

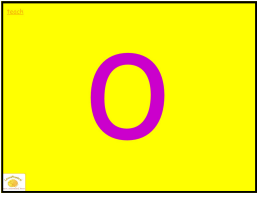
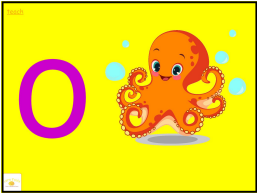

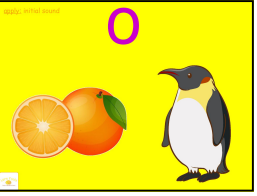


LearnPhonics!



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Phase 2a

Reception - Autumn 1

<p>Week 4 Lesson 2</p>	<p>Grapheme: 'o' Phoneme: /o/</p>	
<p>Revisit:</p>		<p>'What did we learn yesterday?'</p> <p>Recap name of letter, sound and cued articulation.</p> <p>Identify on the working wall.</p> <p>Quick flashcards of Phase 2 GPCs learnt and cued articulation.</p>
<p>Teach:</p>	 	<p>'What are we learning today?'</p> <p>Introduce the name of the letter and sound it makes using cued articulation.</p> <p>Children to repeat sound to partner, in different voices and individual children to say sound to class.</p> <p>Discuss the sound for Deeper Understanding.</p> <p>DU: What does this letter look like? Does it make a soft sound or a loud sound? Is it a long sound or a short sound? What shape does your mouth make when you say it? How can the cued articulation help us remember the sound? Do you know any words that begin with this sound?</p> <p>Teach the Vocal Action and sing with the children.</p> <p>Vocal Action: 'Orange octopus'</p> 
<p>Practice: (initial sound)</p>		<p>'Now it's time to hear the sound!'</p> <p>Identify each picture on the slide emphasising the first sound.</p> <p>Children to identify which picture begins with /o/.</p> <p>Teacher to circle the correct picture.</p> <p>Teacher to model e.g. '/o/ - orange'.</p> <p>Children to repeat '/o/ - orange'.</p> <p>Repeat for following slides.</p>
<p>Apply: (blend)</p>	 	<p>'Let's play - guess the word!'</p> <p>Teacher to sound out the word without revealing on the board.</p> <p>/d//o//g/</p> <p>Children to blend.</p> <p>Check the word on the next page and segment and blend again together.</p> <p>Point to each sound.</p> <p>Ask children to volunteer to segment and blend to the class.</p> <p>Repeat for following words.</p> <p>mop, pot</p> <p>'What did we learn today?'</p> <p>Recap VA and cued articulation.</p>




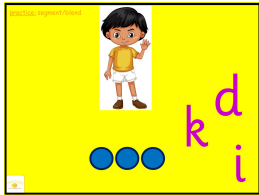


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Phase 2b

Reception - Autumn 2

<p>Week 8 Lesson 5</p>	<p>Reading/writing words (focus letters: 'g' 'o' 'c' 'k')</p>	
<p>Revisit:</p>		<p>'What did we learn yesterday?' Quick flashcards of all Phase 2 GPCs with cued articulation.</p>
<p>Teach: (focus sounds)</p>		<p>'What are we learning today?' (to read and write words containing the focus sounds). Go over focus sounds.</p>
<p>Teach: (segmenting and blending)</p>		<p>Show the word on the flipchart. gap Model using the sound buttons to segment and blend the word. Repeat for following word. kip</p>
<p>Practice: (blending)</p>		<p>'Let's play - guess the word!' Teacher to sound out the word - holding up a finger for each sound. /c/ /a/ /b/ Children to blend the sounds and say the word. As a class sound out and blend again, putting up a finger for each sound. Repeat for following words. nod, dog</p>
<p>Practice: (segmenting and blending)</p>		<p>'Now it's time to sound it out!' Identify the picture. kid Practice 'sounding out' each picture using fingers. Children write letters in the correct order in their books. Teacher order letters correctly on the board. Whole class to segment and blend word. Repeat for following word. pot</p>
<p>Apply: (read)</p>		<p>'Now it's time to read a word!' Teacher write words on the board. got, can, kit Children to independently read by segmenting and blending. Volunteer to segment and blend a word, teacher draw dots and dashes - whole class repeat. Repeat all words as a class.</p>
<p>Apply: (write)</p>		<p>'Now it's time for <i>you</i> to write a word!' Say the word to write - children segment and blend word orally. cod, tag Children write word in books. Once the children have finished - teacher to write word on the board and draw the dots and dashes to show the correct spelling. 'What did we learn today?'</p>


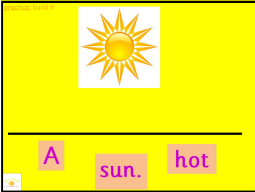


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Phase 2C

Reception - Autumn 2

<p>Week 10 Lesson 2</p>	<p>Reading and writing sentences</p>	
<p>Revisit:</p>		<p>‘What did we learn yesterday?’</p> <p>Quick flashcards of all Phase 2 sounds with cued articulation.</p>
<p>Teach:</p>		<p>‘What are we learning today?’</p> <p>Explain that we are learning how to read and write sentences. Show the sentence on the board and read to children - pointing at each word. Whole class to repeat - pointing at each word.</p> <p>Sit on a mat.</p>
<p>Practice: (build it)</p>		<p>‘Now it’s time to build a sentence!’</p> <p>Show the mixed sentence on the board. Children to write words on the board in the correct order in their books. Teacher to correctly order words. Whole class to read sentence.</p> <p>A hot sun.</p>
<p>Apply: (read)</p>		<p>‘Now it’s time for the <i>secret sentence!</i>’</p> <p>Reveal the sentence on the board. Children to whisper read sentence by pointing to each word, segmenting and blending where necessary. Ask for a volunteer to read the sentence. Repeat the sentence as a class and go to the next page to choose the matching picture.</p> <p>I hug mum. *I - Phase 2 tricky word</p> <p>A cat in a den.</p>
<p>Apply: (write)</p>		<p>‘Now it’s time for <i>you</i> to write a sentence!’</p> <p>Teacher to read sentence out.</p> <p>I can run.</p> <p>Children to repeat sentence . Children to write dictated sentence, segmenting and blending each word they write.</p> <p>‘What did we learn today?’</p>

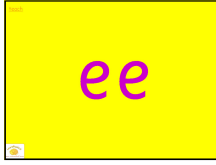


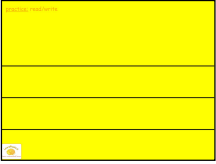
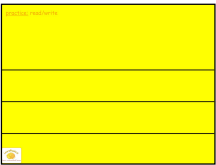


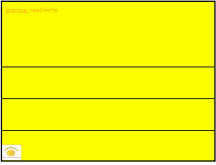
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Phase 3

Reception - Autumn 2/
Spring 1

Week 2 Lesson 2	grapheme: 'ee' phoneme: /ee/ (beep)	
Revisit:	'What did we learn yesterday?'	Quick flashcards of all Phase 3 sounds learnt and Vocal Actions.
Teach:	<p>'What are we learning today?'</p> 	<p>Show grapheme on board. Identify each letter of the grapheme. Say the phoneme - ask the children to repeat.</p> <p>DU: How can we remember that this sound is /ee/? Because there is an 'e' at the beginning and the sound is /ee/!</p> <p>VA: /ee - weeeeeeeeeeeeeee</p> 
Teach:		<p>Model segmenting and blending each word. Children copy and repeat. Say the word together.</p> <p>feet, meet, seed</p>
Practice: (read)	<p>'Now it's time read a word!'</p> 	<p>Write words on the board - asterisk next to the challenge word.</p> <p>bee, meet, seen, deep, feek, street*</p> <p>Children independently read all words by segmenting and blending. Volunteer to segment and blend a word whilst teacher draws dots and dashes. Whole class repeat. Repeat all words as a class.</p>
Practice: (write)	<p>Now it's time for <i>you</i> to write a word!'</p> 	<p>Teacher say word to write - children segment and blend word orally. Children write word in books. Once the children have finished - teacher to write word on the board and draw the dots and dashes.</p> <p>keep, been</p>
Apply: (read)	<p>'Now it's time for the <i>secret</i> sentence!'</p>  	<p>Reveal the sentence on the board and children read. Thumbs up or down if the sentence is true or false. Volunteer to read sentence. Whole class to repeat. Reveal the slide with picture.</p> <p>A bell can beep.</p> <p>A bed has a sheet.</p>
Apply: (write)	<p>'Now it's time for <i>you</i> to write a sentence!'</p> 	<p>Say the sentence and children to repeat three times.</p> <p>We can meet in the week. *we - Phase 3 tricky word</p> <p>Leave word 'we' on board. Children to write sentence - observe and assess. Teacher write the sentence on the board.</p> <p>'What did we learn today?'</p>


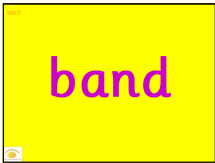
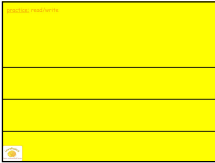
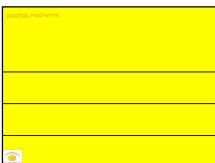
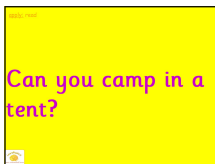

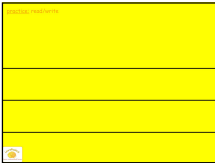
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Phase 4

Reception - Summer 1

Week 2 Lesson 2	final adjacent consonants (help)	
Revisit:	'What did we learn	Quick flashcards of all Phase 3 sounds without Vocal Actions.
Teach:	'What are we learning today?' 	What are we learning about in this Phase? What is tricky about them? What do we need to remember about them? Whereabouts in the word were the adjacent consonants we learnt yesterday? Show the word 'help' on the board. Can you spot the adjacent consonants? Where are they in the word this time? Remind children that it is important to sound out both of the consonants on their own as they do not come together to make a single sound. Model sounding out word.
Teach:		Model segmenting and blending each word - identify the P3 grapheme and adjacent consonants. Children copy and repeat. Say the word together. band, belt, gift
Practice: (read)	'Now it's time read a word!' 	Write words on the board - asterisk next to the challenge word. sand, fist, chimp, mint, hulb, burnt* Children independently read all words by segmenting and blending. Volunteer to segment and blend a word whilst teacher draws dots and dashes. Whole class repeat. Repeat all words as a class.
Practice: (write)	Now it's time for <i>you</i> to write a word!' 	Teacher say word to write - children segment and blend word orally. Children write word in books. Once the children have finished - teacher to write word on the board and draw the dots and dashes. felt, milk
Apply: (read)	'Now it's time for the <i>secret</i> sentence!'  	Reveal the sentence on the board and children read. Thumbs up or down if the sentence is true or false. Volunteer to read sentence. Whole class to repeat. Reveal the slide with picture. Can you camp in a tent? A rock is soft.
Apply: (write)	'Now it's time for <i>you</i> to write a sentence!' 	Say the sentence and children to repeat three times. I must not jump in the mud. Children to write sentence - observe and assess. Teacher write the sentence on the board. 'What did we learn today?'

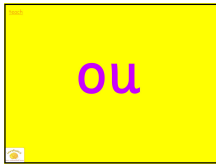

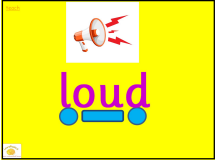
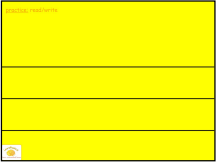

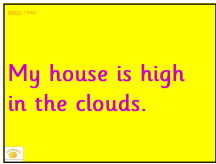
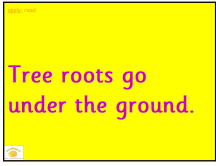
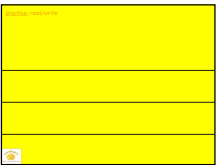
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Phase 5

Year 1 - Autumn 1

<p>Week 3 Lesson 2</p>	<p>grapheme: 'ou' phoneme: /ow/ (cloud)</p>	
<p>Revisit:</p>	<p>'What did we learn yesterday?'</p>	<p>Flashcards of all Phase 5a sounds. Vocal Actions only for the sounds learnt.</p>
<p>Teach:</p>	<p>'What are we learning today?'</p> 	<p>Identify each letter and say the phoneme.</p> <p>DU: How is this similar to other spelling of the same sound? 'O' 'u' or 'o' <i>double 'u'!</i> Which way do you think is easier to remember?</p> <p>VA: /ow/ - a mouse in the house, a mouse in the house - I said a mouse in the house!</p> 
<p>Teach:</p>		<p>Model segmenting and blending each word. Children copy and repeat. Say the word together.</p> <p>loud, round, found</p>
<p>Practice: (read)</p>	<p>'Now it's time read a word!'</p> 	<p>Write words on the board - asterisk next to the challenge word.</p> <p>couch, mouse, house, mouth, goud, shouted*</p> <p>Children independently read all words by segmenting and blending. Volunteer to segment and blend a word whilst teacher draws dots and dashes. Whole class repeat. Repeat all words as a class.</p>
<p>Practice: (write)</p>	<p>Now it's time for <i>you</i> to write a word!</p> 	<p>Teacher say word to write - children segment and blend word orally. Children write word in books. Once the children have finished - teacher to write word on the board and draw the dots and dashes.</p> <p>loud, mouth</p>
<p>Apply: (read)</p>	<p>'Now it's time for the <i>secret</i> sentence!'</p>  	<p>Reveal the sentence on the board and children 'whisper' read. Thumbs up or down if the sentence is true or false. Volunteer to read sentence. Whole class to repeat.</p> <p>My house is high in the clouds.</p> <p>Tree roots go under the ground.</p>
<p>Apply: (write)</p>	<p>'Now it's time for <i>you</i> to write a sentence!'</p> 	<p>Say the sentence and children to repeat three times.</p> <p>A bang is a loud sound.</p> <p>Children to write sentence - observe and assess. Teacher write the sentence on the board.</p> <p>'What did we learn today?'</p> <p>Add grapheme raindrop to Sound Cloud.</p>

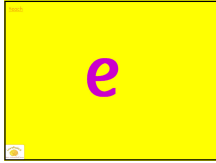



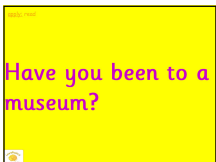

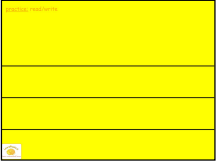
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Phase 5.5 - Part 1

Year 1 - Spring 1

Week 2 Lesson 2	grapheme: 'e' phoneme: /ee/ (secret)	
Revisit:	'What did we learn yesterday?'	Flashcards of all Phase 5.5 part 1 graphemes learnt. For graphemes with two pronunciations say both.
Teach:	'What are we learning today?' 	Explain that today we are learning a new grapheme that says /ee/. Show the phoneme on the board and say it as a class. Show grapheme and identify the letters. Repeat phoneme. DU: Do we already know this grapheme? What sound does it make usually? How can we remember that sometimes 'e' says /ee/
Teach:		Model segmenting and blending each word in their pure sounds, then blending together as it is supposed to be said. Children copy and repeat. Say the word together. secret, email
Practice: (read)	'Now it's time read a word!' 	Write words on the board - asterisk next to the challenge word. email, secret, evil, restart, revisit, museum* Children independently read all words by segmenting and blending. Volunteer to segment and blend a word whilst teacher draws dots and dashes. Whole class repeat. Repeat all words as a class.
Practice: (write)	Now it's time for <i>you</i> to write a word!' 	Teacher say word to write - children segment and blend word orally. Children write word in books. Once the children have finished - teacher to write word on the board and draw the dots and dashes. he, replay
Apply: (read)	'Now it's time for the <i>secret</i> sentence!'  	Reveal the sentence on the board and children read. Thumbs up or down if the sentence is true or false. Volunteer to read sentence. Whole class to repeat. Have you been to a museum? We can email the queen.
Apply: (write)	'Now it's time for <i>you</i> to write a sentence!' 	Say the sentence and children to repeat three times. Me and my mum went to a secret garden. Children to write sentence - observe and assess. Teacher write the sentence on the board. 'What did we learn today?' Add grapheme raindrop to Sound Cloud.


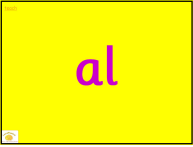



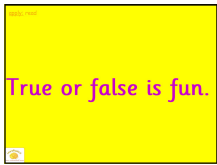
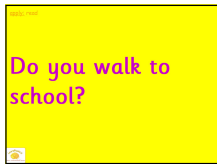
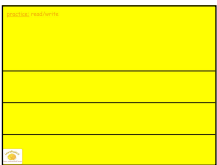
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Phase 5.5

Year 1 - Summer 2

<p>Week 8 Lesson 1</p>	<p>grapheme: 'al' phoneme: /or/ (ball)</p>	
<p>Revisit:</p>	<p>'What did we learn yesterday?'</p>	<p>Quick flashcards of Phase 5.5 part 2 sounds learnt so far.</p>
<p>Teach:</p>	<p>'What are we learning today?'</p>  	<p>Show the phoneme on the board and say it as a class. Show the grapheme and identify the letters. Say the phoneme together.</p> <p>DU: How would you expect to say this grapheme? How is this way of saying the sound different? Can you remember another sound that this grapheme says? Explain that if we sound out the word the usual way of saying this sound and it doesn't sound right we can try it this way.</p>
<p>Teach:</p>		<p>Model segmenting and blending each word. Children copy and repeat. Say the word together.</p> <p>walk, ball</p>
<p>Practice: (read)</p>	<p>'Now it's time read a word!'</p> 	<p>Write words on the board - asterisk next to the challenge word.</p> <p>fall, always, ball, small, chalk, falcon*</p> <p>Children independently read all words by segmenting and blending. Volunteer to segment and blend a word whilst teacher draws dots and dashes. Whole class repeat. Repeat all words as a class.</p>
<p>Practice: (write)</p>	<p>Now it's time for <i>you</i> to write a word!'</p> 	<p>Teacher say word to write - children segment and blend word orally. Children write word in books. Once the children have finished - teacher to write word on the board and draw the dots and dashes.</p> <p>wall, chalk</p>
<p>Apply: (read)</p>	<p>'Now it's time for the <i>secret</i> sentence!'</p>  	<p>Reveal the sentence on the board and children read. Thumbs up or down if the sentence is true or false. Volunteer to read sentence. Whole class to repeat.</p> <p>True or false is fun. Do you walk to school?</p>
<p>Apply: (write)</p>	<p>'Now it's time for <i>you</i> to write a sentence!'</p> 	<p>Say the sentence and children to repeat three times.</p> <p>The ball is going to fall off the wall.</p> <p>Children to write sentence - observe and assess. Teacher write the sentence on the board.</p> <p>'What did we learn today?'</p>

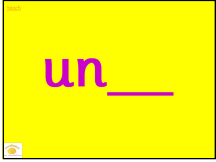
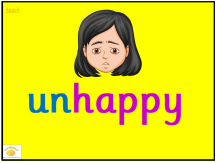
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Phase 6

Year 2 - Autumn 2

Week 8 Lesson 1	Prefixes - 'un'	
Revisit:	'What did we learn yesterday?'	Briefly show a selection of between 8 and 10 Phase 5.5 part 1 and part 2 grapheme flashcards. Briefly recap learning from previous session.
Teach:	'What are we learning today?'	 <p>Explain that we are not learning new sounds anymore instead we are learning some grammar rules. Explain that we are learning about prefixes. A prefix 'fixes' onto the beginning of words to change their meaning. Show the new prefix on the board.</p> <p>DU: 'un' means the opposite of something and it can be negative. Adding 'un' to the beginning of a word makes the meaning of the root word change to the opposite of itself.</p>
Teach:		Go through the pictures and words and discuss how the root words have changed their meaning. unhappy, untidy, unwell
Practice: (read)	'Now it's time read a word!'	Write words on the board - asterisk next to the challenge word. unreal, unsafe, untie, unfair, untrue, unbelievable* Children independently read all words. Volunteer to read a word. Whole class repeat. Repeat all words as a class. *Go through the meaning of these words and how the prefix has affected the root word.
Practice: (write)	Now it's time for <i>you</i> to write a word!'	Teacher say word to write. Children write word in books. Once the children have finished - teacher to write word on the board. unzip, unsafe
Apply: (read)	'Now it's time for the <i>secret</i> sentence!'	Reveal the sentence on the board and children 'whisper' read. Thumbs up or down if the sentence is true or false. Volunteer to read sentence. Whole class to repeat. This classroom is very untidy. You should rest when you're unwell.
Apply: (write)	'Now it's time for you to write a sentence!'	Say the key word for the sentence. unlock Children to make up their own sentence and write in books. Teacher observe and assess. 'What did we learn today?'