

reach new	graphemes for reading masdti	Practise reading and spelling		tise reading and spelling high 4	5	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.) Discus 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 Discus 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 Discus 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	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 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 '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 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 '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 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 of for a noun.



		0.00	Jsepii s Filonics Fia	Thining Overview	1	T
	beginning of a sentence or for a noun.					
Practise	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. Fred Talk (Oral)- Introduce Fred. m-a-n man m-u-m mum m-a-d mad m-u-d mud	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. Fred Talk (Oral)- Introduce Fred. m-a-n man m-a-d mad s-a-d sad j-a-m jam	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. Fred Talk (Oral)-Introduce Fred. s-a-d sad s-a-t sat s-i-t sit	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. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. d-a-d dad d-i-d did	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. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. t-a-p tap t-o-p top c-o-t cot g-o-t got	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. Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. i-n in s-i-t sit p-i-n pin t-i-p tip
Word Time				d-i-g dig	Word time 1.1 Sounds: m a s d t Words: mat at mad sat dad sat Review the sounds above quickly. 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.	Word time 1.1 Sounds: m a s d t Words: mat at mad sat dad sat Review the sounds above quickly. 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



		0.00	osepii s Phonics Pia	uning Overview		
Apply	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) Allow opportunities for learning new sounds in CIP activities.	Remind children of Red word - my. The new ones today are, 'a'. Allow opportunities for learning new sounds in CIP activities. Take photos Extension - Circle the pictures that begin with the 'a' sound.	Red words - my, a, so. Allow opportunities for learning new sounds in CIP activities. Take photos	Form letter 'd' Draw a dinosaur too! Red words - my, a, so, do Allow opportunities for this in CIP activities. Take photos	Pause after fred talk. Chn jump in and say mat. 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. Red words - my, a, so, do, to Allow opportunities for learning new sounds in CIP activities. Take photos	after fred talk. Chn jump in and say mat. Blend with speed sound cardswhat 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. Red words - my, a, so, do, I Allow opportunities for learning new sounds in CIP activities. Take photos
Activities for children to rotate	Activity 1- Form the sounds learnt with playdough					Each child to practise writing the letters learnt this week in their literacy book.
	Activity 5- Write the sounds in sa	nd trays.				

RWI Set 1 Sounds								
Teach new	graphemes for reading npgoc	Practise reading and spelling Set 1	Green words Practise reading an	d spelling high frequency words Pro	actise reading red words			
	1	2	3	4	5			
Date								



		,			
Revisit	Recall last sound taught - i Can you remember what sounds you have learnt so far? Look at	Recall last sounds taught Can you remember what sounds you have learnt? Look at the	Recall last sound taught Can you remember what sounds you have learnt? Look at the	Recall last sound taught Can you remember what sounds you have learnt? Look at the picture	Recall last sound taught ' Can you remember what sounds you have learnt? Look at the picture
	the picture frieze.	picture frieze:	picture frieze.	frieze.	frieze.
	Show cards:	Show cards-	Show cards-	Show cards-	Show cards-
	Picture side - saying	Picture side - saying	Picture side - saying	Picture side - saying	Picture side - saying
	Letter side - sound	Letter side - sound	Letter side - sound	Letter side – sound	Letter side – sound
Teach/	Teach 'n' - Show picture card.	Teach p " - Show picture card. Say	Teach 'g' - Show picture card.	Teach 'o' - Show picture card. Say "o	Teach 'c' - Show picture card. Say "c o
Speed	Say "nnnn Nobby's net" MTYT.	"pppppirate" Now show 'p' letter	Say "g g g g girl" Now show 'g'	o o o orange" MTYT Now show 'o'	c c caterpillar" MTYT Now show 'c'
Sounds	Now show 'n' letter side and say	side and say 'ppp.' quietly holding	letter side and say 'g' This is a	letter side and say 'o' This is a	letter side and say 'c' This is a bouncy
	'n.' This is a stretchy sound"	up your hand. Explain it's a quiet	bouncy sound" Repeat with	bouncy sound" Repeat with bouncy	sound" Repeat with bouncy hand
	Repeat with stretchy hand movement. MTYT	bouncy sound. Repeat with bouncy hand movement to mouth. MTYT	bouncy hand movement. MTYT	hand movement. MTYT	movement. MTYT
	Discus picture Set 1 cards	Discus picture Set 1 cards	Discus picture Set 1 cards	Discus picture Set 1 cards	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.	Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound.	Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the 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	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
	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.	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.	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.	this sound and explain that we may see this sound represented this way at the beginning of a sentence or for a noun.	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.	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.	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.	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.	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		Speed write- Select 3 sounds you	Speed write- Select 3 sounds you
	Speed write- Select 3 sounds	have taught so far for children to	Speed write- Select 3 sounds	have taught so far for children to	have taught so far for children to
	you have taught so far for	speedily write on their	you have taught so far for	speedily write on their whiteboards.	speedily write on their whiteboards.
	children to speedily write on	whiteboards.	children to speedily write on		
	their whiteboards.		their whiteboards.	Fred Talk (Oral)- Introduce Fred.	Fred Talk (Oral)- Introduce Fred.
		Fred Talk (Oral)- Introduce Fred.		o-n on	c-a-t cat



	Fred Talk (Oral)- Introduce		Fred Talk (Oral)- Introduce	n-o-t not	c-o-t cot
	Fred Talk (Oral)- Introduce	p-i-n pin	Fred Talk (Oral)- Introduce		
		p-o-p pop		t-o-p top	c-a-n can
	i-n in	p-a-t pat	g-a-p gap	g-o-t got	с-а-р сар
	o-n on	p-a-n pan	d-i-g- dig		
	a-n-d and		g-o-t got		
	p-i-n pin		d-o-g dog		
Word	Word time 1.1	Word time 1.1	Word time 1.1	Word time 1.2	Word time 1.2
Time	Sounds: m a s d t	Sounds: m a s d t	Sounds: m a s d t	Sounds: m a s d t i n p g o	Sounds: masdtinpgo
	Words: mat at mad sat dad sat	Words: mat at mad sat dad sat	Words: mat at mad sat dad sat	Words: in on it an and pin pat got	Words: in on it an and pin pat got dog
				dog sit tip pan gap dig top	sit tip pan gap dig top
	Review the sounds above quickly.	Review the sounds above quickly.	Review the sounds above quickly.		
				Review the sounds above quickly.	Review the sounds above quickly.
	Fred Talk- Remind chn Fred can	Fred Talk- Remind chn Fred can	Fred Talk- Remind chn Fred can	·	· '
	only speak in sounds so we have	only speak in sounds so we have to	only speak in sounds so we have	Fred Talk- Remind chn Fred can only	Fred Talk- Remind chn Fred can only
	to help him.	help him.	to help him.	speak in sounds so we have to help	speak in sounds so we have to help
	Blending- Say sounds in	Blending- Say sounds in	Blending- Say sounds in	him.	him.
	exaggerated manor for words	exaggerated manor for words	exaggerated manor for words	Blending- Say sounds in exaggerated	Blending- Say sounds in exaggerated
	above e.g. m-a-t mat. Pause after	above e.g. m-a-t mat. Pause after	above e.g. m-a-t mat. Pause after	manor for words above. Pause after	manor for words above. Pause after
	fred talk. Chn jump in and say	fred talk. Chn jump in and say mat.	fred talk. Chn jump in and say	fred talk. Chn jump in and say the	fred talk. Chn jump in and say the
	mat.	Trod rank only jump in and say mar.	mat.	word.	word.
	mar.	Blend with speed sound cards-	mar.	Wo. c.	word.
	Blend with speed sound cards-	what sounds do I need for each	Blend with speed sound cards-	Blend with speed sound cards- what	Blend with speed sound cards- what
	what sounds do I need for each	word above? Place sounds in	what sounds do I need for each	sounds do I need for each word	sounds do I need for each word
	word above? Place sounds in	pocket chart. MTYT. Sweep finger	word above? Place sounds in	above? Place sounds in pocket chart.	above? Place sounds in pocket chart.
	pocket chart. MTYT. Sweep	under each word and read the	pocket chart. MTYT. Sweep	MTYT. Sweep finger under each	MTYT. Sweep finger under each word
	finger under each word and read	word.	finger under each word and read	word and read the word.	and read the word.
	the word.	word. Blending with magnetic sounds-	the word.		Blending with magnetic sounds- chn
				Blending with magnetic sounds- chn	
	Blending with magnetic sounds-	chn use magnetic letters to make	Blending with magnetic sounds-	use magnetic letters to make each	use magnetic letters to make each
	chn use magnetic letters to make	each word above. Sound it out and	chn use magnetic letters to make	word above. Sound it out and read	word above. Sound it out and read the
	each word above. Sound it out	read the word.	each word above. Sound it out	the word.	word.
	and read the word.		and read the word.	5 1 1 7	
	Red words - my, a, so, do, to, I,	Red words - my, a, so, do, to, I, no,	Red words - my, a, so, do, to, I,	Red words - my, a, so, do, to, I, no,	Red words - my, a, so, do, to, I, no,
	no	put	no, put, said	put, said, go	put, said, go,
	Allow opportunities for learning	Allow opportunities for learning	Allow opportunities for this in	Allow opportunities for learning new	Allow opportunities for learning new
	new sounds in CIP activities.	new sounds in CIP activities. Take	CIP activities. Take photos	sounds in CIP activities. Take photos	sounds in CIP activities. Take photos
	Take photos	photos	or activities. Take photos	Sounds in our derivities, Take photos	Sounds in our derivities, take prioros
	Activity 1- Play 'I spy with my little		I		Practise writing the letters learnt so
for	,	. 5			far in their Literacy exercise book.
-	Activity 2- Go on a sound hunt				, , , , , , , , , , , , , , , , , , , ,



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

RWI Set					
Teach new	graphemes for reading k u b f e	Practise reading and spelling Se	† 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 '
	Can you remember what sounds	Can you remember what sounds	Can you remember what sounds	Can you remember what sounds you	Can you remember what sounds you
	you have learnt so far? Look at	you have learnt? Look at the	you have learnt? Look at the	have learnt? Look at the picture	have learnt? Look at the picture
	the picture frieze.	picture frieze:	picture frieze.	frieze.	frieze.
	Show cards :	Show cards-	Show cards-	Show cards-	Show cards-
	Picture side - saying	Picture side - saying	Picture side - saying	Picture side - saying	Picture side - saying
	Letter side - sound	Letter side - sound	Letter side - sound	Letter side - sound	Letter side - sound
Teach/	Teach 'k' - Show picture card.	Teach "u " - Show picture card.	Teach 'b' - Show picture card.	Teach 'f' - Show picture card. Say "f	Teach 'e' - Show picture card. Say "e
Speed	Say "kkkk kangaroo" MTYT	Say "u u u umbrella" MTYT	Say "b b b b boot" MTYT Now	fffflower" MTYT Now show 'f'	e e e egg" MTYT Now show 'e' letter
Sounds	Now show 'k' letter side and say	Now show 'u' letter side and say 'u	show 'b' letter side and say 'b'	letter side and say 'f' This is a	side and say 'e' This is a bouncy sound"
	'k.' This is a bouncy sound"	u u.' Explain it's a bouncy sound.	This is a bouncy sound" Repeat	stretchy sound" Repeat with	Repeat with bouncy hand movement.
	Repeat with bouncy hand	Repeat with bouncy hand	with bouncy hand movement.	stretchy hand movement. MTYT	МТУТ
	movement. MTYT	movement. MTYT	MTYT	Discus Set 1 picture cards	Discus Set 1 picture cards
	Discus Set 1 picture cards	Discus Set 1 picture cards	Discus Set 1 picture cards	·	'
	'	'	'	Spot the new sound in the pack of	Spot the new sound in the pack of
	Spot the new sound in the pack	Spot the new sound in the pack of	Spot the new sound in the pack	cards- Make a silly noise/face when	cards- Make a silly noise/face when
	of cards- Make a silly noise/face	cards- Make a silly noise/face	of cards- Make a silly noise/face	they have spotted the sound.	they have spotted the sound.
	when they have spotted the	when they have spotted the sound.	when they have spotted the	, ,	, ,
	sound.	, '	sound.	Show children the capital letter for	Show children the capital letter for
		Show children the capital letter		this sound and explain that we may	this sound and explain that we may
	Show children the capital letter	for this sound and explain that we	Show children the capital letter	see this sound represented this way	see this sound represented this way
	for this sound and explain that	may see this sound represented	for this sound and explain that	,	'

Love and Learn in the footsteps of Christ



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



		0.0000	or or mornour larning over	31 110 11	
	pocket chart. MTYT. Sweep	pocket chart. MTYT. Sweep finger	pocket chart. MTYT. Sweep	MTYT. Sweep finger under each	MTYT. Sweep finger under each word
	finger under each word and read	under each word and read the	finger under each word and read	word and read the word.	and read the word.
	the word.	word.	the word.	Blending with magnetic sounds- chn	Blending with magnetic sounds- chn
	Blending with magnetic sounds-	Blending with magnetic sounds-	Blending with magnetic sounds-	use magnetic letters to make each	use magnetic letters to make each
	chn use magnetic letters to make	chn use magnetic letters to make	chn use magnetic letters to make	word above. Sound it out and read	word above. Sound it out and read the
	each word above. Sound it out	each word above. Sound it out and	each word above. Sound it out	the word.	word.
	and read the word.	read the word.	and read the word.		
Apply	For this sound. Explain that c and k together also make the sound ccc or kkk 'ck' Kick, mack,	Red words - my, a, so, do, to, I, no, put, said, go, the, like	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be	Red words – my, a, so, do, to, I, no, put, said, go, the, like, be, of	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of (no new)
	sack, tick	Allow opportunities for learning	Allow opportunities for this in	Allow opportunities for learning new	Allow opportunities for learning new
	Red words - my, a, so, do, to, I,	new sounds in CIP activities. Take	CIP activities. Take photos	sounds in CIP activities. Take photos	sounds in CIP activities. Take photos
	no, put, said, go, the, like	photos	·	•	·
	Allow opportunities for learning				
	new sounds in CIP activities.				
	Take photos				
Activities	Activity 1- Circle images that begi	n with today's sound on a sound hunting	g sheet.		Practise writing the letters learnt so
for					far in Literacy exercise books.
children	Activity 2- Make the sound/s using	g playdough			
to rotate					
	Activity 3- create the sound/s usi				
	Activity 4- Make the sound/s with	body parts			
	Activity 5- Paint the sound/s learn	t			



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



		0,0000	on a monitor manning over	VIOW	
	Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. I-i-p lip I-e-t let s-e-ll sell w-e-ll well	Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. h-e-n hen h-i-t hit h-o-p hop h-a-t hat	Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. Sh-o-p shop Sh-i-p ship f-i-sh fish sh-e-d shed	Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. r-e-d red r-u-n run r-a-t rat r-i-p rip	Speed write- Select 3 sounds you have taught so far for children to speedily write on their whiteboards. Fred Talk (Oral)- Introduce Fred. j-e-t jet j-o-b job j-o-g jog j-a-m jam
Word	Word time 1.3	Word time 1.3	Word time 1.4	Word time 1,4	Word time 1.4
Time	Sounds: masdtinpgockub Words: bin cat cot can kit mud up cup bad	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	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	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	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
	Review the sounds above quickly.	Review the sounds above quickly.	Review the sounds above quickly.	Review the sounds above quickly.	Review the sounds above quickly.
	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.	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.	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.	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.	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.	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.	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.	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.	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.
Apply	'Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of by	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of by, he	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of by, he, she 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 by, he, she, are	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are (no new) Allow opportunities for learning new sounds in CIP activities. Take photos



for Practise wr	e out green words in books.
Activity 4- Go on a sound hunt. Activity 5- Use the sound monkeys to create words using the sounds learnt.	rise writing the letters learnt so n exercise book.

RWI Set 1 Sounds								
Teach new	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 '			



	Τ		on's Phonics Planning Over		T
	Can you remember what sounds	Can you remember what sounds	Can you remember what sounds	Can you remember what sounds	Can you remember what sounds you
	you have learnt so far? Look at	you have learnt? Look at the	you have learnt? Look at the	you have learnt? Look at the	have learnt? Look at the picture
	the picture frieze.	picture frieze:	picture frieze.	picture frieze.	frieze.
	Show cards :	Show cards-	Show cards-	Show cards-	Show cards-
	Picture side - saying	Picture side - saying	Picture side - saying	Picture side - saying	Picture side - saying
	Letter side - sound	Letter side – sound	Letter side – sound	Letter side – sound	Letter side - sound
Teach/	Teach 'v' - Show picture card.	Teach "y" - Show picture card. Say	Teach 'w' - Show picture card. Say	Teach 'th' - Show picture card. Say	Teach 'z' - Show picture card. Say "z z
Speed	Say "v v v vulture" MTYT. Now	"y y y yak" MTYT. Now show 'y'	"w w w worm " MTYT. Now show	"the princess in the tower is	z zip" MTYT. Now show 'z' letter side
Sounds	show 'v' letter side and say 'v.'	letter side and say 'y y y y .'	'w' letter side and say "w" This is a	rescued by the horse." MTYT. Now	and say 'z' This is a stretchy sound"
	This is a stretchy sound" Repeat	Explain it's a bouncy sound. Repeat	bouncy sound" Repeat with bouncy	show 'th' letter side and say 'th'	Repeat with stretchy hand movement.
	with stretchy hand movement.	with bouncy hand movement.	hand movement. MTYT	This is a stretchy sound" Repeat	MTYT
	MTYT	MTYT		with stretchy hand movement.	
			Discus Set 1 picture cards	МТУТ	Discus Set 1 picture cards
	Discus Set 1 picture cards	Discus Set 1 picture cards	P · · · · · · · · · · · · · · · · · · ·		
	рилин и ин и		Spot the new sound in the pack of	Discus Set 1 picture cards	Spot the new sound in the pack of
	Spot the new sound in the pack	Spot the new sound in the pack of	cards- Make a silly noise/face	Siedus der E prorui e dui de	cards- Make a silly noise/face when
	of cards- Make a silly noise/face	cards- Make a silly noise/face	when they have spotted the sound.	Spot the new sound in the pack of	they have spotted the sound.
	when they have spotted the	when they have spotted the sound.	when they have sported the sound.	cards- Make a silly noise/face	mey have sported the sound.
	sound.	when mey have sporred me sound.	Show children the capital letter	when they have spotted the sound.	Show children the capital letter for
	Souria.	Show children the capital letter	for this sound and explain that we	when mey have sported me sound.	this sound and explain that we may
	Show children the capital letter	for this sound and explain that we	may see this sound represented	Have mini mirrors for the children	see this sound represented this way
	for this sound and explain that	may see this sound represented	this way at the beginning of a	to watch their faces as they say	at the beginning of a sentence or for
	we may see this sound	this way at the beginning of a	sentence or for a noun.	the 'th' sound. Should have tongues	a noun.
	represented this way at the	sentence or for a noun.		out.	
	beginning of a sentence or for a			Explain 'th' is a diagraph. Two	
	noun.	2		letters that make one sound.	
Practise	Practice writing 'v'	Practice writing 'y'	Practice writing 'w'	Practice writing 'th'	Practice writing 'z'
	Run your finger along the picture	Run your finger along the picture	Run your finger along the picture	Run your finger along the picture	Run your finger along the picture side
	side of 'v' and say 'down a wing,	side of 'y' and say "down a horn, up	side of 'w' and say "down, up, down,	side of 'th" and say "down the	of 'z' and say "zig, zag, zig, down the
	up a wing.' Ask the children to	a horn and under the yak's head."	up the worm." Ask the children to	tower, across the tower, then	zip." Ask the children to use their
	use their finger in the air, on the	Ask the children to use their	use their finger in the air, on the	down the horses head to the	finger in the air, on the table, on a
	table, on a child's back etc to	finger in the air, on the table, on a	table, on a child's back etc to	hooves and over his back." Ask the	child's back etc to practice writing 'j.'
	practice writing 'v.'	child's back etc to practice writing	practice writing 'w.'	children to use their finger in the	Practise writing on a whiteboard or a
	Practise writing on a white board	'y.'	Practise writing on a whiteboard	air, on the table, on a child's back	'Messy Play' tray.
	or a 'Messy Play' tray.	Practise writing on a whiteboard	or a 'Messy Play' tray.	etc to practice writing 'th.'	
		or a 'Messy Play' tray.		Practise writing on a whiteboard	Speed write- Select 3 sounds you
	Speed write- Select 3 sounds		Speed write- Select 3 sounds you	or a 'Messy Play' tray.	have taught so far for children to
	you have taught so far for	Speed write- Select 3 sounds you	have taught so far for children to		speedily write on their whiteboards.
	children to speedily write on	have taught so far for children to	speedily write on their	Speed write- Select 3 sounds you	
	their whiteboards.	speedily write on their	whiteboards.	have taught so far for children to	Fred Talk (Oral)- Introduce Fred.
		whiteboards.		speedily write on their	z-i-p zip
	Fred Talk (Oral)- Introduce		Fred Talk (Oral)- Introduce Fred.	whiteboards.	z-i-g zig
		- 1 - 1			
	Fred.	Fred Talk (Oral)- Introduce Fred.	w-i-n win		z-a-g zag



			on's Phonics Planning Over		T
	v-a-n van	y-e-s yes	w-e-b web	Th-i-n thin	
		y-e-t yet	w-i-g wig	Th-i-ck thick	
		y-u-m yum		Th-i-s this	
				Th-r-ee three	
Word	Word time 1.4	Word time 1.4	Word time 1.5	Word time 1.5	Word time 1.5
Time	Sounds: masdtinpgockub	Sounds: masdtinpgockubf	Sounds: masdtinpgockubf	Sounds: masdtinpgockubf	Sounds: masdtinpgockubfel
	felhsh	elhsh	elhshckrjvyw	elh sh ck r j v y w	h sh ck r j v y w
	Words: bed met get fan fun fat	Words: bed met get fan fun fat lip	Words: red run rat jog jet jam vet	Words: red run rat jog jet jam vet	Words: red run rat jog jet jam vet
	lip log let had hit hen ship shop	log let had hit hen ship shop fish	yap yes yet yum web win wish wet	yap yes yet yum web win wish wet	yap yes yet yum web win wish wet
	fish		sock	sock	sock
	,	Review the sounds above quickly.			
	Review the sounds above quickly.	,	Review the sounds above quickly.	Review the sounds above quickly.	Review the sounds above quickly.
	, ,	Fred Talk- Remind chn Fred can	, ,	, ,	' '
	Fred Talk- Remind chn Fred can	only speak in sounds so we have to	Fred Talk- Remind chn Fred can	Fred Talk- Remind chn Fred can	Fred Talk- Remind chn Fred can only
	only speak in sounds so we have	help him.	only speak in sounds so we have to	only speak in sounds so we have to	speak in sounds so we have to help
	to help him.	Blending- Say sounds in	help him.	help him.	him.
	Blending- Say sounds in	exaggerated manor for words	Blending- Say sounds in	Blending- Say sounds in	Blending- Say sounds in exaggerated
	exaggerated manor for words	above. Pause after fred talk. Chn	exaggerated manor for words	exaggerated manor for words	manor for words above. Pause after
	above. Pause after fred talk. Chn	jump in and say the word.	above. Pause after fred talk. Chn	above. Pause after fred talk. Chn	fred talk. Chn jump in and say the
	jump in and say the word.	3	jump in and say the word.	jump in and say the word.	word.
	,	Blend with speed sound cards-	,	,	
	Blend with speed sound cards-	what sounds do I need for each	Blend with speed sound cards-	Blend with speed sound cards-	Blend with speed sound cards- what
	what sounds do I need for each	word above? Place sounds in	what sounds do I need for each	what sounds do I need for each	sounds do I need for each word
	word above? Place sounds in	pocket chart. MTYT. Sweep finger	word above? Place sounds in	word above? Place sounds in	above? Place sounds in pocket chart.
	pocket chart. MTYT. Sweep	under each word and read the	pocket chart. MTYT. Sweep finger	pocket chart. MTYT. Sweep finger	MTYT. Sweep finger under each word
	finger under each word and read	word.	under each word and read the	under each word and read the	and read the word.
	the word.	Blending with magnetic sounds-	word.	word.	Blending with magnetic sounds- chn
	Blending with magnetic sounds-	chn use magnetic letters to make	Blending with magnetic sounds-	Blending with magnetic sounds-	use magnetic letters to make each
	chn use magnetic letters to make	each word above. Sound it out and	chn use magnetic letters to make	chn use magnetic letters to make	word above. Sound it out and read the
	each word above. Sound it out	read the word.	each word above. Sound it out and	each word above. Sound it out and	word.
	and read the word.	, , , , , , , , , , , , , , , , , , , ,	read the word.	read the word.	
Apply	Red words - my, a, so, do, to, I,	Red words - my, a, so, do, to, I, no,	Red words - my, a, so, do, to, I, no,	Red words - my, a, so, do, to, I, no,	Red words - my, a, so, do, to, I, no,
· 'FF'/	no, put, said, go, the, like, be, of,	put, said, go, the, like, be, of, by,	put, said, go, the, like, be, of, by,	put, said, go, the, like, be, of, by,	put, said, go, the, like, be, of, by, he,
	by, he, she, are, the	he, she, are, the, said	he, she, are, the, said, you,	he, she, are, the, said, you, your	she, are, the, said, you, your (no new)
	Allow opportunities for learning	Allow opportunities for learning	Allow opportunities for this in CIP	Allow opportunities for learning	Allow opportunities for learning new
	new sounds in CIP activities.	new sounds in CIP activities. Take	activities. Take photos	new sounds in CIP activities. Take	sounds in CIP activities. Take photos
	Take photos	photos	governoon value priores	photos	Sounds in our dominion rand priores
Activities	Activity 1- Play 'I spy with my little	e eye' using sounds learnt.		•	Write out green words in books.
for					Practise writing the letters learnt so
children	Activity 2- Circle the images begin	ining with today's sound			far in exercise book.
to rotate					



ot boseph si nonics i lanning Overview					
Activity 3- Form the sound/s learnt using pipe clearners.					
A R D A R C C C D A LAN A DIA C A DIA C C C C C C C C C C C C C C C C C C C					
Activity 4- Practise forming the letters with the marble letter runs.					
Activity 5- Fish out the correct sounds in the water tray.					
,					

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

Love and Learn in the footsteps of Christ



	This is a bouncy sound" Repeat with bouncy hand movement. MTYT Discus 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 'ch' is a special friend	Repeat with bouncy hand movement. MTYT Discus 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 'qu' is a special friend (diagraph). Two letters that make one sound.	sound" Repeat with stretchy hand movement. MTYT Discus 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	with stretchy hand movement. MTYT Discus 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 'ng' is a special friend (diagraph). Two letters that make one sound.	Discus 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 'nk' is a special friend (diagraph). Two letters that make one sound.
	(diagraph). Two letters that make one sound.	3	this way at the beginning of a sentence or for a noun.	3.3333114.	
Practise	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.' Practise writing on a white board 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. Ch-o-c choc Ch-o-p chop Ch-i-n chin Ch-a-t chat	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.' 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. Qu-ee-n queen Qu-i-t quit Qu-ick quick	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.' 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. f-o-x fox b-o-x box o-x ox	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.' 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. Th-i-ng thing s-i-ng sing w-i-ng wing k-i-ng king	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.' 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. Th-i-nk think s-i-nk sink w-i-nk wink s-t-i-nk stink
Word Time	Word time 1.5 Sounds: m a s d t i n p g o c k u b f e l h sh ck r j v y w	Word time 1.5 Sounds: masdtinpgockubf elhshckrjvyw	Word time 1.5 Sounds: masdtinpgockubf elhshckrjvyw	Word time 1.5 Sounds: masdtinpgockubf elhshckrjvyw	Word time 1.6 & 1.7 Sounds: m a s d t i n p g o c k u b f e l h sh ck r j v y w th z chq u x ng nk



	ı		or si mornes i lanning Over		
	Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock	Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock	Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock	Words: red run rat jog jet jam vet yap yes yet yum web win wish wet sock	Words: thin think this zag zip chin chop chat quiz quit fox box fix six sing bang thing wing
	Review the sounds above quickly.				
	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.	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.	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.	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.	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.	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.	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.	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.	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.
					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
Apply	Red words - my, a, so, do, to, I, no, put, said, go, the, like, be, of, by, he, she, are, the, you, your, was	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	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	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	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)
	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 this 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	Activity 1- Create the sound/s lear Activity 2- Make the sound/s using	ont using a variety of art resources. To pipe cleaners.			Write out green words in books. Practise writing the letters learnt so far in exercise book.
10 rotate	Activity 3- Fish out sounds learnt	in the water tray.			



Activity 4- Using sound stampers.

Activity 5- Use the phonics monkeys to create words using the sound/s learnt

Extra set 2 red words- call, there, old, some, her.

<u>RWI</u>

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.

Love and Learn in the footsteps of Christ



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

<u>Hold a sentence</u> - 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 Sour	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						



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



Recap Sounds: m a s d t i n p g o c k u b f e l h sh ck r j v y w th z ch qu x ng nk

Words: thin think this zag zip chin chop chat quiz quit fox box fix six sing bang thing wing etc

Review the sounds above quickly.

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 cardswhat 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 soundschn use magnetic letters to make each word above. Sound it out and read the word.

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

Nonsense words - Ask chn to read a few nonsense words.

Spell with Fred Fingers- day, may, play, way say lay, tray, spray See Monday's lesson for more detail.

Green words- see, three, been, green, seen, sleep

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 cardswhat sounds do I need for each word above? Place sounds in pocket chart. MTYT. Sweep finger under each word and

Blending with magnetic sounds— chn use magnetic letters to make each word above. Sound it out and read the word.

read the word

Nonsense words- Ask chn to read a few nonsense words.

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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.

See Monday's lesson for more detail.

Green words- high, night, light, fright, bright, might

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 cardswhat 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 soundschn use magnetic letters to make each word above. Sound it out and read the word.

Nonsense words - Ask chn to read a few nonsense words.

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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.

See Monday's lesson for more detail.

Green words- blow, snow, low, show, know, slow

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 cardswhat 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 soundschn use magnetic letters to make each word above. Sound it out and read the word.

Nonsense words - Ask chn to read a few nonsense words.

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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.

Green words- too, zoo, food, pool, moon, spoon.

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.

Nonsense words - Ask chn to read a few nonsense words.

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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.



	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 Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.				
Apply	Write the sentence: Can I stay and play?	Write the sentence: You need your sleep.	Write the sentence: The light was bright in the night sky.	Write the sentence: I like to blow the snow.	Write the sentence: Poo in the zoo.

RWI Set 2 Sour	RWI Set 2 Sounds						
Teach new graph	emes for reading oo, ar, or, air, ir	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							



	T	1	5 FITOTICS FIAITING OVERV		
Speed Sounds	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. 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) 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. 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.	Teach 'ar'. Show picture card. Say 'Start the car!' MTYT 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) 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. Speed sound card in Fred talk-Say one of the words listed on the speed sound card in Fred talk and say whole word. Repeat for three/four words.	Teach 'or.' Show picture card. Say 'Shut the door' MTYT 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) 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. Speed sound card in Fred talk-Say one of the words listed on the speed sound card in Fred talk and say whole word. Repeat for three/four words.	Teach 'air' Show picture card. Say 'That's not fair' MTYT Remind three special friends (Trigraph). 3 letters one sound. This is called a dash. Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) 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. 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.	Teach 'ir' Show picture card. Say 'whirl and twirl.' MTYT 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) 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. 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.
Word Time	Reading: green set 2 'oo' flashcards along with set 2 flashcards learnt so far. Book, look, took, cook, shook, foot. (model dots and dashes) Red words: Recap Red words - my, a, so, do, to, I, no, put, said,	Reading: green set 2 'ar' flash cards along with set 2 flashcards learnt so far. Far, car, tar, sharp, start, tart. (dots and dashes) Red words: Recap Red words - my, a, so, do, to, I, no, put, said,	Reading: green set 2 'or' flash cards along with set 2 flashcards already learnt. For, sort short sport, worn, horse, snort. (dots and dashes) Red words: Recap Red words - my, a, so, do, to, I, no, put, said,	Reading: green set 2 'or' flash cards along with set 2 flashcards already learnt. Fair, hair, lair, stair, air, chair. (dots and dashes) Red words: Recap Red words - my, a, so, do, to, I, no, put, said,	Reading: green set 2 'ir' flash cards along with set 2 flashcards already learnt. Bird, third, dirt, girl. whirl, twirl (dots and dashes) Red words: Recap Red words - my, a, so, do, to, I, no, put, said, go, the,
	go, the, like, be, of, by, he, she,	go, the, like, be, of, by, he, she,	go, the, like, be, of, by, he, she,	go, the, like, be, of, by, he, she,	like, be, of, by, he, she, are, the, you,
	are, the, you, your, was, we, me,	are, the, you, your, was, we, me,	are, the, you, your, was, we, me,	are, the, you, your, was, we, me,	your, was, we, me, what, want, call,



what, want, call, there, all, some, her.

Teach- I've

Word time 1.6 & 1.7

Green words- Book, look, took, cook, shook, foot.

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 cardswhat 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 soundschn use magnetic letters to make each word above. Sound it out and read the word.

Nonsense words- Ask chn to read a few nonsense words.

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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.

what, want, call, there, all, some, her, I've Teach- would

Word time 1.6 & 1.7

Green words- Far, car, tar, sharp, start, tart.

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 cardswhat 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.

Nonsense words - Ask chn to read a few nonsense words.

Spell with Fred Fingers- Far, car, tar, sharp, start, tart. 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

Spell review- Ask chn to write two/three previously taught

what, want, call, there, all, some, her, I've, would Teach- should

Word time 1.6 & 1.7

Green words- For, sort short sport, worn, horse, snort.

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 cardswhat 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 soundschn use magnetic letters to make each word above. Sound it out and read the word.

Nonsense words - Ask chn to read a few nonsense words.

Spell with Fred Fingers- For, sort short sport, worn, horse, snort.

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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.

what, want, call, there, all, some, her, I've, would, should Teach- could

Word time 1.6 & 1.7

Green words- Fair, hair, lair, stair, air, chair.

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 cardswhat 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.

Nonsense words - Ask chn to read a few nonsense words.

Spell with Fred Fingers- Fair, hair, lair, stair, air, chair.
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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.

there, all, some, her, I've, would, should, could Teach- No new words today

Word time 1.6 & 1.7

Green words- Bird, third, dirt, girl. whirl twirl

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

Nonsense words- Ask chn to read a few nonsense words.

Spell with Fred Fingers- Bird, third, dirt, girl. whirl, twirl 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

Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.

Show some red words. See which ones they know. Make two piles.



		·	<u> </u>		
	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