**Phonics Year 1 Spring 1 2021 - week 2**

Monday

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| Revisit  Review  From assessment | Recap phase 2 and 3 GPCs using flash cards – my turn your turn under the visualiser (quick read)  Recap phase 2 and 3 letter names using flash cards – my turn your turn under the visualiser (quick read)  Read 10 words from 100 hfw– my turn your turn under the visualiser (quick read) |
| Teach | Show dr balloon pp on iwb  Sound talk words with dr in using hand actions  Explain that the d and the r letters make the dr cluster. When we say the dr together it blends together to say dr.  Explain that dr can be at the beginning of the word  Chn to sound talk words with dr in  Do the same for fr bl fl gl pl |
| Practise | Write words with fr bl fl gl (use words from balloons resource, cursive with a lead in from the line, not joined) – my turn your turn |
| Apply | Write a caption when told from pp – do not show, recheck for spelling |

Tuesday

Same plan above but using blends and clusters: pl cl sl sp tw

Wednesday

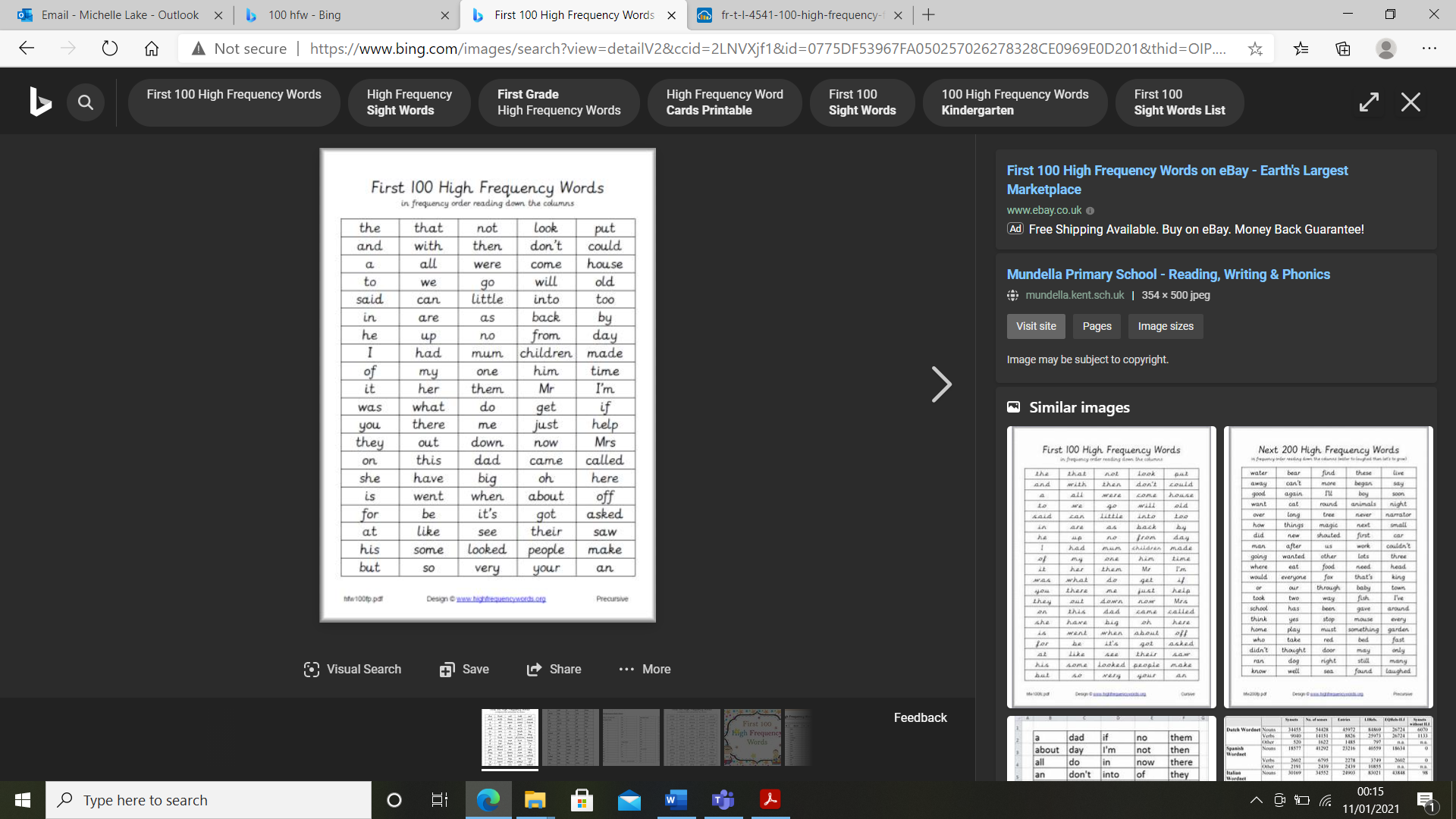
Same plan above but using blends and clusters: sm pr sc sn

Thursday

Same plan above but using blends and clusters: nch shr thr str

Friday

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| Revisit  Review  From assessment | Recap phase 2 and 3 GPCs using flash cards – my turn your turn under the visualiser (quick read)  Recap phase 2 and 3 letter names using flash cards – my turn your turn under the visualiser (quick read)  Read 10 words from 100 hfw– my turn your turn under the visualiser (quick read) |
| Teach | Adult to choose 10 phase 4 words from the balloons and children read them – go over any imstakes.  Adult to choose 10 phase 4 words the balloons and children spell them – go over any mistakes. |
| Practise |
| Apply |



**Phonics Year 2 Spring 1 2021 - week 2**

**End of phase 5 going into phase 6/year 2 spelling**

Monday

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| Walt: read words with the **-s** ending. |

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| Revisit  Review  From assessment | Recap phase 2 and 3 5 GPCs using flash cards – my turn your turn under the visualiser (quick read)  Recap phase 2 and 3 letter names using flash cards – my turn your turn under the visualiser (quick read)  Read 10 words from 100 hfw– my turn your turn under the visualiser (quick read) |
| Teach | Model blending to read a singular word – **peacock**. Then show the word **peacocks** and blend to read that. Explain simply that by adding the **-s** there is now more than one peacock and that we call this making the word plural. Repeat for **crocodile/crocodiles, donkey/donkeys, dolphin/dolphins, whale, whales. Adding -s and -es**. |
| Practise | |  | | --- | | Play Countdown with plural words that revise Phase 5a or b: **apricots, fields, units, headaches, herbs, ferns, pyramids, rhythms, humans, bowls, acids, boulders, chiefs, minds, shoulders, dangers**. **Crater Creature Countdown (Plurals ending in -s)**. | |
| Apply | Hold up sentence on card or whiteboard. Ask children to read the sentence to a partner. Then ask the other partner to read it back to the first partner. Encourage them to discuss and figure out together any words that they find difficult. **Emus have fluffy feathers. The chefs forgot to peel the apricots. There are lots of dangers that unicorns can face**. |

Tuesday

Walt: spell words with the **-s** ending where no change to the root word is needed (and revise using knowledge of best guesses.

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| Teach | Ask children to quickly write down all the graphemes they know for **/ai/**. Which is the best guess in the middle of the word? Which at the end? Which are very rare? Repeat for **/ee/**.  Model segmenting to spell the word **snails**. Model thinking about how to spell the **/ai/** sound. E.g. “Let me think **/s/ /n/ /ai/ /l/ /s/**.” Draw sound buttons and write in the easy phonemes. “The **/ai/** sound is in the middle of the word snail so it is probably either the split digraph **a\_e** or it's **ai**. I think that I remember that in this word it is **ai**. Write the letters on a whiteboard. Repeat (segment, sound buttons, put in the easy bits, talk about the thought processes for the tricky bits, make a best guess for the tricky bits) for **days** and **treats**. |
| Practise | |  | | --- | | Play Quickwrite (children write each word quickly on a whiteboard) with the words **trays, beads, planes, whales, bees, seats, knees, trees, fields**. After children have written each word, show whiteboards to the teacher, then teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it. | |
| Apply | Teacher reads out sentences. Children write sentences on whiteboards (this could be done individually or with a partner). **Do snails or snakes make the best pets? The bees in the trees give painful stings. Can whales book seats on planes?** Reveal correctly written sentences and encourage children to check their own spellings |

Wednesday

Walt: read words with the **-es** ending.

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| Teach | Look at a picture of a **fox**. Ask children what it is? Show a picture of a few **foxes**. Ask children to say the word now. Repeat with pictures of a **coach/coaches**, **box/boxes**, **cockroach/cockroaches** a **church/churches**. Look at the word **foxes** written down. Point out that **e** makes an **/i/** sound and the **s** makes a **/z/** sound. Model blending **/f/ /o/ /x/ /i/ /z/** foxes. Repeat with churches and wishes. **Adding -s and -es**. |
| Practise | Play Countdown: **kisses, misses, arches, lashes, cockroaches, taxes, dishes, bushes, inches, dresses, crosses, bunches, torches, beaches, wrenches, launches**. **Crater Creature Countdown (Plurals ending in -es)**. |
| Apply | |  | | --- | | Practise reading the sentences: **I think that foxes may be lurking in the bushes.** | |

Thursday

Walt: spell words with the **-es** ending where no change to the root word is needed.

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| Teach | |  | | --- | | Model segmenting to spell the word **boxes**. Ask children to clap out the syllables in this word. Start with the first syllable **box**. Remind children that they know how to spell this root word **box**. Then look at the second syllable **/i/z/**. Ask the children if they can remember the letters that make the **/i/** and **/z/** sounds in this phoneme. Write **boxes**. Repeat with **kisses** and **churches**. **Adding -s and -es**. | |
| Practise | Play Quickwrite with the words: **lashes, foxes, bunches, torches, bushes, cockroaches**. After children have written each word, show whiteboards to the teacher, teacher gives correct spelling whilst children mark their words. One tick for the correct number of sound buttons plus one tick for each correct letter. If children have chosen the wrong grapheme, encourage them to correct it. |
| Apply | |  | | --- | | Look at the list of words that need to have **-es** added. Help children to see that all these words end with hissing, buzzing or shushing sounds. Try saying some of these words with an **/s/** added on and let the children see that it is virtually impossible to say the **/s/** sound straight after | |

Friday:

Walt: add **-s** and **-es** to the third person singular of verbs.

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| Teach | |  | | --- | | Recap that sometimes we add **-s** or **-es** to words for other reasons than making plurals (but that we can still use the same rules for choosing how to spell them, thank goodness). Children stand up. Show the children **I jump up high**. Children blend to read then act it out (on the spot). Repeat for **I stamp my feet. I munch on a carrot**. Instead of **I jump** it needs to be **he … (let children fill in the blank).**  **Repeat for I brush my hair. I fix rockets**. Quickly and simply model how these sentences need to change when you are using the third person (talking about somebody else). Model writing: **jumps, stamps, brushes, munches, fixes** on the board by segmenting the root word and using the rules learned earlier in the week to decide whether to add **-s** or **-es**. | |  | |  | |
| Practise | |  | | --- | | Ask children to write **wash**. Then turn it into **washes**. Repeat with **shout/shouts, dream/dreams, pinch/pinches, fix/fixes, float/floats**. | |
| Apply | |  |  | | --- | --- | |  | Practise writing the sentences: **The frog runs away from the kisses. The cockroach bends his knees. The snake munches all the treats and sweets**. Reveal correctly written sentences and encourage children to check their own spellings. | |