

RWI Set 3 Sounds

Teach new graphemes for reading Practise recognition ea oi a-e i-e o-e and recall of set one and two sounds
Practise reading and spelling high frequency words
Practise green words 2 and 3
Practise red words (High Frequency Words)

11 de 13e 1 edding	and spelling high frequency words	Practise green words 2 and 3	Practise red words (High Frequency		
<u> </u>	1	2	3	4	5
Date					
Speed Sounds	Teach 'ea'. Show picture for 'ea'. Upload PowerPoint with the 'ea' slide (RWI set 3 PP). Say 'ea- cup of tea' MTYT (my turn your turn) with actions.	Teach 'oi'. Show picture for 'oi'. Upload PowerPoint with the 'oi' slide (RWI set 3 PP). Say 'oi – Spoil the boy.' MTYT (my turn your turn) with actions.	Teach 'a-e'. Show picture for 'a-e'. Upload PowerPoint with the 'a-e' slide (RWI set 3 PP). Say 'a-e- make a cake' MTYT (my turn your turn) with actions.	Teach 'i-e'. Show picture for 'i-e'. Upload PowerPoint with the 'i-e' slide (RWI set 3 PP). Say 'i-e- nice smile' MTYT (my turn your turn) with actions.	Teach 'o-e'. Show picture for 'o-e'. Upload PowerPoint with the 'o-e' slide (RWI set 3 PP). Say 'o-e- phone home' MTYT (my turn your turn) with actions.
	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	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	Explain this sound is also a special friend but is also called a split diagraph. A grapheme is standing in between the sounds. It also makes the same sound as 'ay'.	Explain this sound is also a special friend but is also called a split diagraph. A grapheme is standing in between the sounds. It also makes the same sound as 'ie'.	Explain this sound is also a special friend but is also called a split diagraph. A grapheme is standing in between the sounds. It also makes the same sound as 'oe'.
	letters one sound (special friends- diagraph) Spot the new sound in the pack of cards- Make a silly noise/face	letters one sound (special friends- diagraph) Spot the new sound in the pack of cards- Make a silly	Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)	Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)	Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)
	when they have spotted the sound. Recall all set 2 sounds. Note any children who struggle with sounds. Speed sound card in Fred talk-	noise/face when they have spotted the sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.	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 and Set 3 sounds learnt so far. Note any children who struggle with	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 and Set 3 sounds learnt so far. Note any children who struggle with	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 and Set 3 sounds learnt so far. Note any children who struggle with sounds.
	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.	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.	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	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	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.
	Ask them: What is a grapheme? What is a phoneme? 'What other grapheme do you know makes the phoneme 'ea?' Are there any other sounds we	Ask them: 'What other grapheme do you know makes the phoneme 'oi?'	whole word. Repeat for three/four words. Are there any other sounds we have learnt that have the same	whole word. Repeat for three/four words. Are there any other sounds we have learnt that have the same	Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.
	have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.	Are there any other sounds we have learnt that have the same sound but different	sound but different graphemes? Refer to the RWI sound chart.	sound but different graphemes? Refer to the RWI sound chart.	



		graphemes? Refer to the RWI			
		sound chart.			
Word T	, , ,	Reading: green set 3 'oi' words	Reading: green set 3 'a-e' words	Reading: green set 3 'i-e'	Reading: green set 3 'o-e' words
	Tea, eat clean please, neat	Spoil, toil, foil, coil, coin,	Make, cake, name, same, late,	Smile, white, nice, like, time, hide,	Home, hope, rose, spoke, note,
	scream and seat. Ask children to	choice. Ask children to note	date Ask children to note dots	mine, fine, wide.	broke, stole, rope, those Ask
	note dots and dashes.	dots and dashes.	and dashes.	Ask children to note dots and	children to note dots and dashes.
	Remind children you can't 'Fred' a	Remind children you can't 'Fred'	Remind children you can't 'Fred' a	dashes.	Remind children you can't 'Fred' a
	red word.	a red word.	red word.	Remind children you can't 'Fred' a	red word.
				red word.	
	Red words: Recap all red words	Red words: Recap all red words	Red words: Recap all red words		Red words: Recap all red words
	learnt so far in set 1 and set 2.	learnt so far in set 1 and set 2.	learnt so far in set 1 and set 2.	Red words: Recap all red words	learnt so far in set 1 and set 2.
	Upload red word PowerPoint and	Upload red word PowerPoint	Upload red word PowerPoint and	learnt so far in set 1 and set 2.	Upload red word PowerPoint and
	flash through set 3 and set 4.	and flash through set 3 and set	flash through set 3 and set 4.	Upload red word PowerPoint and	flash through set 3 and set 4.
		4.		flash through set 3 and set 4.	
	Fred Talk- Hold up a green card		Fred Talk- Hold up a green card		Fred Talk- Hold up a green card
	(see above) Ask chn to sound out	Fred Talk- Hold up a green	(see above) Ask chn to sound out	Fred Talk- Hold up a green card	(see above) Ask chn to sound out the
	the special friends. Then say the sounds in Fred talk with	card (see above) Ask chn to	the special friends. Then say the sounds in Fred talk with	(see above) Ask chn to sound out	special friends. Then say the sounds
	exaggerated pronunciation. Blend	sound out the special friends. Then say the sounds in Fred	exaggerated pronunciation. Blend	the special friends. Then say the sounds in Fred talk with	in Fred talk with exaggerated pronunciation. Blend the sounds to
	the sounds to read the word.	talk with exaggerated	the sounds to read the word.	exaggerated pronunciation. Blend	read the word. Explain the meaning
	Explain the meaning of the word.	pronunciation. Blend the sounds	Explain the meaning of the word.	the sounds to read the word.	of the word. Repeat for all words.
	Repeat for all words.	to read the word. Explain the	Repeat for all words.	Explain the meaning of the word.	of the word, Repeat for all words.
	Repeal for all words.	meaning of the word. Repeat	Repeat for all words.	Repeat for all words.	Review the words - Ask chn to read
	Review the words - Ask chn to	for all words.	Review the words - Ask chn to	Repeat for all words.	words from previous sets 2 and 3
	read words from previous sets 2	,	read words from previous sets 2	Review the words - Ask chn to	that need further practice. Use
	and 3 that need further	Review the words - Ask chn to	and 3 that need further practice.	read words from previous sets 2	'Fred in your head' to gain speed.
	practice. Use 'Fred in your head'	read words from previous sets	Use 'Fred in your head' to gain	and 3 that need further practice.	(Use dots and dashes side if chn
	to gain speed. (Use dots and	2 and 3 that need further	speed. (Use dots and dashes side	Use 'Fred in your head' to gain	need help) Increase speed.
	dashes side if chn need help)	practice. Use 'Fred in your	if chn need help) Increase speed.	speed. (Use dots and dashes side	
	Increase speed.	head' to gain speed. (Use dots	'	if chn need help) Increase speed.	Nonsense words - Ask chn to read a
	·	and dashes side if chn need	Nonsense words - Ask chn to	,	few nonsense words.
	Nonsense words - Ask chn to	help) Increase speed.	read a few nonsense words.	Nonsense words - Ask chn to read	
	read a few nonsense words.	·		a few nonsense words.	Spell with Fred Fingers- Home,
		Nonsense words - Ask chn to	Spell with Fred Fingers- Make,		hope, rose, spoke, note, broke, stole,
	Spell with Fred Fingers-	read a few nonsense words.	cake, name, same, late, date		rope, those



Scream a Chn use to out the wo on their letter na down. Tw (underlin their wor Spell rev two/thre	their fingers to sound words, then write them whiteboards. Say the ames as they write them write them on the board we any SF) chn tick or fix	Spell with Fred Fingers - Spoil, toil, foil, coil, coin, choice. Chn use their fingers to sound out the words, then write them on their whiteboards. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words. 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. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words. Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.	Spell with Fred Fingers- Smile, white, nice, like, time, hide, mine, fine, wide. Chn use their fingers to sound out the words, then write them on their whiteboards. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words. 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. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words. Spell review- Ask chn to write two/three previously taught words using spell with Fred fingers.
''' '	sentence: sentence using one of	Write a sentence: Write as sentence using one of today's words.	Write a sentence: Write as sentence using one of today's words.	Write a sentence: Write as sentence using one of today's words.	Write a sentence: Write as sentence using one of today's words.

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly

RWI Set 3 Sour	nds								
Teach new graph	Teach new graphemes for reading Practise recognition u-e aw are ur er and recall of set one and two sounds								
Practise reading and spelling high frequency words Practise green words 2 and 3 Practise red words (High Frequency Words)									
	1	2	3	4	5				
Date									
Speed Sounds									



St Joseph's Phonics Pla	nnina Overview
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	Teach 'u-e'. Show picture for 'u-	Teach 'aw'. Show picture for	Teach 'are'. Show picture for	Teach 'ur'. Show picture for 'ur'.	Teach 'er'. Show picture for 'er'.
	e'. Upload PowerPoint with the 'u-	'aw'. Upload PowerPoint with the	'are'.	Upload PowerPoint with the 'ur'	Upload PowerPoint with the 'er' slide
	e' slide (RWI set 3 PP). Say 'u-e-	'aw' slide (RWI set 3 PP). Say	Upload PowerPoint with the 'are'	slide (RWI set 3 PP). Say 'ur - A	(RWI set 3 PP). Say 'er -' A better
	huge brute' MTYT (my turn your	'aw - Yawn at dawn.' MTYT (my	slide (RWI set 3 PP). Say 'are -	nurse with a purse.' MTYT (my	letter.' MTYT (my turn your turn)
	turn) with actions.	turn your turn) with actions.	Share and care.' MTYT (my turn	turn your turn) with actions.	with actions.
	ruin) with denois.	ruin your ruin) with actions.	your turn) with actions.	Turn your furn) with actions.	with defions.
	Explain this sound is also a	Hide card behind back and	Remind the children 3 letters 1	Explain this sound is also a special	Explain this sound is also a special
	special friend but is also called a	reveal- chn either say the	sound 'special friends' (trigraph).	friend (diagraph).	friend (diagraph).
	split diagraph. A grapheme is	sound or the phrase (depending			
	standing in between the sounds.	what side is revealed)	Hide card behind back and reveal-	Hide card behind back and reveal-	Hide card behind back and reveal-
	It also makes the same sound as	We dash this sound when we	chn either say the sound or the	chn either say the sound or the	chn either say the sound or the
	'ue'.	write it in a word to show it is 2	phrase (depending what side is	phrase (depending what side is	phrase (depending what side is
		letters one sound (special	revealed)	revealed)	revealed)
	Hide card behind back and	friends- diagraph)			
	reveal- chn either say the sound		Spot the new sound in the pack of	Spot the new sound in the pack of	Spot the new sound in the pack of
	or the phrase (depending what	Spot the new sound in the pack	cards- Make a silly noise/face	cards- Make a silly noise/face	cards- Make a silly noise/face when
	side is revealed)	of cards- Make a silly	when they have spotted the	when they have spotted the	they have spotted the sound. Recall
		noise/face when they have	sound. Recall all Set 2 sounds and	sound. Recall all Set 2 sounds and	all set 2 sounds and Set 3 sounds
	Spot the new sound in the pack	spotted the sound. Recall all	Set 3 sounds learnt so far. Note	Set 3 sounds learnt so far. Note	learnt so far. Note any children who
	of cards- Make a silly noise/face	Set 2 sounds and Set 3 sounds	any children who struggle with	any children who struggle with	struggle with sounds.
	when they have spotted the	learnt so far. Note any children	sounds.	sounds.	
	sound. Recall all set 2 sounds.	who struggle with sounds.			Speed sound card in Fred talk- Say
	Note any children who struggle	33	Speed sound card in Fred talk-	Speed sound card in Fred talk-	one of the words listed on the speed
	with sounds.	Speed sound card in Fred talk-	Say one of the words listed on	Say one of the words listed on	sound card in Fred talk. Chn repeat
		Say one of the words listed on	the speed sound card in Fred talk.	the speed sound card in Fred talk.	in Fred talk and say whole word.
	Speed sound card in Fred talk-	the speed sound card in Fred	Chn repeat in Fred talk and say	Chn repeat in Fred talk and say	Repeat for three/four words.
	Say one of the words listed on	talk. Chn repeat in Fred talk	whole word. Repeat for	whole word. Repeat for	Repeat for three, four words.
	the speed sound card in Fred	and say whole word. Repeat for	three/four words.	three/four words.	Are there any other sounds we have
	talk. Chn repeat in Fred talk and	three/four words.	Thi ee/ judi words.	Thi ee/ jour words.	learnt that have the same sound but
	say whole word. Repeat for	Three/ jour words.	Are there any other sounds we	Are there any other sounds we	different graphemes? Refer to the
	three/four words.	A +1	have learnt that have the same	have learnt that have the same	,
	mree/ tour words.	Are there any other sounds we have learnt that have the same			RWI sound chart.
	A continuo di constituti		sound but different graphemes?	sound but different graphemes?	
	Are there any other sounds we	sound but different	Refer to the RWI sound chart.	Refer to the RWI sound chart.	
	have learnt that have the same	graphemes? Refer to the RWI			
	sound but different graphemes?	sound chart.			
	Refer to the RWI sound chart.				
Word Time	Reading: green set 3 'u-e' words	Reading: green set 3 'aw' words	Reading: green set 3 'are' words	Reading: green set 3 'ur' words	Reading: green set 3 'er" words
	Tune, rude, huge, mule, brute,	Saw, raw, law, straw, dawn, paw,	care, share, dare, bare, spare,	Burn, turn, lurk, hurl, burn, burp,	Over, never, better, weather, after,
	use, June, dude, accuse, excuse	crawl, jaw, claw Ask children to	scare, flare, square, Clare,	slurp, nurse, purse, hurt Ask	hamster, litter, proper, corner,
	Ask children to note dots and	note dots and dashes.	software	children to note dots and dashes.	supper Ask children to note dots and
	dashes.	Remind children you can't 'Fred'	Ask children to note dots and	Remind children you can't 'Fred' a	dashes.
	Remind children you can't 'Fred' a	a red word.	dashes.	red word.	Remind children you can't 'Fred' a
	red word.				red word.



Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4.

Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat for all words.

Review the words - Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. (Use dots and dashes side if chn need help) Increase speed.

Nonsense words - Ask chn to read a few nonsense words

Spell with Fred Fingers- Tune, rude, huge, mule, brute, use, June, dude, accuse, excuse

Chn use their fingers to sound out the words, then write them on their whiteboards. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words.

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

Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4.

Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat for all words.

Review the words- Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. (Use dots and dashes side if chn need help) Increase speed.

Nonsense words - Ask chn to read a few nonsense words

Spell with Fred Fingers- Saw, raw, law, straw, dawn, paw, crawl, jaw, claw

Chn use their fingers to sound out the words, then write them on their whiteboards. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words.

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

Remind children you can't 'Fred' a red word.

Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4.

Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat for all words.

Review the words- Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. (Use dots and dashes side if chn need help) Increase speed.

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

Spell with Fred Fingers- care, share, dare, bare, spare, scare, flare, square, Clare, software

Chn use their fingers to sound out the words, then write them on their whiteboards. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words

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

Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4.

Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat for all words.

Review the words- Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. (Use dots and dashes side if chn need help) Increase speed.

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

Spell with Fred Fingers- Burn, turn, lurk, hurl, burn, burp, slurp, nurse, purse, hurt

Chn use their fingers to sound out the words, then write them on their whiteboards. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words.

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

Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4.

Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat for all words.

Review the words- Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. (Use dots and dashes side if chn need help) Increase speed.

Nonsense words - Ask chn to read a few nonsense words

Spell with Fred Fingers- Over, never, better, weather, after, hamster, litter, proper, corner, supper

Chn use their fingers to sound out the words, then write them on their whiteboards. Say the letter names as they write them down. T write them on the board (underline any SF) chn tick or fix their words.

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



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	Apply	Write a sentence:	Write a sentence:	Write a se	entence:	Write a sentence:	Write a sentence:
		Write as sentence using one of	Write as sentence using one of	Write as s	entence using one of	Write as sentence using one of	Write as sentence using one of
		today's words.	today's words.	today's wo	rds.	today's words.	today's words.
	Assessment			Read and spell phonically decidable two-syllable and three-syllable words			
	Give the sound when shown any grapheme that has been taught			 Read automatically all the words in the list of 100 high-frequency words 			
	 For any sound given, write the common graphemes. 			 Accurately sp 	pell most of the words in the list of 10	00 high-frequency words	
	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar			 Form each let 	tter correctly		
	words that are not completely decidable						

	nds nemes for reading Practise recognitio and spelling high frequency words	on ow ai oa ew ire and recall of se Practise green words 2 and 3	et one and two sounds Practise red words (High Frequency	v Words)	
	1	2	3	4	5
Date					
Speed Sounds	Teach 'ow'. Show picture for 'ow'. Upload PowerPoint with the 'ow' slide (RWI set 3 PP). Say 'ow - brown cow.' MTYT (my turn your turn) with actions. Hide card behind back and	Teach 'ai'. Show picture for 'ai'. Upload PowerPoint with the 'ai' slide (RWI set 3 PP). Say 'ai - snail in the rain.' MTYT (my turn your turn) with actions. Hide card behind back and	Teach 'oa'. Show picture for 'oa'. Upload PowerPoint with the 'oa slide (RWI set 3 PP). Say 'oa - goat in a boat.' MTYT (my turn your turn) with actions. Hide card behind back and reveal-	Teach 'ew'. Show picture for 'ew'. Upload PowerPoint with the 'ew' slide (RWI set 3 PP). Say 'ew - chew the stew.' MTYT (my turn your turn) with actions. Hide card behind back and reveal-	Teach 'ire'. Show picture for 'ire'. Upload PowerPoint with the 'ire' slide (RWI set 3 PP). Say 'ire - fire, fire!.' MTYT (my turn your turn) with actions.
	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)	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)	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)	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 friendsdiagraph)	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 3 letters one sound (special friends- trigraph)
	Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the	Spot the new sound in the pack of cards- Make a silly noise/face when they have	Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the	Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the	Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall



St Joseph's Phonics Planning Ov	verview
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1	sound. Recall all set 2 sounds.			16 11 11 6 1 6 1 1	11
		spotted the sound. Recall all	sound. Recall all Set 2 sounds and	sound. Recall all Set 2 sounds and	all set 2 sounds and Set 3 sounds
	Note any children who struggle	Set 2 sounds and Set 3 sounds	Set 3 sounds learnt so far. Note	Set 3 sounds learnt so far. Note	learnt so far. Note any children who
	with sounds.	learnt so far. Note any children	any children who struggle with	any children who struggle with	struggle with sounds.
		who struggle with sounds.	sounds.	sounds.	
	Speed sound card in Fred talk-				Speed sound card in Fred talk- Say
	Say one of the words listed on	Speed sound card in Fred talk-	Speed sound card in Fred talk-	Speed sound card in Fred talk-	one of the words listed on the speed
	the speed sound card in Fred	Say one of the words listed on	Say one of the words listed on	Say one of the words listed on	sound card in Fred talk. Chn repeat
	talk. Chn repeat in Fred talk and	the speed sound card in Fred	the speed sound card in Fred talk.	the speed sound card in Fred talk.	in Fred talk and say whole word.
	say whole word. Repeat for	talk. Chn repeat in Fred talk	Chn repeat in Fred talk and say	Chn repeat in Fred talk and say	Repeat for three/four words.
	three/four words.	and say whole word. Repeat for	whole word. Repeat for	whole word. Repeat for	
		three/four words.	three/four words.	three/four words.	Are there any other sounds we have
	Are there any other sounds we				learnt that have the same sound but
	have learnt that have the same	Are there any other sounds we	Are there any other sounds we	Are there any other sounds we	different graphemes? Refer to the
	sound but different graphemes?	have learnt that have the same	have learnt that have the same	have learnt that have the same	RWI sound chart.
	Refer to the RWI sound chart.	sound but different	sound but different graphemes?	sound but different graphemes?	
		graphemes? Refer to the RWI	Refer to the RWI sound chart.	Refer to the RWI sound chart.	
		sound chart.			
Word Time		Reading: green set 3 'ai' words	Reading: green set 3 'oa' words	Reading: green set 3 'ew' words	Reading: green set 3 'ire' words
	Howl, how, down, brown, cow,	Paid, snail, tail, drain, paint,	toad, oak, road, cloak, throat,	New, knew, flew, blew, few, crew,	Fire, hire, wire, spire, inspire,
	town, crowd, drown, now, gown	Spain, chain, train, rain, stain	roast, toast, loaf, coat, coal,	newt, screw, drew, grew, stew Ask	bonfire, conspire Ask children to
	Ask children to note dots and	Ask children to note dots and	coach	children to note dots and dashes.	note dots and dashes.
	dashes.	dashes.	Ask children to note dots and	Remind children you can't 'Fred' a	Remind children you can't 'Fred' a
	Remind children you can't 'Fred' a	Remind children you can't 'Fred'	dashes.	red word.	red word.
	red word.	a red word.	Remind children you can't 'Fred' a		
			red word.	Red words: Recap all red words	Red words: Recap all red words
	Red words: Recap all red words	Red words: Recap all red words		learnt so far in set 1 and set 2.	learnt so far in set 1 and set 2.
	learnt so far in set 1 and set 2.	learnt so far in set 1 and set 2.	Red words: Recap all red words	Upload red word PowerPoint and	Upload red word PowerPoint and
	Upload red word PowerPoint and	Upload red word PowerPoint	learnt so far in set 1 and set 2.	flash through set 3 and set 4.	flash through set 3 and set 4.
	flash through set 3 and set 4.	and flash through set 3 and set	Upload red word PowerPoint and		
		4.	flash through set 3 and set 4.	Fred Talk- Hold up a green card	Fred Talk- Hold up a green card
	Fred Talk- Hold up a green card			(see above) Ask chn to sound out	(see above) Ask chn to sound out the
	(see above) Ask chn to sound out	Fred Talk- Hold up a green	Fred Talk- Hold up a green card	the special friends. Then say the	special friends. Then say the sounds
	the special friends. Then say the	card (see above) Ask chn to	(see above) Ask chn to sound out	sounds in Fred talk with	in Fred talk with exaggerated
	sounds in Fred talk with	sound out the special friends.	the special friends. Then say the	exaggerated pronunciation. Blend	pronunciation. Blend the sounds to
	exaggerated pronunciation. Blend	Then say the sounds in Fred	sounds in Fred talk with	the sounds to read the word.	read the word. Explain the meaning
	the sounds to read the word.	talk with exaggerated	exaggerated pronunciation. Blend	Explain the meaning of the word.	of the word. Repeat for all words.
	Explain the meaning of the word.	pronunciation. Blend the sounds	the sounds to read the word.	Repeat for all words.	
	Repeat for all words.	to read the word. Explain the	Explain the meaning of the word.		Review the words - Ask chn to read
		meaning of the word. Repeat	Repeat for all words.	Review the words- Ask chn to	words from previous sets 2 and 3
	Review the words - Ask chn to	for all words.		read words from previous sets 2	that need further practice. Use
	read words from previous sets 2		Review the words- Ask chn to	and 3 that need further practice.	'Fred in your head' to gain speed.
	and 3 that need further	Review the words - Ask chn to	read words from previous sets 2	Use 'Fred in your head' to gain	(Use dots and dashes side if chn
I	practice. Use 'Fred in your head'	read words from previous sets	and 3 that need further practice.		need help) Increase speed.



St Joseph's Phonics Planning Ov	verview
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1	to gain speed. (Use dots and	2 and 3 that need further	Use 'Fred in your head' to gain	speed. (Use dots and dashes side	
	dashes side if chn need help)	practice. Use 'Fred in your	speed. (Use dots and dashes side	if chn need help) Increase speed.	Nonsense words - Ask chn to read a
	Increase speed.	head' to gain speed. (Use dots	if chn need help) Increase speed.		few nonsense words.
		and dashes side if chn need		Nonsense words - Ask chn to read	
	Nonsense words - Ask chn to	help) Increase speed.	Nonsense words - Ask chn to	a few nonsense words.	Spell with Fred Fingers- Fire, hire,
	read a few nonsense words.		read a few nonsense words.		wire, spire, inspire, bonfire, conspire
		Nonsense words - Ask chn to		Spell with Fred Fingers- New,	
	Spell with Fred Fingers- Howl,	read a few nonsense words.	Spell with Fred Fingers-toad,	knew, flew, blew, few, crew, newt,	Chn use their fingers to sound out
	how, down, brown, cow, town,	Spell with Fred Fingers-Paid,	oak, road, cloak, throat, roast,	screw, drew, grew, stew	the words, then write them on their
	crowd, drown, now, gown	snail, tail, drain, paint, Spain,	toast, loaf, coat, coal, coach		whiteboards. Say the letter names
		chain, train, rain, stain		Chn use their fingers to sound out	as they write them down. T write
	Chn use their fingers to sound		Chn use their fingers to sound out	the words, then write them on	them on the board (underline any
	out the words, then write them	Chn use their fingers to sound	the words, then write them on	their whiteboards. Say the letter	SF) chn tick or fix their words.
	on their whiteboards. Say the	out the words, then write them	their whiteboards. Say the letter	names as they write them down. T	
	letter names as they write them	on their whiteboards. Say the	names as they write them down. T	write them on the board	Spell review- Ask chn to write
	down. T write them on the board	letter names as they write	write them on the board	(underline any SF) chn tick or fix	two/three previously taught words
	(underline any SF) chn tick or fix	them down. T write them on the	(underline any SF) chn tick or fix	their words.	using spell with Fred fingers.
	their words.	board (underline any SF) chn	their words.		
		tick or fix their words.		Spell review- Ask chn to write	
	Spell review- Ask chn to write		Spell review- Ask chn to write	two/three previously taught	
	two/three previously taught	Spell review- Ask chn to write	two/three previously taught	words using spell with Fred	
	words using spell with Fred	two/three previously taught	words using spell with Fred	fingers.	
	fingers.	words using spell with Fred	fingers.		
		fingers.			
Apply	Write a sentence:	Write a sentence:	Write a sentence:	Write a sentence:	Write a sentence:
	Write as sentence using one of	Write as sentence using one of	Write as sentence using one of	Write as sentence using one of	Write as sentence using one of
	today's words.	today's words.	today's words.	today's words.	today's words.
Assessment	e the sound when shown any arapheme th	act has been tought	•	ell phonically decidable two-syllable and tically all the words in the list of 100	•
■ (7IV	e. The Sound When Shown any arabheme It	IOT DOS DEEN TOUGHT	i • Keaa allomo	ricany an the words in the IIST OT IOO	MON-TERUJENCY WORDS

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly



Practise reading	and spelling high frequency words		Practise red words (High Frequency	
	1	2	3	4
Date				
Speed Sounds	Teach 'ear'. Show picture for	Teach 'ure'. Show picture for	Teach 'tion'. Show picture for	Teach 'tious/cious'. Show picture
	'ear'. Upload PowerPoint with the	'ure'. Upload PowerPoint with	'tion'. Upload PowerPoint with the	for 'tious/cious'. Upload
	'ear' slide (RWI set 3 PP). Say	the 'ure' slide (RWI set 3 PP).	'tion' slide (RWI set 3 PP). Say	PowerPoint with the 'tious/cious'
	'ear - hear with your ear.' MTYT	Say 'ure - sure it's pure' MTYT	'tion - pay attention: it's a	slide (RWI set 3 PP). Say 'tious-
	(my turn your turn) with actions.	(my turn your turn) with	celebration!.' MTYT (my turn your	scrumptious; cious- delicious!.'
		actions.	turn) with actions.	MTYT (my turn your turn) with
	Hide card behind back and			actions.
	reveal- chn either say the sound	Hide card behind back and	Hide card behind back and reveal-	
	or the phrase (depending what	reveal- chn either say the	chn either say the sound or the	Hide card behind back and reveal-
	side is revealed)	sound or the phrase (depending	phrase (depending what side is	chn either say the sound or the
	We dash this sound when we	what side is revealed)	revealed)	phrase (depending what side is
	write it in a word to show it is 3	We dash this sound when we	We dash this sound when we	revealed)
	letters one sound (special	write it in a word to show it is 3	write it in a word to show it is 4	We dash this sound when we write
	friends- trigraph)	letters one sound (special	letters one sound (special	it in a word to show it is 5 letters
		friends- trigraph)	friends)	one sound (special friends)
	Spot the new sound in the pack			
	of cards- Make a silly noise/face	Spot the new sound in the pack	Spot the new sound in the pack of	Spot the new sound in the pack of
	when they have spotted the	of cards- Make a silly	cards- Make a silly noise/face	cards- Make a silly noise/face
	sound. Recall all set 2 sounds.	noise/face when they have	when they have spotted the	when they have spotted the
	Note any children who struggle	spotted the sound. Recall all	sound. Recall all Set 2 sounds and	sound. Recall all Set 2 sounds and
	with sounds.	Set 2 sounds and Set 3 sounds	Set 3 sounds learnt so far. Note	Set 3 sounds learnt so far. Note
		learnt so far. Note any children	any children who struggle with	any children who struggle with
	Speed sound card in Fred talk-	who struggle with sounds.	sounds.	sounds.
	Say one of the words listed on			
	the speed sound card in Fred	Speed sound card in Fred talk-	Speed sound card in Fred talk-	Speed sound card in Fred talk-
	talk. Chn repeat in Fred talk and	Say one of the words listed on	Say one of the words listed on	Say one of the words listed on
	say whole word. Repeat for	the speed sound card in Fred	the speed sound card in Fred talk.	the speed sound card in Fred talk.
	three/four words.	talk. Chn repeat in Fred talk	Chn repeat in Fred talk and say	Chn repeat in Fred talk and say



St Joseph's Phonics Planning Ov	verview
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St Joseph's Phonics Planning Overview						
		Are there any other sounds we have learnt that have the same	and say whole word. Repeat for three/four words.	whole word. Repeat for three/four words.	whole word. Repeat for three/four words.	
		sound but different graphemes? Refer to the RWI sound chart.	Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.	Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.	Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.	
	Word Time	Reading: green set 3 'ear' words Ear, hear, dear, fear, gear, near, rear, tear, year, spear Ask children to note dots and dashes. Remind children you can't 'Fred' a red word. Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and	Reading: green set 3 'ure' words Picture, mixture, creature, future, adventure, temperature Ask children to note dots and dashes. These word cards can be split into syllables to help the chn read (multi-syllabic words) Remind children you can't 'Fred' a red word.	Reading: green set 3 'tion' words Conversation, celebration, exploration, tradition, congratulations, attention. Ask children to note dots and dashes. These word cards can be split into syllables to help the chn read. (multi-syllabic words) Remind children you can't 'Fred' a red word.	Reading: green set 3 'tious/cious' words Delicious, suspicious, vicious, precious, ferocious, scrumptious Ask children to note dots and dashes. These word cards can be split into syllables to help the chn read (multi-syllabic words) Remind children you can't 'Fred' a red word.	
		flash through set 3 and set 4. Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word.	Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4. Fred Talk- Hold up a green card (see above) Ask chn to	Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4. Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the	Red words: Recap all red words learnt so far in set 1 and set 2. Upload red word PowerPoint and flash through set 3 and set 4. Fred Talk- Hold up a green card (see above) Ask chn to sound out the special friends. Then say the	
		Repeat for all words. Review the words- Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head'	sound out the special friends. Then say the sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat	sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat for all words.	sounds in Fred talk with exaggerated pronunciation. Blend the sounds to read the word. Explain the meaning of the word. Repeat for all words.	
		to gain speed. (Use dots and dashes side if chn need help) Increase speed. Nonsense words- Ask chn to	for all words. Review the words - Ask chn to read words from previous sets 2 and 3 that need further	Review the words - Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. (Use dots and dashes side	Review the words- Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. (Use dots and dashes side	
		read a few nonsense words.	practice. Use 'Fred in your head' to gain speed. (Use dots	if chn need help) Increase speed.	if chn need help) Increase speed.	



St Joseph's Phonics Planning Over	rview
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	Spell with Fred Fingers-Ear,	and dashes side if chn need	Nonsense (words- Ask chn to	Nonsense words - Ask chn to read	
	hear, dear, fear, gear, near,	help) Increase speed.	read a few	nonsense words.	a few nonsense words.	
	rear, tear, year, spear					
Nonse		Nonsense words - Ask chn to	Spell with	Fred Fingers-	Spell with Fred Fingers-	
	Chn use their fingers to sound	read a few nonsense words.	Conversation	on, celebration,	Delicious, suspicious, vicious,	
out the words, then write them			exploration	, tradition,	precious, ferocious, scrumptious	
	on their whiteboards. Say the	Spell with Fred Fingers-	congratulat	tions, attention.		
	letter names as they write them				Chn use their fingers to sound out	
	· · · · · · · · · · · · · · · · · · ·		eir fingers to sound out	the words, then write them on		
	(underline any SF) chn tick or fix		the words,	then write them on	their whiteboards. Say the letter	
	their words. Chn use their fingers to sound their whiteb		boards. Say the letter			
			ey write them down. T write them on the board			
	Spell review- Ask chn to write	on their whiteboards. Say the	write them	vrite them on the board	(underline any SF) chn tick or fix	
	two/three previously taught				their words. Spell review- Ask chn to write	
	words using spell with Fred					
	fingers. board (underline any SF) chn Spell r		•	w- Ask chn to write	two/three previously taught	
		tick or fix their words.		e previously taught	words using spell with Fred	
			words using spell with Fred fingers.		fingers.	
		Spell review- Ask chn to write				
		two/three previously taught				
		words using spell with Fred				
		fingers.				
Apply	Write a sentence:	Write a sentence:	Write a se	ntence:	Write a sentence:	
· FP7	Write as sentence using one of	Write as sentence using one of	Write as sentence using one of today's words.		Write as sentence using one of	
	today's words.	today's words.			today's words.	
Assessment				Read and spel	l phonically decidable two-syllable and	

- Give the sound when shown any grapheme that has been taught
- For any sound given, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable
- Read automatically all the words in the list of 100 high-frequency words
- Accurately spell most of the words in the list of 100 high-frequency words
- Form each letter correctly



<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.

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

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