

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.	(Revise and review phase 3 starting with number 6). Wed- z-zz Thur- qu Fri- ch	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.	<b>Game or sentence construction linked to new learning. Both if time.</b>  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>Quick</u> tell the <u>queen</u> we <u>quit</u> .  <u>Vicky</u> was sick and her <u>skin</u> felt <u>sticky</u> .  <u>Chester</u> the chipmunk <u>chews</u> <u>cheddar</u> <u>cheese</u> for <u>lunch</u> .

<p>2</p>	<p>Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.</p>	<p>Mon- sh Tues- th Wed- ng Thur- ai Fri- ee</p>	<p>Go through previous taught sounds on flashcards (3mins)</p> <p>Tricky words flashcards (2mins)</p> <p>Introduce new phoneme for today.</p>	<p>Show children the phoneme. (is it a grapheme, digraph or trigraph?) make sure children are aware of the terminology.</p> <p>Say it, air write it, and actually write it.</p> <p>Does it have a pattern? Usually at the end/ rarely at the end/usually in the middle of a word.</p>	<p>Read through words (real and alien) with today's phoneme in them.</p> <p>Do the actions to separate the phonemes.</p>	<p><b>Game or sentence construction linked to new learning. Both if time.</b></p> <p>If using sentences to assess. Read out the sentences.</p> <p>Ask the children to say the sentences</p> <p>Cap out the long words</p> <p>Finger phonemes</p> <p>Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)</p>	<p><u>I</u> like fish and chips on a <u>dish</u>.</p> <p><u>I</u> think Beth is in the <u>bath</u>.</p> <p><u>Sing</u> a song for the <u>king</u>.</p> <p><u>The</u> snail had a pain in his <u>tail</u>.</p> <p><u>Let's</u> meet next week for <u>coffee</u>.</p>
<p>3</p>	<p>Phoneme cards. Tricky words flashcards. Small</p>	<p>Mon- igh Tues- oa Wed- oo (short) Thur- oo (long) Fri- ar</p>	<p>Go through previous taught sounds on flashcards (3mins)</p>	<p>Show children the phoneme. (is it a grapheme, digraph or trigraph?) Make sure children are aware of the terminology.</p>	<p>Read through words (real and alien) with today's phoneme in them.</p> <p>Do the actions to separate the phonemes.</p>	<p><b>Game or sentence construction linked to new learning. Both if time.</b></p>	<p><u>I</u> can see a light in the night <u>sky</u>.</p> <p><u>A</u> toad was on a <u>boat</u>.</p>

	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>You</u> need a <u>good</u> <u>cook</u> <u>book</u> .  <u>The</u> <u>fool</u> put his <u>boot</u> on the <u>roof</u> .  <u>Sharks</u> have lots of <u>sharp</u> <u>teeth</u> .
4	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic	Mon- or Tues- ur Wed- ow Thur- oi Fri- ear	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.	<b>Game or sentence construction linked to new learning. Both if time.</b>  If using sentences to assess. Read out the sentences.  Ask the children to say the sentences	<u>There</u> are ships in a <u>port</u> .  <u>The</u> dog had a <u>curl</u> in his <u>fur</u> .  <u>The</u> <u>cow</u> and the <u>owl</u> sat on the <u>towel</u> .  <u>Put</u> the <u>coins</u> in

	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)	the <u>bag</u> .  <u>I</u> can hear a dear in the <u>woods</u> .
5	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.	Mon- air Tues- ure Wed- er  (Phase 4) Thur- ai Fri- ee (revisit)	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.	<b>Game or sentence construction linked to new learning. Both if time.</b>  If using sentences to assess. Read out the sentences.  Ask the children to say the sentences  Cap out the long words  Finger phonemes	<u>The</u> boy had fair <u>hair</u> .  <u>There</u> is a picture of the treasure in a <u>book</u> .  <u>He</u> was going up the ladder to hang the <u>banner</u> .  <u>Keep</u> the container upright so the paint will not <u>spill</u> .

						Write and check (give praise and stickers for capital letters, finger spaces, correct spelling and full stops)	<u>The pondweed</u> was bright <u>green</u> .
6	Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.	Revisit and expand: Mon- igh Tues- oa Wed- oo Thur- th Fri- ar	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.	<b>Game or sentence construction linked to new learning. Both if time.</b>  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>See the bright</u> stars <u>and the</u> moon <u>on a clear</u> <u>night</u> .  <u>The cars are on</u> <u>the road</u> <u>and the</u> <u>boats are on the</u> <u>river</u> .  <u>Trisha</u> got a <u>cookbook</u> off the <u>bookshelf</u> .  <u>I</u> dropped the <u>garlic</u> on the <u>carpet</u> .  <u>Thank</u> you for all the help you gave <u>Theo</u> .

Phonics Autumn 1

Year 2

Miss C. Fisher

7		<p>Phoneme cards. Tricky words flashcards. Small whiteboards pens and wipes for each child. Phonic books.</p>	<p>Revisit and expand: Mon- ur Tues- ow Wed- oi Thur- ear Fri- air</p>	<p>Go through previous taught sounds on flashcards (3mins)  Tricky words flashcards (2mins)  Introduce new phoneme for today.</p>	<p>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?</p>	<p>Read through words (real and alien) with today's phoneme in them.  Do the actions to separate the phonemes.</p>	<p><u>Mum</u> burnt the <u>turnips</u>.  <u>The</u> clown turned my <u>frown</u> upside <u>down</u>.  <u>The</u> soil spoiled my <u>carpet</u>!  "I <u>heard</u> you" said <u>James</u>.  <u>Is</u> the comfy <u>armchair</u> <u>upstairs</u>?</p>
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