
















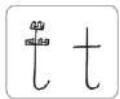
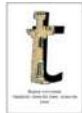


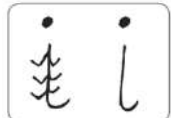













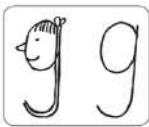














Read Write INC Set 1 Planning: m, a, s, d

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
New sound: m (stretchy)	Stretch mmmmmm as you press your lips together hard “mmmmmm”	Use picture sound cards. MTYT.  mmmmouse mmmmountain mmmmirror	 Draw Maisie and then the mountain on the board then write m next to it. Practice sound side and rhyme side.	Spot the new sound in the pack 	“Down Maisie Mountain Mountain” 	Select 3 sounds you have taught children so far. <u>Fred talk</u> m-a-n m-u-m m-a-d m-u-d	No word time yet.	No word time yet.	
Review previous sound: m New sound: a (bouncy)	Open your mouth wide, as if to take a big bite of an apple. “a-a-a-a-a”	Use picture sound cards. MTYT.  a-a-a-apple a-a-a-ant a-a-a-astronaut	 Draw the apple on the board then write a next to it. Practice sound side and rhyme side.	Spot the new sound in the pack 	“Round the apple, down the leaf.” 	Select 3 sounds you have taught children so far. <u>Fred talk</u> m-a-n m-a-d s-a-d j-a-m	No word time yet.	No word time yet.	
Review previous sound: m, a New sound: s (stretchy)	Keep your teeth together and hiss. “ssssssss”	Use picture sound cards. MTYT.  Ssssnake Ssssnail Sssspider ssssun	 Draw the snake on the board, then write s next to it.	Spot the new sound in the pack 	“Slither down the snake.” 	Select 3 sounds you have taught children so far. <u>Fred talk</u> s-a-d s-a-t s-i-t	No word time yet.	No word time yet.	
Review previous sounds: m, a, s New sound: d (bouncy)	Tap your tongue gently behind your teeth “d-d-d-d-d”	Use picture sound cards. MTYT.  d-d-d-dog d-d-d-dinosaur d-d-d-doll d-d-d-duck	 Draw the dinosaur on the board, then write d next to it. Practice sound side and rhyme side.	Spot the new sound in the pack 	“Round his bottom, up his tall neck down to his feet.” 	Select 3 sounds you have taught children so far. <u>Fred talk</u> d-a-d d-i-d d-i-g	No word time yet.	No word time yet.	


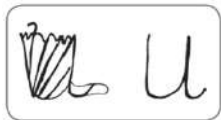



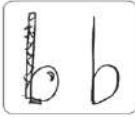










Read Write Inc Set 1 Planning: **t, i, n, p**

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<p>Review previous sounds: m, a, s, d</p> <p>New sound: t (bouncy)</p>	<p>Tuck your tongue behind your teeth.</p> <p>“t-t-t-t-t”</p>	<p>Use picture sound cards. MTTY.</p>  <p>t-t-t-teeth t-t-t-train t-t-t-tree t-t-t-tower</p>	 <p>Draw the tower on the board then write t next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the tower across the tower.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> c-o-t g-o-t t-a-p t-o-p</p>	<p>Word time 1.1</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) mat, at, Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>m-a-t a-t</p>
<p>Review previous sounds: m, a, s, d, t</p> <p>New sound: i (bouncy)</p>	<p>Make a sharp sound at the back of your throat and smile.</p> <p>“i-i-i-i-i”</p>	<p>Use picture sound cards. MTTY.</p>  <p>i-i-i-insect i-i-i-invitation i-i-i-itchy</p>	 <p>Draw the insect on the board then write i next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the body and dot the head.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> i-n s-i-t p-i-n t-i-p</p>	<p>Word time 1.1</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) mat, at, mad. Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>m-a-t a-t m-a-d</p>
<p>Review previous sounds: m, a, s, d, t, i</p> <p>New sound: n (stretchy)</p>	<p>Keep your tongue behind your teeth.</p> <p>“nnnnnnn”</p>	<p>Use picture sound cards. MTTY.</p>  <p>nnnnnose nnnnnet nnnnneedle</p>	 <p>Draw the net on the board, then write n next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down Nobby over his net.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> i-n o-n a-n-d p-i-n</p>	<p>Word time 1.1</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) mat, at, mad, sad, dad, sat. Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>m-a-t a-t m-a-d s-a-d</p>
<p>Review previous sounds: m, a, s, d, t, i, n</p> <p>New sound: p (bouncy)</p>	<p>Make a light popping sound.</p> <p>“p-p-p-p-p”</p>	<p>Use picture sound cards. MTTY.</p>  <p>p-p-p-pizza p-p-p-pencil p-p-p-pirate</p>	 <p>Draw the pirate on the board then write p next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the plait and over the pirate’s face.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> p-i-n p-o-p p-a-t p-a-n</p>	<p>Word time 1.1</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment. 	<ol style="list-style-type: none"> Green words (SP, FT, RW) mat, at, mad, sad, dad, sat. Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>a-t m-a-d s-a-d d-a-d</p>

















Read Write Inc Set 1 Planning: g, o, c, k

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<p>Review previous sounds: m, a, s, d, t, i, n, p</p> <p>New sound: g (bouncy)</p>	<p>Make a soft sound in your throat.</p> <p>"g-g-g-g-g"</p>	<p>Use picture sound cards. MTTY.</p>  <p>g-g-g-glasses g-g-g-goat g-g-g-girl</p>	 <p>Draw the girl on the board then write g next to her. Practice the sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>"Round her face, down her hair and give her a curl."</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> g-a-p d-i-g g-o-t d-o-g</p>	<p>Word time 1.1</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) mat, at, mad, sad, dad, sat. Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>m-a-d s-a-d d-a-d s-a-t</p>
<p>Review previous sounds: m, a, s, d, t, i, n, p, g</p> <p>New sound: o (bouncy)</p>	<p>Push your lips out and make your mouth into a o shape.</p> <p>"o-o-o-o-o"</p>	<p>Use picture sound cards. MTTY.</p>  <p>o-o-o-o-octopus o-o-o-o-orange o-o-o-o-ostrich</p>	 <p>Draw the orange on the board then write o next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>"All around the orange."</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> o-n t-o-p g-o-t</p>	<p>Word time 1.2</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) in, it, an Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>i-n i-t a-n</p>
<p>Review previous sounds: i, n, p, g, o.</p> <p>New sound: c (bouncy)</p>	<p>Make a sharp click at the back of your throat.</p> <p>"c-c-c-c-c"</p>	<p>Use picture sound cards. MTTY.</p>  <p>c-c-c-c-cake c-c-c-c-cow c-c-c-c-cat</p>	 <p>Draw the caterpillar on the board, then write c next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>"Curl around the caterpillar."</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> c-a-t c-o-t c-a-n c-a-p</p>	<p>Word time 1.2</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) in, it, an, on, pan, Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>i-t a-n o-n p-a-n a-n-d</p>
<p>Review previous sounds: i, n, p, g, o, c.</p> <p>New sound: k (bouncy)</p>	<p>Make a sharp click at the back of your throat.</p> <p>"k-k-k-k-k"</p>	<p>Use picture sound cards. MTTY.</p>  <p>k-k-k-key k-k-k-kite k-k-k-kitchen</p>	 <p>Draw the kangaroo on the board then write k next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>"Down the kangaroo's body tail and leg."</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> k-i-t b-a-ck k-i-ss s-a-ck</p>	<p>Word time 1.2</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) in, it, an, on, pan, and, pin, Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>a-n o-n p-a-n a-n-d p-i-n</p>

















Read Write Inc Set 1 Planning: u, b, f, e

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<p>Review previous sounds: i, n, p, g, o, c, k,</p> <p>New sound: u (bouncy)</p>	<p>Make a sound at the back of your throat.</p> <p>“u-u-u-u-u”</p>	<p>Use picture sound cards. MTTY.</p>  <p>u-u-u-umbrella u-u-u-upset u-u-u-under</p>	 <p>Draw the umbrella on the board then write u next to her. Practice the sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down and under up to the top and draw the puddle.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> m-u-d c-u-p c-u-t j-u-g</p>	<p>Word time 1.2</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) in, it, an, on, pan, and, pin, tip, top. Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>p-a-n a-n-d p-i-n t-i-p t-o-p</p>
<p>Review previous sounds: i, n, p, g, o, c, k,</p> <p>New sound: b (bouncy)</p>	<p>Try to say a short b rather than ‘buh.’</p> <p>“b-b-b-b-”</p>	<p>Use picture sound cards. MTTY.</p>  <p>b-b-b-boot b-b-b-ball b-b-b-bicycle</p>	 <p>Draw the boot on the board then write b next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the laces to the heel, round the toe.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> b-i-n b-a-d b-e-d</p>	<p>Word time 1.3</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) bin, cat, cot, Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>b-i-n c-a-t c-o-t</p>
<p>Review previous sounds: i, n, p, g, o, c, k, b</p> <p>New sound: f (stretchy)</p>	<p>Keep your teeth on your bottom lip and force air out sharply.</p> <p>“fffff”</p>	<p>Use picture sound cards. MTTY.</p>  <p>fffffish ffffflower fffffrog ffffairy</p>	 <p>Draw the flower on the board, then write f next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the stem and draw the leaves.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> f-u-n f-a-t f-i-t f-a-n</p>	<p>Word time 1.3</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) bin, cat, cot, can, kit, Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>b-i-n c-a-t c-o-t c-a-n k-i-t</p>
<p>Review previous sounds: c, k, u, b, f</p> <p>New sound: e (bouncy)</p>	<p>Bounce e-e-e-e</p> <p>“e-e-e-e-e”</p>	<p>Use picture sound cards. MTTY.</p>  <p>e-e-e-egg e-e-e-elbow e-e-e-elephant</p>	 <p>Draw the egg on the board then write e next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Lift off the top and scoop out the egg.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> m-e-t g-e-t r-e-d p-e-n</p>	<p>Word time 1.3</p> <ol style="list-style-type: none"> Blending orally (no cards) Blending with Speed Sound cards Blending with magnetic letters Assessment 	<ol style="list-style-type: none"> Green words (SP, FT, RW) bin, cat, cot, can, kit, mud, up, cup. Review (no dots & dashes) Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>m-u-d u-p c-u-p</p>


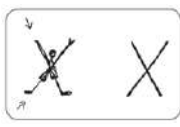








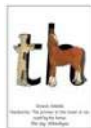





Read Write INC Set 1 Planning: **l, h, r, j**

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<p>Review previous sounds: c, k, u, b, f, e</p> <p>New sound: l (stretchy)</p>	<p>Keep your tongue pointed and curled behind your teeth.</p> <p>“lllll”</p>	<p>Use picture sound cards. MTYT.</p>  <p>Lllolly Llleg Illladder</p>	 <p>Draw the leg a on the board then write l next to it. Practice the sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the long leg.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> l-i-p l-e-t s-e-ll w-e-ll</p>	<p>Word time 1.3</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) bin, cat, cot, can, kit, mud, up, cup, bad. 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>m-u-d u-p c-u-p b-a-d</p>
<p>Review previous sounds: c, k, u, b, f, e, l</p> <p>New sound: h (bouncy)</p>	<p>Breathe out sharply into your hand</p> <p>“h-h-h-h-”</p>	<p>Use picture sound cards. MTYT.</p>  <p>h-h-h-horse h-h-h-hen h-h-h-hat</p>	 <p>Draw the horse on the board then write h next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the head to the hooves and over his back.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> h-e-n h-i-t h-o-p</p>	<p>Word time 1.4</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) bed, met, get, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>b-e-d m-e-t g-e-t</p>
<p>Review previous sounds: c, k, u, b, f, e, l, h</p> <p>New sound: r (stretchy)</p>	<p>Make the sound as if making a mini growl.</p> <p>“rrrrr”</p>	<p>Use picture sound cards. MTYT.</p>  <p>rrrrabbit rrrrainbow rrrrrobot rrrrrocket</p>	 <p>Draw the robot on the board, then write r next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the robots back and curl over his arm.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> r-e-d r-u-n r-a-t r-i-p</p>	<p>Word time 1.4</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) bed, met, get, fan, fun, fat, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>b-e-d m-e-t g-e-t f-a-n f-u-n f-a-t</p>
<p>Review previous sounds: l, h, r, sh</p> <p>New sound: j (bouncy)</p>	<p>Push your lips forward as you make the sound.</p> <p>“j-j-j-j-j”</p>	<p>Use picture sound cards. MTYT.</p>  <p>j-j-j-jam j-j-j-jug j-j-j-jelly</p>	 <p>Draw the Jack in a box on the board then write j next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down his body curl and dot.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> j-e-t j-o-b j-o-g j-a-m</p>	<p>Word time 1.4</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) bed, met, get, fan, fun, fat, lip, log 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>g-e-t f-a-n f-u-n f-a-t l-i-p l-o-g</p>


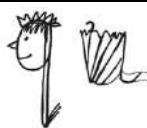













Read Write INC Set 1 Planning: **v, y, w, z**

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<p>Review previous sounds: l, h,, r, j</p> <p>New sound: v (stretchy)</p>	<p>Keep your teeth on your bottom lip and force out air.</p> <p>“vvvvvvv”</p>	<p>Use picture sound cards. MTYT.</p>  <p>vvvvvet vvvvulture vvvvase vvvvvest</p>	 <p>Draw the vulture on the on the board then write v next to it. Practice the sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down a wing up a wing.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> v-e-t v-a-n</p>	<p>Word time 1.4</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) bed, met, get, fan, fun, fat, lip, log, let, had, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>f-a-t l-i-p l-o-g l-e-t h-a-d</p>
<p>Review previous sounds: e, l, h, r, j, v</p> <p>New sound: y (bouncy)</p>	<p>Keep the edges of your tongue against your teeth.</p> <p>“y-y-y-y-”</p>	<p>Use picture sound cards. MTYT.</p>  <p>y-y-y-yoyo y-y-y-yak y-y-y-yoghurt</p>	 <p>Draw the yak on the board then write y next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down a horn up a horn and under his head.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> y-a-p y-e-s y-u-m</p>	<p>Word time 1.4</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) bed, met, get, fan, fun, fat, lip, log, let, had, hit, hen.. 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>l-o-g l-e-t h-a-d h-i-t h-e-n</p>
<p>Review previous sounds: l, h, r, j, v, y</p> <p>New sound: w (bouncy)</p>	<p>Keep your lips tightly pursed.</p> <p>“w-w-w-w”</p>	<p>Use picture sound cards. MTYT.</p>  <p>w-w-w-witch w-w-w-web w-w-w-window</p>	 <p>Draw the worm on the board, then write w next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down up, down up.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> w-e-b w-i-n w-e-t</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) red, run, rat, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>r-e-d r-u-n r-a-t</p>
<p>Review previous sounds: l, h, r, j, v, y, w</p> <p>New sound: z (stretchy)</p>	<p>Keep your teeth together and make the sound of a fly.</p> <p>“zzzzzzz”</p>	<p>Use picture sound cards. MTYT.</p>  <p>zzzzebra zzzzip zzzzap</p>	 <p>Draw the zip in a box on the board then write z next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Zig, zag, zig.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> z-i-p z-i-g z-a-g</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Red, run, rat, jog, jet, jam, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>r-e-d r-u-n r-a-t j-o-g j-e-t j-a-m</p>





Read Write INC Set 1 Planning (special friends):

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<p>Review previous sounds: v, y, w, z</p> <p>New sound: x (bouncy)</p>	<p>Bounce x-x-x-x as though you are saying kiss without i: cs.</p> <p>“x-x-x-x-x”</p>	<p>Use picture sound cards. MTYT.</p>  <p>x-x-x-exercise x-x-x-experiment x-x-x-explosion</p>	 <p>Draw the boy doing a star jump on the on the board then write x next to it. Practice the sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the arm and leg and repeat on the other side.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> f-o-x b-o-x</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Red, run, rat, jog, jet, jam, vet, van, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>j-o-g j-e-t j-a-m v-e-t v-a-n</p>
<p>Review previous sounds: c, k, u, b, f, e, l, h, r</p> <p>New sound: sh (special friends)</p>	<p>Force out your lips and put your finger to your mouth.</p> <p>“shhhhhh”</p>	<p>Use picture sound cards. MTYT.</p>  <p>Shhhell Shhhoe shhheep</p>	 <p>Draw the snake and the horse on the board and write sh next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Slither down the snake, down the horse’s head to the hooves and over his back.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> sh-o-p w-i-sh sh-i-p f-i-sh</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Red, run, rat, jog, jet, jam, vet, van, yes, yet, yum, yap. 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>v-e-t v-a-n y-e-s y-e-t y-u-m</p>
<p>Review previous sounds: l, h, sh, r, j, v, y, w</p> <p>New sound: th (special friends)</p>	<p>Stretch thhhh. Put your tongue between your teeth and force out air.</p> <p>“thhhhhh”</p>	<p>Use picture sound cards. MTYT.</p>  <p>thhhhumb thhhhrrone thhhhree</p>	 <p>Draw the tower and the horse on the board, then write th next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Down the tower, across the tower then down the horses head to the hooves and over his back.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> th-i-n th-i-ck th-i-s th-r-ee</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Red, run, rat, jog, jet, jam, vet, van, yes, yet, yum, yap, win, web, wet. 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>y-e-s y-e-t y-u-m y-a-p w-i-n</p>
<p>Review previous sounds: v, y, w, th, z, sh</p> <p>New sound: ch (special friends)</p>	<p>Bounce ch-ch-ch. Thrust your lips out and pretend to sneeze.</p> <p>“ch-ch-ch”</p>	<p>Use picture sound cards. MTYT.</p>  <p>ch-ch-ch-chips ch-ch-ch-chocolate ch-ch-ch-children</p>	 <p>Draw the caterpillar and the horse on the board then write ch next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Curl around the caterpillar then down the horse’s head to the hooves and over his back”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> ch-o-c ch-o-p ch-i-n ch-a-t</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Red, run, rat, jog, jet, jam, vet, van, yes, yet, yum, yap, win, web, wet. 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>y-u-m y-a-p w-i-n w-e-b w-e-t</p>

Read Write INC Set 1 Planning (special friends): **qu, ng, nk, ck**

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Speed Write Fred Talk (oral)	Word Time Learning to blend	Word Time Blending Independently	Word Time Fred Fingers Spelling
<p>Review previous sounds: v, y, w, th, z, ch</p> <p>New sound: qu</p>	<p>Bounce qu-qu-qu. Keep your lips pursed as you cw.</p> <p>“qu-qu-qu-qu”</p>	<p>Use picture sound cards. MTYT.</p>  <p>qu-qu-qu-queen qu-qu-qu-quilt qu-qu-qu-quarrel</p>	 <p>Draw the queen and the umbrella on the board then write qu next to it. Practice the sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p>“Round her head, up past her earrings and down her hair, then down and under, up to the top and draw the puddle.”</p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> qu-ee-n qu-i-t qu-i-ck</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Ship, shop, fish, wish, thin, this 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>sh-i-p sh-o-p f-i-sh w-ish th-i-n th-is</p>
<p>Review previous sounds: v, y, w, th, z, ch, sh, qu</p> <p>New sound: ng</p>	<p>Stretch nnnng. Make a long nasal sound at the back of your throat.</p> <p>“nnnng”</p>	<p>Use picture sound cards. MTYT.</p>  <p>Wing, Sing, King spring</p>	 <p>Draw the net and girl horse on the board and write ng next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p><i>You do not need to use a handwriting mnemonic.</i></p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> th-i-ng s-i-ng w-i-ng k-i-ng</p>	<p>Word time 1.5</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Ship, shop, fish, wish, thin, this, zag, zip, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>f-i-sh w-ish th-i-n th-is z-a-g z-i-p</p>
<p>Review previous sounds: v, y, w, th, z, ch, ng, qu</p> <p>New sound: nk</p>	<p>Stretch nnnnk. Make a long nasal sound at the back of your throat with a click at the end.</p> <p>“nnnnk”</p>	<p>Use picture sound cards. MTYT.</p>  <p>Link Rink think</p>	 <p>Draw the net and the kangaroo on the board, then write nk next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p><i>You do not need to use a handwriting mnemonic.</i></p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> th-i-nk s-i-nk w-i-nk s-t-i-nk</p>	<p>Word time 1.6</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) Ship, shop, fish, wish, thin, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>z-a-g z-i-p ch-i-n ch-o-p ch-a-t qu-i-z qu-i-t</p>
<p>Review previous sounds: th, ch, sh, ng, nk,</p> <p>New sound: ck (special friends)</p>	<p>Make a sharp click at the back of your throat</p> <p>“ck-ck-ck”</p>	<p>No picture cards but note that this sound is usually on the end.</p>	 <p>Draw the caterpillar and the kangaroo on the board then write ck next to it. Practice sound side and rhyme side.</p>	<p>Spot the new sound in the pack:</p> 	<p><i>You do not need to use a handwriting mnemonic.</i></p> 	<p>Speed write 3 sounds you have taught children so far.</p> <p><u>Fred talk:</u> c-l-o-ck r-o-ck l-i-ck s-n-a-ck s-o-ck</p>	<p>Word time 1.6</p> <ol style="list-style-type: none"> 1. Blending orally (no cards) 2. Blending with Speed Sound cards 3. Blending with magnetic letters 4. Assessment 	<ol style="list-style-type: none"> 1. Green words (SP, FT, RW) zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, wing, wink. 2. Review (no dots & dashes) 3. Nonsense words 	<p>Fred fingers & pinch the sound. Write the word.</p> <p>ch-a-t qu-i-z qu-i-t s-i-ng b-a-ng w-i-ng w-i-nk</p>

Red Write INC Set 1 Planning (special friends additional): ff, ll, ss, zz

Sound	Say the sound		Read the sound	Review the sounds	Write the letter	Green Words	Fred Talk and spelling
<p>Review previous sounds: v, y, w, th, z, ch, x, ng, nk, ck,</p> <p>New sound: ff (special friends)</p>	<p>Keep your teeth on the your bottom lip and force air out sharply.</p> <p>‘Huff and puff’</p>	<p>MTYT</p> <p>Sniff, cliff, off</p> <p>Note that this sound is always at the end of words.</p>	ff	<p>Spot the new sound in the pack</p>	<p><i>You do not need touse a handwriting mnemonic.</i></p> 	<p>Word Time 1.7</p> <p>Flash card previous green words: sing, bang, thing, wing, tick, clock, rock, lick, pick, back, snack, neck, stick, duck,</p> <p>Red Words: review</p>	<p>Off, sniff, huff, puff, cliff, stiff</p>
<p>Review previous sounds: v, y, w, th, z, ch, x, ng, nk, ck,</p> <p>New sound: ll (special friends)</p>	<p>Keep your tongue pointed and curled behind your teeth. Stretch this sound out.</p> <p>‘sell the doll’</p>	<p>MTYT.</p> <p>Note that this sound is always at the end of words.</p>	ll	<p>Spot the new sound in the pack</p>	<p><i>You do not need touse a handwriting mnemonic.</i></p> 	<p>Word Time 1.7</p> <p>Flash card previous green words set tick, clock, rock, lick, pick, back, snack, neck, stick, duck, off, sniff, huff, puff, cliff, stiff,</p> <p>Red Words: review</p>	<p>Tell, dull, sell, bell, fill, doll,</p>
<p>Review previous sounds: v, y, w, th, z, ch, ng, nk, ck, ff, ll</p> <p>New sound: ss (special friends)</p>	<p>Keep your teeth together and hiss..</p> <p>‘Kiss kiss’</p>	<p>MTYT.</p> <p>Hiss, kiss,</p> <p>Note that this sound is always at the end of words.</p>	ss	<p>Spot the new sound in the pack</p>	<p><i>You do not need touse a handwriting mnemonic.</i></p> 	<p>Flash card previous green words set tick, clock, rock, lick, pick, back, snack, neck, stick, duck, off, sniff, huff, puff, cliff, stiff, tell, dull, sell, bell, fill.</p> <p>Red Words: review</p>	<p>Kiss, miss, hiss, boss, mess, fuss, pass, class</p>
<p>Review previous sounds: v, y, w, th, z, ch, ng, nk, ck, ff, ll</p> <p>New sound: zz (special friends)</p>	<p>Keep your teeth together and make the sound of a fly</p> <p>‘Fuzz and buzz’</p>	<p>MTYT</p> <p>Fuzz, buzz</p>	zz	<p>Spot the new sound in the pack</p>	<p><i>You do not need touse a handwriting mnemonic.</i></p> 	<p>Flash card previous green words set tick, clock, rock, lick, pick, back, snack, neck, stick, duck, off, sniff, huff, puff, cliff, stiff, ball, wall, tell, dull, sell, bell, doll, kiss, miss, hiss, boss,</p>	<p>Jazz Fuzz Buzz Whizz fizz</p>

