



## St Joseph's Phonics Planning Overview

<b>RWI Set 3 Sounds</b> Teach new graphemes for reading Practise recognition <b>ea oi a-e i-e o-e</b> 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	<p>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.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 2 sounds. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>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 have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>	<p>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.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Ask them: 'What other grapheme do you know makes the phoneme 'oi?' Are there any other sounds we have learnt that have the same sound but different</p>	<p>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.</p> <p>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'.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>	<p>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.</p> <p>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'.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>	<p>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.</p> <p>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'.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall all set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>

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		graphemes? Refer to the RWI sound chart.			
<b>Word Time</b>	<p>Reading: green set 3 'ea' words <b>Tea, eat clean please, neat scream and seat.</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b></p>	<p>Reading: green set 3 'oi' words <b>Spoil, toil, foil, coil, coin, choice.</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p>	<p>Reading: green set 3 'a-e' words <b>Make, cake, name, same, late, date</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b> <b>Make, cake, name, same, late, date</b></p>	<p>Reading: green set 3 'i-e' words <b>Smile, white, nice, like, time, hide, mine, fine, wide.</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p>	<p>Reading: green set 3 'o-e' words <b>Home, hope, rose, spoke, note, broke, stole, rope, those</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b> <b>Home, hope, rose, spoke, note, broke, stole, rope, those</b></p>



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	<p>Tea, eat clean please, neat scream and seat.</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p><b>Spell with Fred Fingers-</b> Spoil, toil, foil, coil, coin, choice.</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p><b>Spell with Fred Fingers-</b> Smile, white, nice, like, time, hide, mine, fine, wide.</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>
<b>Apply</b>	<p>Write a sentence:</p> <p>Write as sentence using one of today's words.</p>	<p>Write a sentence:</p> <p>Write as sentence using one of today's words.</p>	<p>Write a sentence:</p> <p>Write as sentence using one of today's words.</p>	<p>Write a sentence:</p> <p>Write as sentence using one of today's words.</p>	<p>Write a sentence:</p> <p>Write as sentence using one of today's words.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme that has been taught</li> <li>For any sound given, write the common graphemes.</li> <li>Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable</li> </ul>			<ul style="list-style-type: none"> <li>Read and spell phonically decidable two-syllable and three-syllable words</li> <li>Read automatically all the words in the list of 100 high-frequency words</li> <li>Accurately spell most of the words in the list of 100 high-frequency words</li> <li>Form each letter correctly</li> </ul>		

### RWI Set 3 Sounds

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
<b>Date</b>					
<b>Speed Sounds</b>					

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

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T write them on the board (underline any SF) chn tick or fix their words.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain speed. 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<b>Apply</b>	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.	Write a sentence: Write as sentence using one of today's words.
<b>Assessment</b> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme that has been taught</li> <li>For any sound given, write the common graphemes.</li> <li>Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable</li> </ul>			<ul style="list-style-type: none"> <li>Read and spell phonically decidable two-syllable and three-syllable words</li> <li>Read automatically all the words in the list of 100 high-frequency words</li> <li>Accurately spell most of the words in the list of 100 high-frequency words</li> <li>Form each letter correctly</li> </ul>		

### RWI Set 3 Sounds

Teach new graphemes for reading Practise recognition **ow ai oa ew ire** 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					
<b>Speed Sounds</b>	<p>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.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the</p>	<p>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.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have</p>	<p>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.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the</p>	<p>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.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 2 letters one sound (special friends- diagraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the</p>	<p>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.</p> <p>Hide card behind back and reveal- chn either say the sound or the phrase (depending what side is revealed) We dash this sound when we write it in a word to show it is 3 letters one sound (special friends- trigraph)</p> <p>Spot the new sound in the pack of cards- Make a silly noise/face when they have spotted the sound. Recall</p>

Love and Learn in the footsteps of Christ



## St Joseph's Phonics Planning Overview

	<p>sound. Recall all set 2 sounds. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>	<p>spotted the sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>	<p>sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>	<p>sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>	<p>all set 2 sounds and Set 3 sounds learnt so far. Note any children who struggle with sounds.</p> <p>Speed sound card in Fred talk- Say one of the words listed on the speed sound card in Fred talk. Chn repeat in Fred talk and say whole word. Repeat for three/four words.</p> <p>Are there any other sounds we have learnt that have the same sound but different graphemes? Refer to the RWI sound chart.</p>
<b>Word Time</b>	<p>Reading: green set 3 'ow' words <b>Howl, how, down, brown, cow, town, crowd, drown, now, gown</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head'</p>	<p>Reading: green set 3 'ai' words <b>Paid, snail, tail, drain, paint, Spain, chain, train, rain, stain</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> Ask chn to read words from previous sets</p>	<p>Reading: green set 3 'oa' words <b>toad, oak, road, cloak, throat, roast, toast, loaf, coat, coal, coach</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> Ask chn to read words from previous sets 2 and 3 that need further practice.</p>	<p>Reading: green set 3 'ew' words <b>New, knew, flew, blew, few, crew, newt, screw, drew, grew, stew</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> Ask chn to read words from previous sets 2 and 3 that need further practice. Use 'Fred in your head' to gain</p>	<p>Reading: green set 3 'ire' words <b>Fire, hire, wire, spire, inspire, bonfire, conspire</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p>

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	<p>to gain speed. (Use dots and dashes side if chn need help) Increase speed.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b> Howl, how, down, brown, cow, town, crowd, drown, now, gown</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>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.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b> Paid, snail, tail, drain, paint, Spain, chain, train, rain, stain</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>Use 'Fred in your head' to gain speed. (Use dots and dashes side if chn need help) Increase speed.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b> toad, oak, road, cloak, throat, roast, toast, loaf, coat, coal, coach</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p>speed. (Use dots and dashes side if chn need help) Increase speed.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b> New, knew, flew, blew, few, crew, newt, screw, drew, grew, stew</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>	<p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p> <p><b>Spell with Fred Fingers-</b> Fire, hire, wire, spire, inspire, bonfire, conspire</p> <p>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.</p> <p><b>Spell review-</b> Ask chn to write two/three previously taught words using spell with Fred fingers.</p>
<b>Apply</b>	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.	Write a sentence: Write as sentence using one of today's words.
<b>Assessment</b> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme that has been taught</li> <li>For any sound given, write the common graphemes.</li> <li>Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable</li> </ul>			<ul style="list-style-type: none"> <li>Read and spell phonically decidable two-syllable and three-syllable words</li> <li>Read automatically all the words in the list of 100 high-frequency words</li> <li>Accurately spell most of the words in the list of 100 high-frequency words</li> <li>Form each letter correctly</li> </ul>		





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<b>RWI Set 3 Sounds</b> Teach new graphemes for reading Practise recognition <b>ear ure tion tious/cious</b> 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
Date				
<b>Speed Sounds</b>  Teach 'ear'. Show picture for 'ear'. Upload PowerPoint with the 'ear' slide (RWI set 3 PP). Say 'ear - hear with your ear.' 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 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 sound. Recall all set 2 sounds. 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 'ure'. Show picture for 'ure'. Upload PowerPoint with the 'ure' slide (RWI set 3 PP). Say 'ure - sure it's pure' 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 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 sound. Recall all Set 2 sounds and Set 3 sounds learnt so far. 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	Teach 'tion'. Show picture for 'tion'. Upload PowerPoint with the 'tion' slide (RWI set 3 PP). Say 'tion - pay attention: it's a celebration!' 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 4 letters one sound (special friends)  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.  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	Teach 'tious/cious'. Show picture for 'tious/cious'. Upload PowerPoint with the 'tious/cious' slide (RWI set 3 PP). Say 'tious- scrumptious; cious- delicious!' 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 5 letters one sound (special friends)  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.  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	

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<b>Word Time</b>	<p>Reading: green set 3 'ear' words <b>Ear, hear, dear, fear, gear, near, rear, tear, year, spear</b> Ask children to note dots and dashes. Remind children you can't 'Fred' a red word.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p> <p><b>Nonsense words-</b> Ask chn to read a few nonsense words.</p>	<p>Reading: green set 3 'ure' words <b>Picture, mixture, creature, future, adventure, temperature</b> 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.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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</p>	<p>Reading: green set 3 'tion' words <b>Conversation, celebration, exploration, tradition, congratulations, attention.</b> 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.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p>	<p>Reading: green set 3 'tious/cious' words <b>Delicious, suspicious, vicious, precious, ferocious, scrumptious</b> 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.</p> <p><b>Red words:</b> 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.</p> <p><b>Fred Talk-</b> 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.</p> <p><b>Review the words-</b> 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.</p>	



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### RWI

#### Pencil control

Can I see your froggy legs?

#### Behaviour management and pace

Magnet eyes on me

My turn your turn - MTYT

Turn to you partner - TTYP

Popcorn your words

#### Praise & claps

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

Super Speedy Sounds

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

Elvis praise.

Bravo, Fan...tastic, Wow

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

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

Build a sentence - Use words to build a sentence

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

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