

Objectives reading: Hears and says initial sounds in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming the letters of the alphabet. Begins to read words and simple sentences.		Objectives writing: Begins to break the flow of speech into words. Hears and says the initial sounds in words. Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence.			
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Revisit / Review</b> Letter sounds and actions	Review phase 3 sounds so far & tricky words so far... Write no go the I <i>Please record on Tapestry if your child can write these words from memory.</i>	Revise digraphs so far from phase 3 <b>qu, sh th ng ch ee ai</b> practice recognizing from handwritten digraph from whiteboard. <i>Can you write the sound I say?</i>	Match the capital letter to the Alphabet picture. What sound does it make? What is its name? Read Tricky word <b>was</b> .	Revise actions and sounds learned so far/flash cards. Focus especially on phase 3 graphemes. Review tricky words <b>he, she me, be we was and my</b>	<b>Was, my</b> and tricky words so far. And for a challenge... Tricky words trucks game: choose phase 3 <a href="http://phonicsplay.co.uk">Tricky Word Trucks (phonicsplay.co.uk)</a>
<b>Teach</b> Graphemes & actions: igh oa	Introduce <b>igh</b> Action: (see video), picture on word mat. Read Tricky word <b>was</b> .	Repeat <b>igh</b> action and sound. Teach spelling tricky words <b>no</b> and <b>go</b>	Introduce <b>oa</b> grapheme and action. Teach reading tricky word <b>my</b>	Repeat action and sound <b>oa</b> Demo letter formation, joining letters. Teach spelling <b>no go</b>	Model letter formation for <b>igh</b> and <b>oa</b>
<b>Practise</b> Making sounds with actions Forming letters	Model using the <b>igh</b> sound to make the words <b>night</b> and <b>light</b> . Draw on the sound buttons. T press the sound buttons slowly, then gradually build up speed. Who can hear the word?	Chd practice forming the <b>igh</b> sound. Robot talk <b>night</b> ...can the chd draw a picture to match the word? Write the label?	Model using the <b>oa</b> sound to make the words <b>goat boat soap</b> , and <b>coat</b> . Draw on the sound buttons. T press the sound buttons slowly, then gradually build up speed. Who can hear the word?	Chd practice forming the <b>oa</b> sound. Draw a picture of something that has <b>oa</b> in. Add a label to your picture	Use the letter join app: <a href="http://phonicsplay.co.uk">Letter-join - Home</a> Practice the g o and a letters Have a look in the tricky word section to write: <b>I no go the</b>
<b>Apply</b>	Read: A light in the night.  Pick a picture phase 3 Sets 6-7 only <a href="http://phonicsplay.co.uk">Pick A Picture (phonicsplay.co.uk)</a>	Use phoneme frame sheet to write: night light Fight sight  A light in the night.	Read: A goat in a boat on a moat.	Use phoneme frame sheet to write: coat soap toad boat Write the phrase: A goat in a boat on a moat.	Fun time Friday! Choose the sounds already covered...ch sh ng th ao igh  <a href="http://phonicsplay.co.uk">Grab a Giggling Grapheme (phonicsplay.co.uk)</a>
<b>Assessment</b>	Who can hear initial sounds? Who can blend cvc words? Who can segment cvc words? Who is able to recognize/write some letters? Who is forming letters, starting in the right place?				

