

Week 1



(see also 'Getting to know you' sessions)

**Session 1: Monday**

Write out the sentence *My name is (child's name)* on a large sheet for each child.  
Prepare completed *My name is (child's name)* sentence cards for each child.

**Resources:**

Photo of each child (taken during 'Getting to know you' sessions).  
*My name is Pip (or your puppet's name)* written on large A3 sheet.  
*My name is (child's name)* sentence card for each child.

**Session 2: Tuesday**

Make two name cards for each child. Cut the initial letter off one of the two cards for each child.  
Write the words to be spelled under the flaps on the Writing Flap Cards.

**Resources:**

Two name cards for each child, one with the initial letter cut off.  
Six whiteboards and pens.  
Six Writing Flap Cards with the capital letter of the child's first name, the whole first name and surname.

**Session 3: Wednesday**

Prepare the objects / pictures for Pip's bag.  
Make two copies of the sentence *My name is Pip*.  
Cut up the *My name is (child's name)* sentences into separate words. Put them in a named envelope for each child.

**Resources:**

Objects / pictures in a bag: sock, mouse, map, teddy, star, mug, two, tin.  
Two copies of the enlarged sentence *My name is Pip*.  
Cut-up sentence cards from Monday with *My name is (child's name)* in a named envelope for each child.  
Sentence boards.  
Six whiteboards and pens.

**Session 4: Thursday**

Label three boxes with letters s, m, t.  
Make up six bags each containing magnetic letters i, s, m, y.  
Make six copies of the photo frame (PCM, p. 193).

**Resources:**

Objects / pictures: sock, scissors, star, sweets, mouse, mug, map, monkey, two, teddy, toothbrush, tin.  
Three boxes labelled s, m, t.  
Bag containing magnetic letters i, s, m, y for each child.  
Two-box phoneme frame for each child.  
Six copies of the photo frame (PCM, p. 193).

**Session 5: Friday**

Collect objects / pictures as from Session 3.  
Ask the teacher to select an appropriate Guided Reading book.

**Resources:**

Objects / pictures: as Session 3.  
Letter cards s, m, t (two sets for each child).  
Guided Reading texts.

Teaching points	Activities/Teaching prompts or script
Oral opener	Show the puppet to the children. TA: <i>Do you remember our puppet? What is his / her name?</i> Ch: <i>(Say the puppet's name.)</i> TA: <i>I'm going to say to each of you, 'Hello, my name is ...', then you say, 'Hello, my name is...'</i> . Each child: <i>Hello, my name is (own name)</i> . (Speaks to the puppet / you / members of the group) TA: <i>Pip's going to tell you what we are learning today.</i> Puppet: <i>We are learning how to read our names.</i>
Phonics Five Hear phonemes in initial position.  Hear and say the initial phoneme in their own names.	<b>Name Song</b> <i>We are going to learn a song that will help us to hear the first sound in our names. It goes like this...</i> Say / sing the song to the tune of 'Hot cross buns'. Use your own or the puppet's initial letter sound as an example. Point to yourself or the puppet while you sing / say (for example): <i>M-M-M</i> <i>M-M-M</i> <i>Whose name starts with M-M-M?</i> Say your name. <i>M-M-M Mary. Can you hear the 'M' at the beginning of my name?</i> The children repeat <i>Mary</i> . Sing the reply, <i>Mary's name starts with M-M-M</i> . Then sing / say: <i>P-P-P</i> <i>P-P-P</i> <i>Whose name starts with P-P-P?</i> <i>Can you hear the 'P' at the beginning of 'Pip'?</i> Sing the reply. <i>Now I'll say / sing a different letter sound. Listen carefully. It could be the first letter sound in your name.</i> Repeat the song for each child. Encourage the children to join in when they are ready. If a child's name starts with a phoneme composed of more than one letter, e.g. <i>Sh</i> for <i>Shamima</i> , explain that some phonemes are made up of one letter and some of two letters (two letters, one phoneme).
Text Ten	<b>Shared Reading:</b> enlarged text of sentences <i>My name is...</i> completed with each of the children's names Use the children's photographs / pictures that you did in the preparatory sessions. <i>Do you remember the photographs / pictures you drew of yourselves?</i> <i>Can you find your photograph / picture and say your name?</i> Practise saying the simple sentence together: <i>My name is...</i> The children take it in turns to say <i>My name is...</i> and show their photo / picture.  <i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
Track the text in the right order, left to right and top to bottom.	Show the enlarged text with the pre-written sentences. <i>Now we are going to read some sentences. Look and listen for your names. Put your hand up when you hear me read the sentence with your name.</i> <i>Can anyone tell me where I should start reading?</i> Point to different places on the page, and ask one child to come and point. <i>Thank you – now I am ready to read these sentences. Listen carefully, because I think you might be able to help me with some of these words.</i>
Recognise and read own name.	<i>My name is...</i> Read aloud while pointing to the words. Repeat the sentence for each child's name. At the end of the first line, pause and say <i>Where should I go to read the next word?</i> Point to different places, as before, and then ask a child to help you.  <i>This time I will read 'My name is ...', but I won't read the name I'm pointing to. If I'm pointing to your name, come up and put your photo / picture next to your name.</i> As you are reading, you could stop at a name and say <i>This one starts with 'B'. Whose name has that sound at the beginning? We will just check to make sure all the pictures are in the right places. How do we know they are right?</i>
Fast Finisher and Take Away Reinforce hearing the initial phoneme in own name.	<b>Quick activity: remember and sing the Name Song</b> <i>Who can remember the song we learned? What was it about? Who can sing / say the first letter sound in their name?</i> Sing the song together. TA: <i>What did we learn today?</i> Ch: <i>We learned how to read our names.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to sing the Name Song to someone else – try putting some different names in. Also, here is your own sentence for you to practise reading.</i> Demonstrate pointing to each word as you read, and let the children have a go.

Teaching points	Activities/Teaching prompts or script
Oral Opener	All: <i>What did we learn yesterday?</i> Puppet: <i>We learned how to read our names.</i> All: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to use a capital letter at the beginning of our names.</i>
Phonics Five Hear and say phonemes in the initial position, and match phonemes with letters at the beginning of own name.	<b>Name cards and Name Song</b> Have two copies of the name card for each child. The first copy has the name in full; the second has the initial letter cut off.) Spread the name cards out on the table. <i>Can you find your card and read your name?</i> <i>Can you point to the first phoneme in your name?</i> Demonstrate using Pip's name card. Give a second card to each child (the initial letters have been cut off, and you keep these). <i>Here are Pip's cards. Put them together.</i> <i>What is missing from the second card? I've cut the initial letters off all the cards. I've got them all here, but we will need to decide who should have each one.</i> Hold up one of the cards (e.g. Pip's). <i>Who knows what sound this letter makes?</i> Sing the Name Song for Pip. <i>P-P-P</i> <i>P-P-P</i> <i>Whose name starts with P-P-P?</i> <i>Yes, Pip's name starts with 'P', so I will take this letter and put it at the beginning of his name. Sing again, with the reply Pip's name starts with P-P-P.</i> Repeat with each letter, until all the children have completed their name cards.
Text Ten Identify the capital letter at the beginning of their name.	<b>Write names</b> Point to the initial letter of your name. <i>The first letter in my name is called a capital letter. Let's say the capital letter sound of my name: (e.g.) 'M' for 'Mary'.</i>  Point again to the capital letter in your name. Say your capital letter sound as you do this. Help the children to find their capital letter.  Give out whiteboards and markers. Demonstrate how to write your name on your whiteboard. <i>Look at the way I'm writing my name. I'm writing a <u>capital letter</u> at the <u>beginning</u> of my name.</i> <i>Write your name very carefully. Make sure that the first letter is a capital letter.</i>
Use a capital letter for the start of their own name.	<i>See how many times you can write your name. Use a capital letter each time. Write carefully.</i>
Read and write own name.	Observe the children's handwriting, giving individual support and encouragement, and guidance in letter formation / orientation / consistency.  <i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
Read and write own name.	<p>If a child is unclear about where to write their capital letter, place a small sticker just below where the child needs to write.</p> <p>If a child is struggling with writing a particular letter, demonstrate by saying:  <i>Look and see how I write this letter 'c'. First I start at the top, then I go all the way around, and I stop just here. Can you make this letter disappear with your finger? Rub out my letter in exactly the same way that I've just written it.</i>  <i>Use your pen to write the letter just the way I did.</i>  <i>Now practise writing this letter on its own and in your name.</i></p> <p><i>Everyone show and read your names. Say the capital letter sound for your name.</i>                      Make positive comments to each child.  <i>I like the way you've used capital letters at the start of your names. Now that you know that your name begins with a capital letter, remember to use it each time you write your name.</i></p>
Fast Finisher and Take Away Spell name correctly, and use capital letter at beginning.	<p><b>Quick activity: use Writing Flap Cards</b>                      Introduce the Writing Flap Cards. The children's capital letters, first names and surnames are written under the flap.  <i>Look under the flap. Say the phoneme that is the capital letter. Cover the capital letter with the flap. Write the capital letter in the next box. Then look under the flap to check. Is your capital letter the same?</i>                      Give time to practise.  <i>When you take away your Writing Flap Cards you can try writing your first name and your surname as well.</i></p> <p>TA: <i>What did we learn today?</i>                      Ch: <i>To use a capital letter at the beginning of our names.</i>                      Ch: <i>What will we take away?</i>                      TA: <i>Your Writing Flap Cards so that you can practise writing your name.</i></p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i>                      Puppet: <i>We learned to hear the first phoneme in our names, and how we always need to start with a capital letter when writing names.</i>                      Ch: <i>What are we learning today?</i>                      TA/Puppet: <i>We are going to learn how to check the first letters in words so that we can put them in order to re-make our sentence.</i></p>
Phonics Five Hear and say phonemes in initial position: s, m, t.	<p><b>Play Croaker using Pip</b>  <i>Pip has brought a bag of things for you to look at today. We will help him take each one out of the bag and say its name. Listen carefully, because Pip sometimes gets in a muddle with the initial phonemes, and you might have to help him.</i>                      Take a tin out of the bag. <i>Pip says bin. Did Pip get it right? Let's help him by saying the word for him.</i> Everyone says <i>tin</i>, emphasising the initial sound. After a couple of tries, Pip gets it right.</p> <p>Repeat for the following objects / pictures: sock (dock), star (tar), mouse (house), mug (slug), map (tap), two (shoe), teddy (ready). (Pip's first attempts are in brackets.)</p>
Text Ten Understand that words in a sentence have a specific order, according to the meaning conveyed.	<p><b>Sentence level work</b>  <i>Do you remember the sentences we read on Monday? Here is Pip's sentence. Let's read it together: 'My name is Pip'.</i></p> <p>Have another copy of the sentence available.  <i>Now we are going to cut up this sentence and then see if we can put it back together again.</i>                      Ask the children, <i>Where do I cut the sentence for the word 'My'?</i>                      Repeat for each word in the sentence.</p> <p>Give four of the children one of the words; tell the remaining children they are to help you check.  <i>Let's re-make the sentence on the table. What is the first word in our sentence? Say 'my' slowly; what can you hear at the beginning of 'my'? Which word starts with that letter? Good, now you have two ways of checking. You can say the word and look to check this matches the first letter of the first word in our sentence.</i>  <i>Let's see if that works for the next word, and the next, and the last word in our sentence.</i>                      Muddle the words up and repeat the task until each child has had an opportunity of placing the word they have been given in its appropriate place in the sentence.</p> <p><i>We are going to look at the sentences you took away on Monday. Read your sentence to yourself and hold it in your head. Now turn over the card so that you can't see the sentence any more.</i></p> <p><i>Continued on next page</i></p>
Identify and read individual words: My, name, is.	

Teaching points	Activities/Teaching prompts or script
Quickly check reading of individual words.	<p>Give each child an envelope containing their own cut-up sentence, with their own name and piece of A4 card (to be called a sentence board). Put your sentence on the sentence board.</p> <p><i>Sort your sentence into the right order. Remember to say each word slowly and check that what you are saying matches the first letter of the word you need to find.</i></p> <p>Help each child to put the words into the correct order, encouraging them to re-read and make a visual check before searching for the next word.</p> <p><i>Pip is going to try to trick you by calling out the words in the wrong order. Show him how clever you are by pointing to the word Pip says. Say the words for Pip in random order; ask the children to check that they have identified the correct word by holding up the cut-up word. Praise their correct attempts; help them to correct any errors.</i></p>
<p>Fast Finisher and Take Away</p> <p>Letter formation: s</p>	<p><b>Quick activity: write s</b></p> <p><i>Do you remember any of the sounds that Pip was getting muddled with? What can you hear at the beginning of sock? We are going to practise the letter that makes the 's' phoneme in 'sock'.</i></p> <p>Demonstrate writing s on the whiteboard. The children each have a go at writing s several times on their whiteboards as you watch and correct any mistakes.</p> <p>TA: <i>What did we learn today?</i>                      Ch: <i>How to check the first letters in words so that we can put them in order to re-make our sentence.</i>                      Ch: <i>What will we take away?</i>                      TA: <i>Your envelopes with cut-up words, so that you can practise making the sentence, and reading it to check that it makes sense.</i></p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i>                      Puppet: <i>We learned how to check the first letters in words so that we can put them in order to re-make our sentence.</i>                      Ch: <i>What are we learning today?</i>                      TA / Puppet: <i>We are learning to identify the phonemes 's', 'm' and 't', and how to write 'my' and 'is'.</i></p>
<p>Phonics Five</p> <p>Identify phonemes in initial position and match with letters s, m, t.</p>	<p><b>Play Please Tidy My Things</b></p> <p>The children sit in a circle on the floor, around three small boxes each clearly labelled with an initial letter: s, m, t.</p> <p><i>Pip has been trying to sort out some of his things, but he's got into a terrible muddle. We need to help him sort everything out. Point to the label on each box and articulate the letter sound clearly: The sound of this letter is 's'. Ask the children to repeat as you point to each letter in turn.</i></p> <p>Let each child choose one or two objects belonging to Pip.</p> <p>Suggested objects / pictures: sock, scissors, star, sweets, mouse, mug, map, monkey, two (magnetic number), teddy, toothbrush, tin.</p> <p>Ask each child to tell the group what they have that belongs to Pip.</p> <p><i>Now we will all say that slowly. What do you hear at the beginning of 'sss-scissors'? Now put the scissors in the box with the letter that makes that sound: 'sss'. Is that right? Repeat with other objects until all 'belongings' are stored in the appropriate box.</i></p>
<p>Text Ten</p> <p>Learn to write the words is and my.</p> <p>Understand that letters in words have a specific order.</p> <p>Read and write individual words: is and my.</p> <p>Practise writing of individual words: is and my.</p>	<p><b>High frequency words / handwriting: label pictures</b></p> <p>Give each child a small bag containing one each of the magnetic letters i, s, m and y, and a two-box phoneme frame.</p> <p><i>Say 'is' slowly. What do you hear at the beginning? Find the letter that has that sound and push it into the first box. Now say the word is again slowly. What do you hear at the end? Find the letter that has that sound and push it into the last box. Help each child to make the word, starting with the first letter and ending with the last letter.</i></p> <p><i>These two letters, when we put them together, make 'is'.</i></p> <p>Encourage the children to make, read, write and check several times before making the next word my in the same way. Provide support as necessary. When saying my slowly, in order to attend to the final sound, draw attention to the y – it sounds like i but looks like y.</p> <p><i>Now you are going to make a label for the pictures we were using on Monday.</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p>Give each child a sheet of paper with a picture frame and space to write the sentence: <i>My name is ...</i> . (Ideally, use a second copy of the photos, so that there is one to display in school and one to take home.) <i>Let's read the puppet's sentence from yesterday: 'My name is Pip.'</i> Now you can write your own sentence, <i>'My name is ...'</i>, underneath your picture frame. Support the children as they try to write <i>name</i>. Remind them that it was in the sentences that you have been reading during the week.</p>
Fast Finisher and Take Away	<p><b>Quick activity: read and share work</b>  <i>You can all take it in turns to show us your picture frame and read out your sentence.</i>                      Each child has a turn. Then collect the pictures, muddle them up and hand them to different children.  <i>See if you can read the sentence on the picture frame I have given you.</i> Each child has a turn, using the picture to help them to read the name.</p> <p>TA: <i>What did we learn today?</i>                      Ch: <i>To identify the phonemes 's', 'm' and 't', and how to write 'my' and 'is'.</i>                      Ch: <i>What will we take away?</i>                      TA: <i>You can take away your picture frames. Make sure that you read what you have written to somebody.</i></p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i>                      Puppet: <i>We learned to identify the phonemes 's', 'm' and 't', and how to write 'my' and 'is'.</i>                      Ch: <i>What are we learning today?</i>                      TA / Puppet: <i>We are learning to match phonemes and letters, and to use all the things we have learned this week to help us read a book.</i></p>
Phonics Five Identify letters s, m, t and match to the initial phonemes of selected objects.	<p><b>Name Song</b>  <i>Let's sing Pip's song.</i>  <i>P-P-P</i>  <i>P-P-P</i>  <i>the puppet's name starts P-P-P.</i>                      Give each child a letter card: <i>s, m, or t</i> (two children will have <i>s</i>, two <i>m</i> and two <i>t</i>).                      Ask them to choose an object from the puppet's things that corresponds to the letter on their card. (Use the same objects that were sorted by the children yesterday: sock, scissors, star, sweets, mouse, mug, map, monkey, two (magnetic number), teddy, toothbrush, tin.)</p> <p><i>Now we will take it in turns to sing a new song to Pip, like this (sung to the tune of 'Hot Cross Buns', as before):</i>  <i>S-S-S</i>  <i>S-S-S</i>  <i>the puppet's sock starts S-S-S.</i>                      Invite each child to sing a new verse to Pip using the initial letter and name of their selected item.</p>
Text Ten Read text at an appropriate level (Bands 1–2)	<p><b>Guided Reading</b>                      The class teacher will select a book from bands 1–2, depending on children's reading level, and look for a book which repeats the words <i>is</i> and <i>my</i> if possible.</p> <p>Use one-to-one correspondence; locating familiar words and using them to check their reading.</p> <p><b>Book introduction:</b> Look at the cover and title. Talk about what the children expect the book to be about.  <i>'Walk through' the book. Can you find any words you know?</i>                      Look for <i>is</i> and <i>my</i>.  <b>Strategy check:</b> Remind the children to point to each word as they are reading, to use the words they know (<i>is, my</i>) and to look at the pictures to give more information.  <b>Independent Reading:</b> Each child has a go at reading independently, while you listen and offer support.  <b>Return to text:</b> Praise the children for their problem-solving, taking examples from the group.</p>
Fast Finisher and Take Away	<p><b>Review of the week</b>                      TA: <i>Who can remember some of the things we have done this week? (The children recall what they have done.)</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p>TA: We have learned about using capital letters when we write our names, and about the phonemes at the beginning of words. That's useful because it helps us to spell. When we are trying to spell a word, we can say it, work out what the initial phoneme is, and then write the first letter.</p> <p>Ch: What will we take away?</p> <p>TA: You will take the book we have been reading today, and see if you can read it to somebody else at home.</p>

# Week 2

**Session 6: Monday**

Select a book for Shared Reading.  
Choose a page in the book where you will get 'stuck'.  
Make seven copies of the park pictures - one master, and a copy for each child.

**Resources**

Letter cards with s, m, t.  
Individual whiteboards and pens.  
Enlarged text / big book for Shared Reading, e.g. *It's the Weekend* by Jenny Lachlan, Rigby Red Giant; *This Week, All Aboard*, Ginn. Alternatively, a book made previously in the class about a class event or school visit.  
Set of three pictures for each child: playing football, playing on the swings, eating ice cream (PCM, p. 194).

**Session 7: Tuesday**

Prepare objects / pictures for Pip's bag.  
Copy a set of pictures for each child: cat, card, cup, car, hand, horse, hammer.

**Resources**

Bag with objects / pictures: cat, card, cup, car, hat, hand, horse, hammer.  
Alphabet strips.  
Individual whiteboards and pens.  
Picture sets for each child: cat, card, cup, car, hat, hand, horse, hammer.

**Session 8: Wednesday**

Write yesterday's sentence on the flip chart / whiteboard.  
Make a copy of the sentence, cut up into words and with a separate full stop.  
Cut up a copy of the sentence for each child and put it in a named envelope.

**Resources**

Cards with letters c, g, h.  
Sentence cards.  
Envelopes with cut-up sentence for each child: *I went to the park*.  
Sentence board.

**Session 9: Thursday**

Prepare fans with letters c, g, h for each child.  
Put the muddled sentence on the board (using words from Wednesday).  
Write the words to be spelled on Writing Flap Cards: *went, the, (child's own name)*.

**Resources**

Letter cards or fans with c, g, h.  
Pip's sentence card with words from the sentence muddled up.  
Individual whiteboards and pens.  
Sticky tack  
Writing Flap Cards with the words *went* and *the* written on them, and each child's own name.

**Session 10: Friday**

Label four small boxes with letters s, c, g, h.  
Prepare the objects / pictures for the game.  
Make seven 'surprise' lift-the-flap sentence strips and Pip's sentence on a strip to demonstrate.

**Resources**

Objects / pictures: cat, card, car, hammer, hand, hat, glue, goat, glove, scissors, sock, star.  
Four boxes labelled s, c, h and g.  
Pip's lift-the-flap sentence strip (already made).  
'Surprise' lift-the-flap sentence strips for each child to use.  
Alphabet strips.

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn last week?</i> Puppet: <i>We learned to match phonemes and letters, and to use all the things we learned during the week to help us read a book.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are remembering how to hear, say and write phonemes and letter names 's', 'm', 't'; also, how to read one word for every word we point to.</i></p>
Phonics Five Reinforce letter names and sounds for s, m, t. Hear and say, read and write phonemes in the initial position.	<p>Clap Rap <i>Pip is going to teach you a rap using the phonemes we learned last week. Show letter cards s, m and t.</i> Pip says the first line of the rap, adding actions. <i>Clap, clap turn around. Show me a letter and I'll tell you the sound.</i> The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters.</p> <p>Pip says the second line of the rap with actions. <i>Clap, clap, play the game. Show me a letter and I'll tell you its name.</i> The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters.</p> <p>Pip says the third line. <i>Clap, clap, think and frown. Tell me a letter and I'll write it down.</i> The children repeat it. At the end, you show one letter and point to a child who writes it on their whiteboard. Repeat with the other letters.</p>
Text Ten  Make link between text and personal experience.	<p>Shared Reading Select a text related to children's own experience, e.g. a visit, or what they do at the weekend. This could be a big book or a book you have made in class already about something that has happened. The following example is based on <i>It's the Weekend</i> by Jenny Lachlan, Rigby Red Giant. It could be adapted to other texts.</p> <p>Before you read, choose one page in the book where you will get 'stuck' on a word, so that you can demonstrate the use of different cues.</p> <p><i>Today we are going to read a book about things that children do. I wonder whether they will do the same things as you? Look together at the cover. Talk about the title. What do you think these children are doing?</i></p> <p>Turn to the start of the text. <i>Where shall I start reading?</i> Gesture to different parts of the page and get a child to come and point to the correct starting point.</p> <p><i>Continued on next page</i></p>



Teaching points	Activities/Teaching prompts or script
<p>Reinforce tracking the text when reading. Match spoken word to printed word (one-to-one correspondence).</p> <p>Use a variety of cues when reading.</p> <p>Expect written text to make sense and check when it does not.</p> <p>Recall past experiences and re-tell in order of event.</p>	<p><i>I am going to point to each word as I am reading to make sure that I read all the words on the page. Start reading the book. Point to every word as you are reading.</i></p> <p>Pause when you get to the page where you are going to make a mistake, and remind the children to listen very carefully to what you read. For example, the text has: <i>I read books at the library. You read: I <u>went</u> books at the library.</i> Then stop. <i>Oh dear, that's not right. I said 'went' books'... but that doesn't make sense. I'll go back and try it again. 'I r... books at the library.' What could that word be? It begins with 'r' so it can't be 'went' because that begins with 'w'. Let's look at the picture. What are they doing?</i></p> <p><i>Let's try 'read'. Listen carefully to see whether it would make sense.</i> Read the sentence correctly, and check with the children that it now makes sense.</p> <p>At the end of the book, talk with the children about their own experience, e.g. <i>What did you do at the weekend? Was it the same as the children in the book? Or, Do you remember going on a visit? What sort of things did you do?</i> Encourage each child to contribute an idea and to re-tell it in sequence, e.g. <i>I went to the shops and then I went for a pizza. When I got home I watched TV.</i></p>
<p><b>Fast Finisher and Take Away</b> Reinforce sequential vocabulary through talk.</p>	<p><b>Quick activity: Speaking and Listening</b> Show the children three pictures: playing football, playing on the swing, eating an ice cream. <i>Pip went to the park at the weekend and these are the things he did. Let's put them in order and talk about the things that Pip did. Encourage one child to start talking and then others to take over. Prompt with questions: And what do you think he did next?</i></p> <p>TA: <i>What did we learn today?</i> Ch: <i>We remembered how to hear, say and write phonemes and letter names 's', 'm', 't', and how to read one word for every word we pointed to.</i> Ch: <i>What will we take away?</i> TA: <i>Here are some pictures like the ones we've been looking at. Decide what order to put them in, and tell someone about Pip's weekend.</i> (This could also be done using small world play – swings, slides, etc. – with children being encouraged to talk about what their character is doing at the park.)</p>

Teaching points	Activities/Teaching prompts or script
<p>Oral Opener</p>	<p>All: <i>What did we learn yesterday?</i> Puppet: <i>We remembered how to hear, say and write phonemes and letter names 's', 'm', 't', and how to read one word for every word we pointed to.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear and say the phonemes 'c' and 'h', and how to use sounds and letters we know when we are writing words.</i></p>
<p>Phonics Five Hear and say the phonemes c and h in the initial position.</p>	<p><b>Play Croaker using Pip</b> <i>Pip has got some things here in a bag. We are going to take it in turns to take out an object and show it to Pip. He will have a go at saying the name of the object. But listen very carefully in case he makes any mistakes, because sometimes he gets in a bit of a muddle.</i> Child takes first picture / object out of the bag, a cat. Pip says <i>bat</i>. <i>Let's help Pip. Say the word together... 'cat'. Listen carefully Pip!</i> Pip gets it wrong again. <i>Let's try again ... 'cat'.</i> Pip gets it right this time. <i>Well done Pip, you got it right!</i> Repeat for: <u>c</u>at (bat), <u>c</u>ard (hard), <u>c</u>up (sup), <u>c</u>ar (bar), <u>h</u>at (mat), <u>h</u>and (band), <u>h</u>orse (course), <u>h</u>ammer (stammer). (Pip's words are in brackets.)</p>
<p>Text Ten Use personal experience as a starting point for writing. Model sequential vocabulary, e.g. <i>first, then, next, after that.</i></p> <p>Use 'talk for writing': thinking aloud about what you want to say before writing.</p> <p>Using letter-sound correspondences to help adult spell the words.</p> <p>Learn to spell high frequency words: <i>the, went.</i></p>	<p><b>Shared Writing</b> <i>Do you remember what Pip did at the weekend? He went to the park and what did he do? Encourage the children to use ideas from yesterday's talk activity and Take Away.</i> <i>What do you like to do when you go to the park?</i> Take ideas from the children and help them to organise their ideas into sequence.</p> <p><i>We are going to help Pip to write about his weekend. Let's think about a sentence we could write... 'I went to the park'. Repeat the sentence with the children joining in.</i> <i>I will need your help while I write this sentence.</i></p> <p><i>Where shall I start writing?</i> Point to different places on the whiteboard, and then ask a child to show you where to start. <i>How do I write a capital 'I'. Find it on your alphabet strip. Write I.</i></p> <p><i>What comes next? Say the sentence again. I <u>went</u> to the park. 'Went' is a new word so I must make sure I leave a space. Can you hear the phoneme at the beginning of 'went'. Let's say it together. Emphasise the initial phoneme. You were good at helping Pip hear the initial phonemes earlier, can you do it for 'went'?</i> <i>Do you know which letter represents that phoneme? The children can have a go at finding it on their alphabet strip.</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
Fast Finisher Learn letter name and formation for c.	Quick activity: handwriting <i>Can you remember the initial sounds that Pip had trouble with? Show children the cat. Pip called this a bat. Which phoneme should he have said at the beginning?</i> The children watch as you write letter c on the board. Talk about what you are doing. <i>Now you can have a go at writing the letter 'c' on your whiteboards.</i> Watch as the children do this, and correct any mistakes.
Take Away Sort pictures by initial sound.	TA: <i>What did we learn today?</i> Ch: <i>We learned to hear and say the phonemes 'c' and 'h', and how to use sounds and letters we know when we are writing words.</i> Ch: <i>What will we take away?</i> TA: <i>Here are some pictures for you. Some of the things begin with 'c' and some with 'h'. You are going to take them away and sort them out.</i>

Teaching points	Activities/Teaching prompts or script
Oral Opener	All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to hear and say the phonemes 'c' and 'h', and how to use sounds and letters we know when we are writing words.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear, say and write the phonemes and letter names 'c', 'g', and 'h', and how to read words in a sentence.</i>
Phonics Five Hear and say, read and write the phonemes and letters c, g, and h.	Clap Rap <i>Do you remember the game played on Monday? We are going to do the Clap Rap again, using different phonemes. Show letter cards c, g, h.</i>  <i>Clap, clap, turn around. Show me a letter and I'll tell you the sound.</i> The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters.  <i>Clap, clap, play the game. Show me a letter and I'll tell you its name.</i> The children repeat it. At the end, you show one letter and point to one child to give the answer. Repeat with the other letters. Teach the third line.  <i>Clap, clap, think and frown. Tell me a letter and I'll write it down.</i> The children repeat it. At the end you show one letter and point to a child who writes it on their whiteboard. Repeat with the other letters.
Text Ten  Read on sight: <i>I went to the park.</i>  Understand that words in a sentence have to make sense.	Sentence level work The sentence from yesterday is already written on the board. <i>Let's read the sentence we wrote yesterday. 'I went to the park.'</i> <i>Can you keep that sentence in your head when I cover it up?</i> Cover up the sentence.  <i>This sentence has been cut up. I am going to give each of you a word from the sentence and then you are going to see if you can make yourselves into the sentence.</i> Give out the words. Help each child to read their word. The sixth child has the full stop card: <i>You are going to wait with Pip. You can check the sentence and decide where the full stop should go.</i>  The children make the human sentence. Help the sixth child to read and decide where the full stop should go. Read the sentence together. <i>Does it make sense? Does anyone need to move?</i> Check the human sentence against the one written on the board.  <i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
	<p>Re-read the sentence together. <i>Remember to hold it in your head.</i></p> <p><i>Now you can have a go at sorting out your own sentences.</i> Give each child an envelope with the cut-up sentence, and a sentence board (A4 card in contrasting colour). <i>Look at your words, and make a sentence by putting them into the right order on your sentence board. Read your sentence to yourself to make sure that it sounds right.</i></p>
<p>Fast Finisher and Take Away</p> <p>Model phrased reading of sentences.</p>	<p><b>Quick activity: read sentences</b></p> <p><i>Listen to the way I am reading these words. Read I - went - to - the - park. Leave gaps between each word, and read in a stilted way.</i></p> <p><i>Now listen again. Read I went to the park. Read fluently so that the sentence makes sense as a whole.</i></p> <p><i>Which one sounded better? Let's practise reading your sentences like that.</i></p> <p>TA: <i>What did we learn today?</i></p> <p>Ch: <i>To hear, say and write phonemes and letter names 'c', 'g', and 'h', and how to read words in a sentence.</i></p> <p>Ch: <i>What will we take away?</i></p> <p>TA: <i>Your own envelopes with the cut-up sentence. See if you can put them in the right order on your sentence boards.</i></p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i></p> <p>Puppet: <i>We learned to hear, say and write phonemes and letter names 'c', 'g', and 'h', and how to read words in a sentence.</i></p> <p>Ch: <i>What are we learning today?</i></p> <p>TA / Puppet: <i>We are learning: to identify the phonemes 'c', 'g', and 'h', and to spell the words 'went' and 'the'.</i></p>
<p>Phonics Five</p> <p>Identify the phonemes <i>c, g</i> and <i>h</i> at the beginning of words.</p> <p>Distinguish one phoneme from another.</p>	<p><b>Which Of Three?</b> (using fans or letter cards)</p> <p><i>Can you remember the letters we wrote at the end of the Clap Rap yesterday?</i></p> <p><i>Look at your fans, which letters can you see? (c, g, h)</i></p> <p><i>I am going to say a word. Listen carefully for the first phoneme, and decide which letter you will show me on your fan.</i></p> <p>Say <i>castle</i>. The children repeat <i>castle</i>. They choose which letter represents that phoneme and show you. Look at their fans, and help the children to try again if they have chosen the wrong letter. For example, <i>Let's help [child's name] to listen. Let's say the word together.</i></p> <p>Repeat for these words: <i>garage, hammer, grandma, curtain, house, cream.</i></p>
<p>Text Ten</p> <p>Understand that words in a sentence have to make sense.</p> <p>Read and spell the high frequency words <i>went</i> and <i>the</i>.</p> <p>Learn <i>went</i> and <i>the</i> using: read-it / say-it / write-it and Look, Cover, Write, Check.</p>	<p><b>High frequency words / handwriting</b></p> <p><i>Pip did his Take Away sentence last night. Can you look at it with me to check whether it is all right?</i> Show the sentence card with the words stuck on with sticky tack: <i>I the to went park.</i></p> <p>Read the sentence together and talk about what is wrong with it. <i>What should it say? Can you find went so that we can put it in the right place?</i> Re-arrange the words so that the sentence is correct, and re-read together.</p> <p><i>We are going to try to remember how to spell 'went' and 'the' today.</i></p> <p><i>First of all, look carefully as I write it on the board.</i> Write the word clearly so that all the children can see it.</p> <p><i>Can you read it?</i> The children all read the word out loud.</p> <p><i>Now look carefully at the word 'went'. Close your eyes and think about what it looks like.</i> Rub the word off the board.</p> <p>Give the children a chance to try writing the word in the air with their finger, or tracing it on someone's back with their finger, so that they get used to the movements.</p> <p><i>Now you are going to have another look at the word, so that you can remember how to spell it.</i> Write the word again; give time for the children to look before covering it up.</p> <p><i>(Imagine you have got a big pot of paint and you are going to paint the word on a big white wall. Take your paint brush and start to write the word. What is the first letter, what comes next? If you are not sure, open your eyes and remind yourselves.)</i></p> <p><i>Now try writing 'went' on your whiteboard.</i></p> <p>Each child has a go independently. When they have finished, uncover the word.</p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p>Look carefully at what you have written, and check that it is the same as the one on the board. (If the children have made mistakes, help them to identify which bit they got wrong. Help them to look carefully at that part of the word.) Now try writing 'went' three more times. When they have finished, help them to check each word.</p> <p>Repeat this for <i>the</i>.</p>
<p>Fast Finisher and Take Away Reinforce spelling of own names.</p>	<p><b>Quick activity: Writing Flap Cards</b> Give each child a Writing Flap Card with their own name, <i>went</i> and <i>the</i> already written under the flap. <i>Look at the words that are written. Can you read each word?</i> <i>This is what you are going to take away so that you can practise spelling 'went' and 'the'.</i> <i>Let's have a go at using it to remember the spellings of our names.</i> Give time for the children to write their name and check the spelling.</p> <p>TA: <i>What did we learn today?</i> All: <i>To identify the phonemes 'c', 'g', and 'h', and to spell the words 'went' and 'the'.</i> Ch: <i>What will we take away?</i> TA: <i>Your Writing Flap Cards so that you can practise writing 'went' and 'the', and try to remember how to spell each word.</i></p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to identify the phonemes 'c', 'g', and 'h', and to spell the words 'went' and 'the'.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to match phonemes with letters, and to write a sentence about something we have done.</i></p>
<p>Phonics Five Identify phonemes in initial position. Recognise and read <i>s, c, g, h</i>, and match the phoneme with the correct letter.</p>	<p><b>Play Please Tidy My Things</b> <i>Pip has been trying to tidy up his things, but just look at the mess he has made! We are going to try to help him sort them out and put them away in the right places.</i> Seat the children in a circle with a pile of objects / pictures in the centre and four boxes clearly marked with the letters <i>s, c, g, h</i>. (Do not say the letter names / phonemes on the boxes as you did when you played this game last week, let the children think about this themselves.)</p> <p><i>Choose two things from the middle, and then we will take it in turns to tidy our things into the right box.</i> Each child says the name of one object, identifies the initial phoneme and matches it with the right letter on one of the boxes. Objects / pictures: cat, card, car, hammer, hand, hat, glue, goat, glove, scissors, sock, star.</p>
Text Ten	<p><b>Guided Writing</b> Before the session, prepare six strips of paper, each with one end folded in to make a 'surprise' lift-the-flap sentence strip for each child. Make another, larger one and write the sentence you wrote yesterday onto the strip, covering the final word with the flap.</p> <p><i>Pip has made his sentence into a surprise book. Show the children the sentence strip with the word <i>park</i> hidden under the flap. On top of the flap is a picture of the park, to give a clue about the surprise word.</i> Read the sentence together, guess the hidden word, check under the flap, and re-read.</p> <p>Use 'talk for writing' to collect and refine ideas before writing. <i>You are all going to make a surprise book today. Give each child a sentence strip like Pip's.</i> <i>First of all, you will need to decide what your surprise place is going to be.</i> Give the children time to talk about this, and offer suggestions if needed (e.g. <i>I went to the shops / seaside / playground / pond / zoo, etc.</i>) Help them to form it into a simple sentence.</p> <p>Use experience of simple recounts as models for own writing. <i>We will write our first word together. Remember to use a capital 'I'.</i> Check that the children are starting to write in the correct place.</p> <p>Use known words in independent writing: <i>went, the.</i> <i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
Apply knowledge of letter–sound correspondence to attempt to spell words.	<p><i>The next word is 'went'. You should remember that one, because we were learning it yesterday. Have a go at writing it on your own.</i></p> <p><i>Think about the initial phoneme in 'to'. Can you remember what the other letter in 'to' is? Have a go at writing it on your own.</i></p> <p><i>The next word is 'the', the other word we have been learning to spell. See if you can remember it. Check that it looks right.</i></p> <p><i>Re-read your sentence to yourself. What was the last word that you wanted to write? This is the word that will go under the flap. Lift up the flap and have a go at writing your word.</i></p> <p>Encourage the children to say the word, identify the initial phoneme and see if they can find it on their alphabet strips. Remember how you worked out the initial phoneme when you were helping Pip to tidy his things. You said the word and listened carefully for the initial phoneme. Now you can do the same thing to help you spell the word.</p> <p>Once they have had a go, scribe the word underneath if necessary, talking to each child about which letters are right, etc. (Other children could be drawing their picture on the top side of the flap while they are waiting for you.)</p>
Fast Finisher and Take Away	<p>Quick activity: read the surprise sentences and review the week</p> <p>Each child can take a turn to read their sentence, let the others guess the missing word, uncover the word and re-read.</p>
Review and apply learning.	<p>TA: <i>Who can remember some new things we've learned this week? Take ideas from the children.</i></p> <p>TA: <i>We've been learning how to write about things that we have done. It was useful to learn 'went' and 'the' because then we could spell them when we were writing sentences.</i></p> <p>Ch: <i>What will we take away?</i></p> <p>TA: <i>You can take away your 'surprise' lift-the-flap sentence strips. Find someone at home to read it to. You could add a picture to give a clue about what is under the flap.</i></p>

Week 3

**Session 11: Monday**

Collect objects / pictures for the bag.  
 Select a big book version of 'Goldilocks'.  
 Make copies of 'Goldilocks' pictures for each child.

**Resources**

Letter *d* card.  
 Pictures / objects: dog, dish, disk, bed, bird, wood.  
 Big book (plus stand and pointer), e.g. *Goldilocks and the Three Bears* by Janet Hillman, Kingscourt.  
 Line drawings from the story as props for re-telling (PCMs, p. 196).  
 Alternatively, use copies of a book with no text, e.g. *Goldilocks and the Three Bears* by Keith Gaines, Oxford Literacy Web, Starter Stage, Pack A, OUP.

**Session 12: Tuesday**

Copy 'Goldilocks' pictures.  
 Prepare Writing Flap Cards for *this*, *is*, and *a*.

**Resources**

Pictures / objects: chair, cheese, chip, peach, beach, church.  
 Three-phoneme frame on board.  
 Line drawing of Goldilocks and three beds (Goldilocks is pointing to the big bed), one for each child (PCM, p. 197).  
 Alphabet strips (one between two children).  
 Magnetic letters (*b*, *e*, *d*) and three-phoneme frame, one set for each child.  
 Writing Flap Cards for *this*, *is* and *a*.

**Session 13: Wednesday**

Collect the hoop and objects / pictures.  
 Copy of sentence written yesterday.  
 Second copy of sentence written yesterday, to cut into individual words.  
 Prepare envelopes with cut-up sentences for each child.

**Resources**

Hoop.  
 Objects / pictures: lollypop, lemon, lorry, leaf, ball, shell, bell, wheel, letter, doll, peg, sock.  
 'Goldilocks' picture with sentence.  
 Large copy of sentence to cut up.  
 Envelopes with cut-up sentence, one for each child.  
 Six sentence boards.  
 Six whiteboards and markers.

**Session 14: Thursday**

Prepare fans with *ch* and *d* (for each child).  
 Make individual copies of the 'Goldilocks' picture (PCM, p. 196).  
 Prepare sets of quick-fire words: copy pairs of words from PCM, pages 181–186 and put them in named envelopes.

**Resources**

Pair of cards with *ch* and *d* for each child.  
 Phoneme frame on whiteboard.  
 Picture of Goldilocks next to a bed, with speech bubble – one for each child (PCM, p. 197).  
 Alphabet strips.  
 Quick-fire words in envelope – two of each word for every child: *went*, *this*, *is*, *a*, *big*, *the*, *my*.

**Session 15: Friday**

Collect the objects / pictures for the game.  
 The class teacher will select a Guided Reading text.

**Resources**

Pip's 'treasure chest' and bin.  
 Picture cards: ball, bell, shell, doll, wheel, peach, church, beach, bird, bed, wood, cloud, red, bread.  
 Guided Reading books selected by the class teacher (from Book Bands 1–2).

Teaching points	Activities/Teaching prompts or script
Oral Opener	All: <i>What did we learn on Friday?</i> Puppet: <i>We learned to write a sentence about something we had done.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear phonemes at the beginning and end of words; also, to guess a word by hearing what sounds right in a sentence and checking the first letter.</i>
Phonics Five Hear and say <i>d</i> in initial and final position.	Play Mood Sounds, then Croaker using Pip Show letter card <i>d</i> . Say the sound in three different ways (happily, angrily, shyly).  <i>Pip's getting sounds muddled up. Listen to what he says. What is wrong with each sound?</i> Take the objects / pictures out of the bag. Pip says the wrong sound, and the children correct him. dog (bog)    dish (fish)    disc (whisk) bed (bess)    bird (birt)    wood (wool) <i>Sometimes it was the first sound and sometimes it was the final sound that he got wrong.</i> Have each object / picture on the table and look at it again. <i>Was it the first or final sound with this one?</i>
Text Ten  Introduce the phrase <i>traditional story</i> .  Reinforce tracking text left to right, top to bottom, page by page.  Use context cues and initial sounds.  Use pictures, initial sounds and matching with repeated words.  Using the context of the sentence to guess a word.	Shared Reading: 'Goldilocks and the Three Bears' Point to each word as you are reading to reinforce one-to-one correspondence. Read at a brisk pace, stopping only where there is a teaching point. (The following prompts refer to an example text – <i>Goldilocks and the Three Bears</i> , by Janet Hillman, Kingscourt. They can be adapted to other versions of 'Goldilocks'.) <i>Today we are going to read a traditional story.</i> Show the cover of the book. <i>Does anyone know what it is called?</i> The children predict. <i>What can you see in the picture?</i> Read the title.  <i>How does a traditional story start? Where shall I start reading?</i> Begin the story, and stop at the end of page 2. <i>How do I know where to read next?</i>  Read on to page 3. Read <i>There was a middle-sized ...</i> , then pause. <i>What is the next word?</i> The children use their knowledge of context and initial sound to guess the word. Re-read the whole sentence. Repeat with <i>And there was a teeny-weeny ...</i> . Point to the pictures, check the initial sound.  Read on to page 5. Stop after <i>a middle-sized ...</i> . Ask: <i>Can you predict what the next word will be?</i> The children use the pictures, and match with the word <i>chair</i> on the previous page. Repeat with <i>teeny-weeny ...</i> .  <i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
Reinforce learning: use a variety of cues when reading.	Read page 6. Encourage the children to join in with page 7. After reading, ask: <i>How did you know that said 'bed'?</i> (Point to the word.) Talk about using the picture, matching with the word <i>bed</i> on the previous page, and the initial sound.  Read pages 8 and 9. At the end of page 9, stop and ask: <i>Who is going to appear next?</i> Get the children to predict and then turn the page. <i>Were you right?</i> Read pages 10 and 11. Read page 12 up to <i>But it was much too hot</i> . Encourage the children to join in and read on to the final sentence. Stop at <i>So she ate it all ...</i> . Ask: <i>Can you work out the last word?</i> Re-read the sentence using the children's suggestions. <i>Does the sentence sound right?</i> <i>Sometimes we can guess words by listening to a sentence and deciding whether it makes sense. Does up make sense in this sentence?</i> Re-read the whole sentence together.  Read page 14. <i>What did Goldilocks see?</i> (three chairs). Read the sentence, pointing at the words. Encourage the children to join in with <i>the great big chair</i> . Read <i>But it was too high</i> . Read page 15, encouraging the children to join in.
	Read page 16. <i>What did Goldilocks see?</i> (three beds). Read the sentence, pointing at the words. Encourage the children to join in with <i>the great big bed</i> . Read <i>But it was too hard</i> . Read page 17, encouraging the children to join in.  Turn over to page 18. <i>Who's come back from the woods?</i> Read pages 18–20, encouraging the children to join in and change their voices as the different characters speak. Read pages 23 and 24 to finish the story. <i>Do you think that Goldilocks will ever want to come back to the woods again?</i>  <i>Well done! We've read the whole book. We pointed to each word as we were reading. We guessed words by looking at the pictures and checking the first letter.</i> <i>We thought about whether a word made sense in a sentence.</i>
Fast Finisher and Take Away Re-tell a story in your own words.	Quick activity: re-tell the story The children are likely to want to talk about the story. Aim to structure their talk so that each child has a turn to re-tell one page of the 'Goldilocks' story for Pip, to help him remember how it goes.  TA: <i>What did we learn today?</i> Ch: <i>To hear sounds at the beginning and end of words, and to guess a word by hearing what sounds right in a sentence and checking the first letter.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away these pictures from the 'Goldilocks' story. Use them to help you remember the story so that you can tell it to someone else. (As alternatives, they could use simple props or a word-less book.)</i>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i>                      Puppet: <i>We learned to hear the phoneme 'd' in a word, and we learned to make a guess when you are stuck on a word.</i>                      Ch: <i>What are we learning today?</i>                      Puppet: <i>We are going to learn to hear the phoneme 'ch' in a word, and to use the sounds we know when we write words in a sentence.</i></p>
Phonics Five Hear and say <i>ch</i> in initial and final position.	<p>Play Alien Game, then Phoneme Frame / Sound Buttons  <i>Pip keeps leaving bits out of words when he speaks. Can you help him to get it right?</i>                      Show a picture. Pip says the word, leaving the initial <i>ch</i> out: <i>chip, chair, cheese.</i></p> <p>Show <i>church</i>. Pip says <i>chur</i>. <i>Well done, you've taught him how to say the initial sound, but now he's leaving out the final sound.</i>                      Repeat with: <i>beach, peach.</i>                      Picture cards: <i>chip, chair, cheese, church, beach, peach.</i></p>
Identify and write phoneme <i>ch</i> . Know that two letters can represent one sound.	<p>Write the word <i>chip</i> on the board, using a phoneme frame. Say the sounds in each box on the frame with the children using the sound buttons. <i>What do you notice about the first phoneme? Two letters make one sound.</i></p>
Text Ten Use 'talk for writing', thinking about what to say before you write.	<p>Shared Writing                      Show the children a picture of Goldilocks and the three beds. <i>What would Goldilocks say when she saw <u>this</u> bed?</i> (Point to the big bed.)                      Take the children's ideas, then confirm: <i>She could say 'This is a big bed.'</i></p>
Use the term <i>sentence</i> .	<p><i>I am going to write that <u>sentence</u>. Where shall I start writing on the board?</i></p>
Recognise the words: <i>this, is, a</i> .	<p>Write <i>This</i>. Write <i>is</i>. Explain why you are leaving a gap between the words – because it is a new word.  <i>Now I want to write a. Can you point to the letter I need on your alphabet strip?</i> Write <i>a</i> next. Remind the children that you are leaving a gap between each word.                      Read the sentence so far, encouraging the children to read with you.</p> <p><i>What is the next <u>word</u> that I need to write?</i> Look back at the picture of the big bed.  <i>What sound can you hear at the beginning of 'big'? Can you point to the letter that I need on your alphabet strips?</i>                      Write <i>b</i>, and then talk about the next sound, <i>i</i>. Write it up.  <i>What is the final sound that you can hear in 'big'?</i> Help the children to hear, and then point to the <i>g</i> on their alphabet strips.                      Write the letter <i>g</i> at the end of the word.</p>
	<p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
Understand the difference between a sentence and a word.	<p><i>Now we are going to write the last word in this sentence. Re-read the sentence so far. The last word is 'bed'. Encourage the children to say the word, listening for the phonemes.</i>                      Each child has magnetic letters and a phoneme frame. <i>Find the letters you need to spell 'bed'.</i>                      Write <i>bed</i> on the board. Help the children to correct their phoneme frame, if necessary.</p>
Segment the phonemes in a word to help with spelling.	<p>Read the whole sentence together, pointing to the words as you read.</p>
Fast Finisher and Take Away Read and spell the high frequency words <i>this, is, a</i> .	<p>Quick activity: Writing Flap Cards  <i>There are some new words written under the flaps on your cards today. Can you read the words? Give time for the children to read the words this, is, a. You are going to have a go at learning to spell these words.</i>                      Practise looking carefully at <i>this</i>, remembering the letters, covering it up, writing it and then checking it.</p> <p>TA: <i>What did we learn today?</i>                      Ch: <i>To hear the phoneme 'ch' in a word, and to use the sounds we know when we write words in a sentence.</i>                      Ch: <i>What will we take away?</i>                      TA: <i>You can take away your Writing Flap Cards and try to remember how to spell each of the words hidden under the flaps.</i></p>



Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i>                      Puppet: <i>We learned to hear the phoneme 'ch' in a word, and to use the sounds we know when we write words in a sentence.</i>                      Ch: <i>What are we learning today?</i>                      TA / Puppet: <i>We are learning to hear the phoneme 'l' in a word, and how to order words in a sentence.</i></p>
Phonics Five Discriminate the phoneme / in initial and final position.	<p><b>Play Throw It In The Hoop</b>                      The children sit in a circle on the floor. Each child has one or two objects. There is a hoop or basket in the middle.                      Objects / pictures: lollypop, lemon, lorry, leaf, ball, shell, bell, wheel, letter, doll, and 'red herrings' peg, sock.                      Throw in the first object (a letter). <i>If you think that you have something that starts with the same sound, throw it in the hoop.</i>                      Look at each object, and check whether they have an / at the beginning.                      Repeat with another object. Throw a doll into the hoop. <i>If you think that you have something with the same sound at the end of the word, throw it in the hoop.</i>                      Look at each object and check the final phoneme by saying the word. <i>Does it sound the same?</i></p>
Text Ten  Understand that words in a sentence have to make sense.  Model phrased reading of a sentence.  Read on sight: <i>this, is, the, big.</i>	<p><b>Sentence level work</b>                      Put a copy of the picture you used yesterday on the flip chart, with the sentence written underneath (<i>This is a big bed.</i>) <i>Here is the picture that we saw yesterday. Do you remember that we wrote the words?</i>                      Read the sentence together. <i>Now hold the sentence in your heads, because I am going to cover it up.</i>                      Cut up another copy of the sentence and give one word to each child. Ask the sixth child to work with Pip. Their job is to check that the sentence makes sense.  <i>Can you make yourselves into the sentence?</i> The children get up and sort themselves out, checking against the sentence on the board.                      Read out the human sentence with the sixth child. Ask: <i>Does it sound right?</i>                      Check with the whole group and make changes if needed.  <i>Pip is going to read the sentence that you have made. Listen carefully to the way he reads it.</i> Read word by word in a stilted way. <i>Shall we help him to read it more fluently?</i> Read the whole sentence again.                      Give each child an envelope with a copy of the cut-up sentence, and a sentence board. <i>Sort out the words by putting them into the right order on the sentence board. Read it to yourself to check that it makes sense.</i>                      Help each child to put the words into the correct order, encouraging them to check by reading the sentence as a whole.</p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
Fast Finisher and Take Away Review of learning. Form letters correctly: <i>b.</i>	<p>Quick activity: letter formation: <i>b</i>  <i>Can you remember this word from our sentence? Show big, and read it together.</i>                      Say the sound <i>b</i>. <i>How do we write the letter that makes that sound?</i>                      The children watch as you write a letter <i>b</i> on the board.                      Each child quickly practises writing <i>b</i> on their whiteboard, as you watch. Help the children to correct any mistakes they might be making (e.g. writing <i>d</i> instead of <i>b</i>).                      TA: <i>What did we learn today?</i>                      Ch: <i>To hear the phoneme 'l' in the initial and final position, and to make sure words in a sentence make sense.</i>                      Ch: <i>What will we take away?</i>                      TA: <i>Your envelopes with the words from our sentence, to see whether you can sort them out on your own.</i></p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i>                      Puppet: <i>We learned to hear the phoneme 'l' in a word, and how to order words in a sentence.</i>                      Ch: <i>What are we learning today?</i>                      Puppet: <i>We are learning to hear the phonemes 'ch' and 'd' at the end of a word, and to use the new words we've learned when we write a sentence.</i></p>
Phonics Five Hear the difference between two final phonemes.	<p>Play Which Of Two?                      Give each child two cards or fans with <i>ch</i> and <i>d</i>. Talk about the sounds and remind the children that two letters can make one sound.                      Show the three-phoneme frame and point to the last box. <i>This is the sound we are listening for.</i>                      For example: <i>If I say teach, do I need 'ch' or 'd' at the end of the word? What can you hear? Hold up one of your cards.</i>                      Check that each child has chosen the <i>ch</i> card.                      Play the game: read out words. Each time, the children need to listen to the word and hold up a card or fan with the final phoneme.                      Read these words: <i>bird, cloud, cried, bread, red, pinch, beach, church, peach, search.</i>                      If the children are having difficulty, repeat the word and then segment it into phonemes. For example: <i>peach ... p-ea-ch.</i>  <i>Which phoneme can you hear at the end? Is it a 'd' or a 'ch'?</i></p>
Text Ten Think about what you want to write before you start writing (mental rehearsal).	<p>Write using high frequency words                      Give out pictures of Goldilocks pointing to the bed, with a speech bubble. Talk about what they can see in the picture.  <i>Can you remember what Goldilocks was saying?</i>  <i>'This is a big bed.'</i>  <i>You are going to write that sentence in the speech bubble.</i></p>
Learn to spell high frequency words <i>this, is, a, big</i> .	<p><i>The first word in the sentence is 'This'.</i> Write <i>This</i> on the whiteboard. The children look at it carefully and try to remember it. Cover it up. The children then have a go at trying to write in their speech bubble. Uncover the word, and the children check that they have written it correctly.  <i>What will we write next?</i> Repeat with the word <i>is</i>.  <i>Which word do we need next?</i> Read <i>This is</i> with the children, encouraging them to point to each of the words that they have written. <i>Now we need 'a'.</i> Children either write from memory, or find the letter on the alphabet strip and then write it. Support individuals as they do this.</p>
Segment words and identify phonemes to help with spelling.	<p>Re-read the sentence so far and talk about what else they need to write. <i>We need to write 'big bed'.</i> The children say the words, identify the sounds and use their alphabet strips to help them write the sounds that they can hear. Remind them to leave a space between the words as they write, or praise them if they remember to do this themselves.</p>
Expect writing to make sense.	<p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p>Each child reads back the whole sentence that they have written. <i>We've finished what we want to say. How do we show that it is the end of a sentence?</i> Add a full stop to the end of the sentence.</p>
Fast Finisher and Take Away Read and spell high frequency words: <i>this, is, a, big</i> .	<p>Play Quick-fire Words  <i>We are going to play a new game called Quick-fire Words to help us to remember some spellings.</i>                      Show the children a word on a card. Ask them to read it out loud, then try to remember it. Then they either write it in the air with their finger, or trace it on someone's back to practise the movements. Next they have a go at writing it quickly on their whiteboards and checking the spelling by looking back at the original card.                      Practise <i>this, is, a, big</i>, in this way.</p> <p>TA: <i>What did we learn today?</i>                      Ch: <i>To hear the phonemes 'ch' and 'd' at the end of a word, and to use the new words we've learned when we write a sentence.</i>                      Ch: <i>What will we take away?</i>                      TA: <i>You can take away a set of quick-fire word cards in an envelope. You can play Matching Pairs or Snap with these words.</i>                      Give the children time to look at the words. Help them to read them: <i>went, this, is, a, big, the, my.</i></p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i>                      Puppet: <i>We learned to hear the phonemes 'ch' and 'd' at the end of a word, and to use the new words we've learned when we write a sentence.</i>                      Ch: <i>What are we learning today?</i>                      TA / Puppet: <i>We are learning to sort out the phonemes 'ch', 'd' and 'l' at the end of a word, and how to work out words when we are reading on our own.</i></p>
Phonics Five Hear the difference between final phonemes <i>d, /ll, ch</i> .	<p><b>Play Rubbish Or Treasure?</b>                      The children each have objects / pictures. Pip is in the centre with a bin on one side and a 'treasure chest' on the other, next to him.  <i>Pip is collecting words that end with the final phoneme 'l' to put in his treasure chest. Look at your object / picture. Does Pip want it, or should it go in the bin?</i>                      The children take it in turns to say the word and decide whether to give it to Pip to put in the chest, or put it in the bin (if it ends with a different phoneme).                      At the end of the game, check the contents of the bin and Pip's collection. Is everything in the right place?                      Objects / pictures: ball, bell, shell, doll, wheel, peach, church, beach, bird, bed, wood, cloud, red, bread.</p>
Text Ten	<p><b>Guided Reading</b>                      The class teacher selects a text from the appropriate Book Band for the group (probably Bands 1–2). Ideally this will be a book based on 'Goldilocks', or will have the repeated phrase <i>This is a ...</i>                      The following example is based on <i>Somebody's Been Eating My Porridge!</i> by G.Budgell and K.Ruttle, Cambridge Reading, Preparing to Read, CUP. The notes can be adapted to other texts.</p> <p><b>Book introduction:</b> Show the children a copy of the book. Look at the front cover. <i>Do you remember what the Baby Bear said when he saw that the bowl was empty?</i> Take the children's suggestions and then point to the words: <i>Somebody's Been Eating My Porridge!</i>                      Look at the back cover: Point to the speech bubble. <i>Do you remember that we wrote a speech bubble. Who's talking this time?</i> (Baby Bear.)  <i>What did he say when he looked at his bed?</i> Read and point to the words <i>Somebody's been sleeping in my bed.</i>                      Look at the first page together. <i>The bears are coming back after their walk. What has happened while they have been out?</i>                      Look through at each of the pictures to prepare the children for reading <i>porridge, chair, bed.</i></p> <p><i>Continued on next page</i></p>
Using context cues (from knowledge of the story, and looking at the pictures); expect writing to make sense.  Point while reading, making one-to-one correspondences between spoken and written words.	

Teaching points	Activities/Teaching prompts or script
Use phonic knowledge when reading.	<p><b>Strategy check:</b> <i>How can we check that we are reading each word? We need to point to each word as we are reading. What can we do to help us to guess words if we are stuck? We can use the pictures to help us.</i></p> <p><b>Independent Reading:</b> The children each have a copy of the book. Encourage them to point to each word as they read, and to look at the pictures to remind them what the bear is saying. Listen and offer support as they read.</p> <p><b>Return to text:</b> Comment on the children's reading. <i>Well done, you remembered to point to each word. Or: Some of you were running out of words when you read. Let's look at one of the sentences again.</i>                      Look at pages 6 and 7. Ask all the children to read the sentence with you, pointing to each word.  <i>Can you find the word 'my'?</i> The children point to the word. <i>Can you find the word 'bed'?</i> The children point. If they point to <i>been</i> instead of <i>bed</i>, talk about the final sound in <i>bed</i> and then get them to look again. <i>Think about the final phoneme in 'bed' – that's what you were doing earlier when you helped Pip to sort out the treasure.</i></p>
Fast Finisher and Take Away Review and apply learning.	<p><b>Review of the week</b>                      TA: <i>What did we do this week? What new things have you learned this week?</i> Encourage the children to think about what they have learned as well as things they have done.                      TA: <i>It is useful to identify the final phoneme in a word, because it can help you to read new words. If I'm not sure of a word, I can work it out using the initial phoneme, and then check whether it is right by thinking about the final phoneme.</i>                      Ch: <i>What will we take away?</i>                      TA: <i>You can take away your speech bubble and read it to someone. You can colour in the picture! You can also take your reading book home. Find somebody at home to read it to.</i></p>