y-e-t yet y-u-m yum	w-e-b web w-i-g wig	Th-i-n thin Th-i-ck thick Th-i-s this Th-r-ee three	
Word Time	<p>Word time 1.4</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h</p> <p>Words: bed met get fan fun fat lip log let had hit hen ship shop fish</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him.</p> <p>Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.4</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h</p> <p>Words: bed met get fan fun fat lip log let had hit hen ship shop fish</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him.</p> <p>Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.5</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w</p> <p>Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him.</p> <p>Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.5</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w</p> <p>Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him.</p> <p>Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Word time 1.5</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w</p> <p>Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him.</p> <p>Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>
Apply	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, said</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, said, you,</p> <p>Allow opportunities for this in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, said, you, your</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, said, you, your (no new)</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>
Activities for children to rotate	<p>Activity 1- Play 'I spy with my little eye' using sounds learnt.</p> <p>Activity 2- Circle the images beginning with today's sound</p>				<p>Write out green words in books.</p> <p>Practise writing the letters learnt so far in exercise book.</p>



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Activity 3- Form the sound/s learnt using pipe cleaners.	
Activity 4- Practise forming the letters with the marble letter runs.	
Activity 5- Fish out the correct sounds in the water tray.	

RWI Set 1 Sounds					
Teach new graphemes for reading ch qu x ng nk		Practise reading and spelling Set 1 Green words		Practise reading and spelling high frequency words	
	1	2	3	4	5
Date					
Revisit	Recall last sounds taught - Can you remember what sounds you have learnt so far? Look at the picture frieze. Show cards : Picture side - saying Letter side - sound	Recall last sounds taught Can you remember what sounds you have learnt? Look at the picture frieze: Show cards- Picture side - saying Letter side - sound	Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound	Recall last sound taught ' Can you remember what sounds you have learnt? Look at the picture frieze. Show cards- Picture side - saying Letter side - sound
Teach/ Speed Sounds	Teach 'ch' - Show picture card. Say "the horse sneezes when the caterpillars hairs get up his nose ch-ch-ch-choo!" MTYT. Now show 'ch' letter side and say 'ch.'	Teach "qu" - Show picture card. Say "the queen never goes outside without her umbrella" MTYT. Now show 'qu' letter side and say 'qu qu qu.' Explain it's a bouncy sound.	Teach 'x' - Show picture card. Say "x x x down the arm and leg" MTYT. Now show 'x' letter side and say "x" This is a stretchy	Teach 'ng' - Show picture card. Say "a thing on a string" MTYT. Now show 'ng' letter side and say 'ng' This is a stretchy sound" Repeat	Teach 'nk' - Show picture card. Say "I think I stink" MTYT. Now show 'nk' letter side and say 'nk' This is a stretchy sound" Repeat with stretchy hand movement. MTYT



St Joseph's Phonics Planning Overview

	<p>This is a bouncy sound" Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Explain 'ch' is a special friend (diagraph). Two letters that make one sound.</p>	<p>Repeat with bouncy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Explain 'qu' is a special friend (diagraph). Two letters that make one sound.</p>	<p>sound" Repeat with stretchy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Show children the capital letter for this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.</p>	<p>with stretchy hand movement. MTYT</p> <p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Explain 'ng' is a special friend (diagraph). Two letters that make one sound.</p>	<p>Discus Set 1 picture cards</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.</p> <p>Explain 'nk' is a special friend (diagraph). Two letters that make one sound.</p>
Practise	<p>Practice writing 'ch' Run your finger along the picture side of 'ch' and say "curl around the caterpillar then down the horses head to his hooves and over his back." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'ch.'</p> <p>Practise writing on a white board or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. Ch-o-c choc Ch-o-p chop Ch-i-n chin Ch-a-t chat</p>	<p>Practice writing 'qu' Run your finger along the picture side of 'qu' and say "round the queens head, up to her crown, down her hair and curl." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'qu.'</p> <p>Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. Qu-ee-n queen Qu-i-t quit Qu-ick quick</p>	<p>Practice writing 'x' Run your finger along the picture side of 'x' and say "cross down the arm and leg, then cross the other way." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'x.'</p> <p>Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. f-o-x fox b-o-x box o-x ox</p>	<p>Practice writing 'ng' Run your finger along the picture side of 'ng' and say "down nobby and over his net then around the girls face, down her hair then give her a curl." Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'ng.'</p> <p>Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. Th-i-ng thing s-i-ng sing w-i-ng wing k-i-ng king</p>	<p>Practice writing 'nk' Run your finger along the picture side of 'nk' and say "down nobby and over his net then down the kangaroo's body, tail and leg" Ask the children to use their finger in the air, on the table, on a child's back etc to practice writing 'nk.'</p> <p>Practise writing on a whiteboard or a 'Messy Play' tray.</p> <p>Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards.</p> <p>Fred Talk (Oral)- Introduce Fred. Th-i-nk think s-i-nk sink w-i-nk wink s-t-i-nk stink</p>
Word Time	<p>Word time 1.5</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w</p>	<p>Word time 1.5</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w</p>	<p>Word time 1.5</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w</p>	<p>Word time 1.5</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w</p>	<p>Word time 1.6 & 1.7</p> <p>Sounds: m a s d t i n p g o c k u b f e l h s h c k r j v y w t h z c h q u x n g n k</p>



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	<p>Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p>	<p>Words: thin think this zag zip chin chop chat quiz quit fox box fix six sing bang thing wing</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word.</p> <p>Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>3 sounds- bell well fell huff mess back 4 sounds- blob blip brat drop drip flag flop grin pram slip best trip bend jump send dress fluff black stink 5 sounds- strop stamp stand pocket packet rocket bucket rabbit kitten comic seven given robin button jacket</p>
Apply	<p>Red words – my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words – my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words – my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, what</p> <p>Allow opportunities for this in CIP activities. Take photos</p>	<p>Red words – my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, what, want</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>	<p>Red words – my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, what, want (no new)</p> <p>Allow opportunities for learning new sounds in CIP activities. Take photos</p>
Activities for children to rotate	<p>Activity 1- Create the sound/s learnt using a variety of art resources.</p> <p>Activity 2- Make the sound/s using pipe cleaners.</p> <p>Activity 3- Fish out sounds learnt in the water tray.</p>				<p>Write out green words in books. Practise writing the letters learnt so far in exercise book.</p>



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	Activity 4- Using sound stampers. Activity 5- Use the phonics monkeys to create words using the sound/s learnt	
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Extra set 2 red words- call, there, old, some, her.

RWI

Pencil control

Can I see your froggy legs?

Behaviour management and pace

Magnet eyes on me

My turn your turn - MTYT

Turn to you partner - TTYP

Popcorn your words

Praise & claps

A pat on the back, a pat on the back, a pat on the back - well fancy that!

Super Speedy Sounds

Ketchup clap, a round of a claws, Marshmallow clap, Candyfloss clap

Elvis praise.



St Joseph's Phonics Planning Overview

Bravo, Fan...tastic, Wow

Green and Red words - **Green words** = can, sand, hat, much, shout **Red words** = have a grotty grapheme your, was, said

Fred - Use 'Fred Fingers' for spelling. You can never 'Fred' a Red!

Build a sentence - Use words to build a sentence

Hold a sentence - Remember sentence and write sentence. Say it, Shout it, Whisper it, Remember it...and now write it

Tick it or fix it- Chn correct their spellings/sentences by ticking underneath each sound or correcting it

SET 2

RWI Set 2 Sounds					
Teach new graphemes for reading ay ee igh ow oo		Practise recognition and recall of set one sounds			
Practise reading and spelling high frequency words		Practise green words 1 and 2		Practise red words	
	1	2	3	4	5
Date					



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Speed Sounds	<p>Teach 'ay'. Show picture card. Say 'The little girl wants to play, she says 'may I play? Say 'ay... may I play" MTYT (my turn your turn.) Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 1 sounds. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'ee'. Show picture card. Say 'What can you see?' MTYT</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 1 sounds + ay from yesterday. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'igh'. Show picture card. Say 'fly high' MTYT</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>We dash this sound when we write it in a word to show it is 3 letters one sound (special friends- trigraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 1 sounds + ay and ee from previous days. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'ow' Show picture card. Say 'Blow the snow' MTYT</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 1 sounds + ay, ee and igh from previous days. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'oo' Show picture card. Say 'poo in the zoo.' MTYT</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 1 sounds + ay, ee, igh and ow from previous days. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>
Word Time	<p>Reading: green set 2 'ay' flash cards along with set 1 flashcards.</p> <p>day, may, play, way say lay, tray, spray. Show dots and dashes for these words.</p> <p>Explain you can't Fred a red word.</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me, what, want</p> <p>Teach - call</p> <p>Word time 1.6 & 1.7</p>	<p>Reading: green set 2 'ee' flash cards along with set 1 flashcards.</p> <p>see, three, been, green, seen, keep, need, sleep, feel.</p> <p>Show dots and dashes for these words.</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me, what, want, call</p> <p>Teach- there</p> <p>Word time 1.6 & 1.7</p>	<p>Reading: green set 2 'igh' flash cards along with set 1 and 2 flashcards already learnt.</p> <p>high, night, light, fright, bright, sight.</p> <p>Show dots and dashes for these words.</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me, what, want, call, there</p> <p>Teach- all</p> <p>Word time 1.6 & 1.7</p>	<p>Reading: green set 2 'ow' flash cards along with set 1 and 2 flashcards already learnt.</p> <p>blow, snow, slow, show, know, flow, glow.</p> <p>Show dots and dashes for these words.</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me, what, want, call, there, all</p> <p>Teach- some</p> <p>Word time 1.6 & 1.7</p>	<p>Reading: green set 2 'oo' flash cards along with set 1 and 2 flashcards.</p> <p>poo too zoo mood fool stool pool spoon.</p> <p>Show dots and dashes for these words.</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me, what, want, call, there, all, some</p> <p>Teach- her</p> <p>Word time 1.6 & 1.7</p> <p>See Monday's lesson for more detail.</p>



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<p>Recap Sounds: m a s d t i n p g o c k u b f e l h s c k r j v y w t h z ch qu x ng nk</p> <p>Words: thin think this zag zip chin chop chat quiz quit fox box fix six sing bang thing wing etc</p> <p>Review the sounds above quickly.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word. Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word. Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>3 sounds- bell well fell huff mess back 4 sounds- blob blip brat drop drip flag flop grin pram slip best trip bend jump send dress fluff black stink 5 sounds- strop stamp stand pocket packet rocket bucket rabbit kitten comic seven given robin button jacket</p> <p>Nonsense words- Ask chn to read a few nonsense words.</p> <p>Spell with Fred Fingers- day, may, play, way say lay, tray, spray</p>	<p>See Monday's lesson for more detail.</p> <p>Green words- see, three, been, green, seen, sleep</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word. Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>Nonsense words- Ask chn to read a few nonsense words.</p> <p>Spell with Fred Fingers- see, three, been, green, seen, sleep Chn use their fingers to sound out the words, then write them on their whiteboards. T write them on the board (underline any SF) chn tick or fix their words.4</p> <p>Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>See Monday's lesson for more detail.</p> <p>Green words- high, night, light, fright, bright, might</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word. Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>Nonsense words- Ask chn to read a few nonsense words.</p> <p>Spell with Fred Fingers- high, night, light, fright, bright, might Chn use their fingers to sound out the words, then write them on their whiteboards. T write them on the board (underline any SF) chn tick or fix their words.4</p> <p>Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>See Monday's lesson for more detail.</p> <p>Green words- blow, snow, low, show, know, slow</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word. Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>Nonsense words- Ask chn to read a few nonsense words.</p> <p>Spell with Fred Fingers- blow, snow, low, show, know, slow Chn use their fingers to sound out the words, then write them on their whiteboards. T write them on the board (underline any SF) chn tick or fix their words.4</p> <p>Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>Green words- too, zoo, food, pool, moon, spoon.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word. Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>Nonsense words- Ask chn to read a few nonsense words.</p> <p>Spell with Fred Fingers- too, zoo, food, pool, moon, spoon. Chn use their fingers to sound out the words, then write them on their whiteboards. T write them on the board (underline any SF) chn tick or fix their words.4</p> <p>Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.</p>
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	<p>Chn use their fingers to sound out the words, then write them on their whiteboards. T write them on the board (underline any SF) chn tick or fix their words.4</p> <p>Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.</p>				
Apply	<p>Write the sentence: Can I stay and play?</p>	<p>Write the sentence: You need your sleep.</p>	<p>Write the sentence: The light was bright in the night sky.</p>	<p>Write the sentence: I like to blow the snow.</p>	<p>Write the sentence: Poo in the zoo.</p>

RWI Set 2 Sounds

Teach new graphemes for reading oo, ar, or, air, ir
Practise reading and spelling high frequency words

Practise recognition and recall of set one sounds
Practise green words 1 and 2 Practise red words

	1	2	3	4	5
Date					



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Speed Sounds	<p>Teach 'oo'. Show picture card. Say 'Look at a book' MTYT (my turn your turn.) Explain oo and oo. Even though they are the same graphemes, they are two different phonemes. Give examples e.g. Book and soon.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 1 sounds and ay, ee, igh, ow and oo. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'ar'. Show picture card. Say 'Start the car!' MTYT</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 2 sounds learnt so far: ay, ee, igh, ow, oo, and oo. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'or'. Show picture card. Say 'Shut the door' MTYT</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 2 sounds learnt so far: ay, ee, igh, ow, oo, oo and ar. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'air'. Show picture card. Say 'That's not fair' MTYT</p> <p>Remind three special friends (Trigraph) . 3 letters one sound. This is called a dash.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 2 sounds learnt so far: ay, ee, igh, ow, oo, oo, ar and or. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>	<p>Teach 'ir'. Show picture card. Say 'whirl and twirl.' MTYT</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 2 sounds learnt so far: ay, ee, igh, ow, oo, oo, ar, or and air. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p>
Word Time	<p>Reading: green set 2 'oo' flashcards along with set 2 flashcards learnt so far. Book, look, took, cook, shook, foot. (model dots and dashes)</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me,</p>	<p>Reading: green set 2 'ar' flash cards along with set 2 flashcards learnt so far. Far, car, tar, sharp, start, tart. (dots and dashes)</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me,</p>	<p>Reading: green set 2 'or' flash cards along with set 2 flashcards already learnt. For, sort short sport, worn, horse, snort. (dots and dashes)</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me,</p>	<p>Reading: green set 2 'or' flash cards along with set 2 flashcards already learnt. Fair, hair, lair, stair, air, chair. (dots and dashes)</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me,</p>	<p>Reading: green set 2 'ir' flash cards along with set 2 flashcards already learnt. Bird, third, dirt, girl, whirl, twirl (dots and dashes)</p> <p>Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was, we, me, what, want, call,</p>



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<p>what, want, call, there, all, some, her. Teach- I've</p> <p>Word time 1.6 & 1.7</p> <p>Green words- Book, look, took, cook, shook, foot.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word. Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>Nonsense words- Ask chn to read a few nonsense words.</p> <p>Spell with Fred Fingers- see, three, been, green, seen, sleep Chn use their fingers to sound out the words, then write them on their whiteboards. T write them on the board (underline any SF) chn tick or fix their words.4</p> <p>Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>what, want, call, there, all, some, her, I've Teach- would</p> <p>Word time 1.6 & 1.7</p> <p>Green words- Far, car, tar, sharp, start, tart.</p> <p>Fred Talk- Remind chn Fred can only speak in sounds so we have to help him. Blending- Say sounds in exaggerated manor for words above. Pause after fred talk. Chn jump in and say the word. Blend with speed sound cards- what sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and read the word.</p> <p>Blending with magnetic sounds- chn use magnetic letters to make each word above. Sound it out and read the word.</p> <p>Nonsense words- Ask chn to read a few nonsense words.</p> <p>Spell with Fred Fingers- Far, car, tar, sharp, start, tart. 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St Joseph's Phonics Planning Overview

	Show some red words. See which ones they know. Make two piles. Show dots and dashes for these words.	words using spell with Fred fingers. Show some red words. See which ones they know. Make two piles. Show dots and dashes for these words.	Show some red words. See which ones they know. Make two piles. Show dots and dashes for these words.	Show some red words. See which ones they know. Make two piles. Show dots and dashes for these words.	Show dots and dashes for these words.
Apply	Write the sentence: I like to look at my book.	Write the sentence: The car would not start.	Write the sentence: I like to drive my sports car.	Write the sentence: The girl with the long hair ran down the stairs.	Write the sentence: I like birds because they are...