



Week	Resources	Introduction Objective and success criteria	Revisit and Review (5 min)	Teach (5 min)	Practise and apply (10min)	Assess (10 min)	New spelling
1	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.	(Phase 3) Weds- j Thur- v Fri- w	Go through previous taught sounds on flashcards (3mins) Tricky words flashcards (2mins) Introduce new phoneme for today.	Show children the phoneme. (is it a grapheme, digraph or trigraph?) make sure children are aware of the terminology. Say it, air write it, and actually write it. Does it have a pattern? Usually at the end/ rarely at the end/usually in the middle of a word.	Read through words (real and alien) with today's phoneme in them. Do the actions to separate the phonemes.	Game or sentence construction linked to new learning. Both if time. If using sentences to assess. Read out the sentences. Ask the children to say the sentences Cap out the long words Finger phonemes Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)	<u>J</u> ack went for a jog. <u>A</u> vet in a van. <u>We</u> will win.



2	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.	Mon- x Tues-y Thur- zz Fri- qu	Go through previous taught sounds on flashcards (3mins) Tricky words flashcards (2mins) Introduce new phoneme for today.	Show children the phoneme. (is it a grapheme, digraph or trigraph?) make sure children are aware of the terminology. Say it, air write it, and actually write it. Does it have a pattern? Usually at the end/ rarely at the end/usually in the middle of a word.	Read through words (real and alien) with today's phoneme in them. Do the actions to separate the phonemes.	Game or sentence construction linked to new learning. Both if time. If using sentences to assess. Read out the sentences. Ask the children to say the sentences Cap out the long words Finger phonemes Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)	<u>X</u> -ray the fox. I yell yes. <u>Can</u> a web buzz? <u>I</u> quit the quiz.
3	Phoneme cards. Tricky words flashcards. Small	Mon- ch Tues- sh Thur- th Fri- ng	Go through previous taught sounds on flashcards (3mins)	Show children the phoneme. (is it a grapheme, digraph or trigraph?) Make sure children are aware of the terminology.	Read through words (real and alien) with today's phoneme in them. Do the actions to separate the phonemes.	Game or sentence construction linked to new learning. Both if time.	<u>Chop</u> a chip. <u>Fish</u> on a dish. <u>Sing</u> a song.



	whiteboards pens and wipes for each child. Phonic books.		Tricky words flashcards (2mins) Introduce new phoneme for today.	Say it, air write it, and actually write it. Does it have a pattern? Usually at the end/ rarely at the end/usually in the middle of a word. Are they a part of a sound family?		If using sentences to assess. Read out the sentences. Ask the children to say the sentences Cap out the long words Finger phonemes Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)	<u>Then I had a bath.</u>
4	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic	Mon- ai Tues- ee Thur- igh Fri- oa	Go through previous taught sounds on flashcards (3mins) Tricky words flashcards (2mins) Introduce new	Show children the phoneme. (is it a grapheme, digraph or trigraph?) Make sure children are aware of the terminology. Say it, air write it, and actually write it. Does it have a pattern?	Read through words (real and alien) with today's phoneme in them. Do the actions to separate the phonemes.	Game or sentence construction linked to new learning. Both if time. If using sentences to assess. Read out the sentences. Ask the children to say the sentences	<u>Pain in the cat's tail.</u> <u>I see a tree.</u> <u>The light is bright.</u> <u>Goat on the road.</u>



	books.		phoneme for today.	Usually at the end/ rarely at the end/usually in the middle of a word. Are they a part of a sound family?		Cap out the long words Finger phonemes Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)	
5	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.	Mon- short oo Tues- long oo Thur- ar Fri- or	Go through previous taught sounds on flashcards (3mins) Tricky words flashcards (2mins) Introduce new phoneme for today.	Show children the phoneme. (is it a grapheme, digraph or trigraph?) Make sure children are aware of the terminology. Say it, air write it, and actually write it. Does it have a pattern? Usually at the end/ rarely at the end/usually in the middle of a word. Are they a part of a sound family?	Read through words (real and alien) with today's phoneme in them. Do the actions to separate the phonemes.	Game or sentence construction linked to new learning. Both if time. If using sentences to assess. Read out the sentences. Ask the children to say the sentences Cap out the long words Finger phonemes	<u>A</u> good cookbook. <u>The</u> fool was too silly. <u>I</u> need a car part. <u>E</u> at corn with a fork.



						Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)	
6	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.	Mon- ur Tues- ow	Go through previous taught sounds on flashcards (3mins) Tricky words flashcards (2mins) Introduce new phoneme for today.	Show children the phoneme. (is it a grapheme, digraph or trigraph?) Make sure children are aware of the terminology. Say it, air write it, and actually write it. Does it have a pattern? Usually at the end/ rarely at the end/usually in the middle of a word. Are they a part of a sound family?	Read through words (real and alien) with today's phoneme in them. Do the actions to separate the phonemes.	Game or sentence construction linked to new learning. Both if time. If using sentences to assess. Read out the sentences. Ask the children to say the sentences Cap out the long words Finger phonemes Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)	<u>The</u> fur has a curl. <u>How</u> did the cow bow?

Phonics Autumn 1

Year 1

Miss C. Fisher

