

Week 4

Session 16: Monday

Collect objects / pictures for the game.
Find examples of action / counting songs (suggestions in script).
Prepare a small version of the song, each verse on separate cards, for each child.

Resources

Pip's 'treasure chest' and bin
Objects / pictures: ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
'Five Little Ducks' – or action song, with illustrations, each verse on a separate A4 card (PCM, pages 198–202).
Repositionable notes (for covering words).
Small version of the song for each child (PCM, pages 198–202).

Session 17: Tuesday

Write up lines 2–4 of Pip's song.
Make copies of large quick-fire word cards and add extra pairs of cards to the children's envelopes.

Resources

Phoneme frame on flip chart / whiteboard.
Cards with letters (three of each) *ck / n, ch / d, l / s*.
Words of lines 2–4 of the new version of the song already written out on the whiteboard / flip chart, covered up at the start of the session.
Cards with quick-fire words: *day, away, said, went*.
Individual whiteboards and pens.
Sets of quick-fire words on cards in envelopes for each child (two of each word): *went, this, is, a, big, the, my, day, away, said*. (PCM, pages 189–192)

Session 18: Wednesday

Prepare objects / pictures for the game.
Display writing (new song) written yesterday, with the first line written on separate cards and muddled.
Cut off the first line from the children's copies of the verse, then cut up the line into separate words.
Copy the rest of the first verse for each child.

Resources

Four cards with letters / digraphs *n, ck, d, ch* written on them.
Objects / pictures: duck, clock, sock, brick, sack, tick, ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.
Big version of verse 1 of Pip's song, with the first line muddled.
Muddled words with sticky tack on back (*Five / little / Pips / went / hopping / one / day*).
Small version of verse 1 with the first line cut up into separate words, in envelope (one for each child).
Individual whiteboards and pens.

Session 19: Thursday

Label six boxes with *ck, n, ch, l, d, s*, and collect the objects / pictures.
Write out the new verse 1.
Prepare Writing Flap Cards for *said, day, away*.

Resources

Six small boxes with *ch, ck, n, ll, d, s* stuck onto them.
Set of objects / pictures: duck, clock, sock, brick, ten, pin, man, sun, pen, peach, beach, church, bird, bread, cloud, mouse, bus, sweets, house, ball, shell, bell, doll.
Large version of the new verse 1 of the song.
Repositionable notes for covering words.
Magnetic letters: selection including *d, a, y, w*.
Individual whiteboards and pens.
Writing Flap Cards for each child with *day, away* and *said* written under the flaps.

Session 20: Friday

Write up words with missing final phonemes (see Resources list).
Prepare song sheets (verse with first line blanked out) for each child (PCM, pages 206-207 or own version).

Resources

- Magnetic letters and board.
- Unfinished words: *sun, sock, bus, had, ball, rich, pen, duck, his, and, bell, much.*
- Song sheets for each child, with space to write first line, and rest of verse written on already.
- Alphabet strips.
- Writing materials.

Progress Check

By the end of the week the children will be one third of the way through the programme. There is a Progress Check for the teacher to use, which this will form the basis of a discussion between you and the class teacher. This will provide an opportunity to monitor the progress of individual children and talk through any issues that may have arisen.

| Teaching points | Activities/Teaching prompts or script |
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| Oral Opener | <p>All: <i>What did we learn last week?</i> Puppet: <i>We learned to work out words when we are reading on our own.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear the phoneme 'n' at the end of a word, and to find out about words that rhyme.</i></p> |
| Phonics Five Hear and say <i>n</i> (new phoneme), <i>ch</i> and <i>d</i> (building from last week) in the final position. | <p>Play Rubbish Or Treasure? The children each have two pictures / objects. Pip is in the centre with a treasure chest and bin next to him. <i>Do you remember playing this game on Friday? Pip was collecting things for his treasure chest which had the same sound...but was it at the beginning or end of the word? It was at the end.</i> <i>Look at your picture or object and say the word. Listen carefully to the final sound.</i> <i>Today Pip is collecting words for his treasure chest which have the final phoneme 'n'.</i> Practise saying the <i>n</i> phoneme together (make sure the children are not confusing it with <i>m</i>.) <i>Does Pip want your object / picture in the chest or does it go in the bin?</i> The children take it in turns to say the word and decide whether to give it to Pip, or put it in the bin (if it ends with a different sound). At the end of the game, check the contents of the bin and Pip's collection. Is everything in the right place? If necessary, help the children to say the words, segment the phonemes and identify the final phoneme, e.g. <i>man, m-a-n, the final phoneme is 'n'.</i> Objects / pictures: ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.</p> |
| Text Ten Echo rhyme through action songs. Join in with repeated refrains. Listen for rhymes. | <p>Shared Reading: counting / action songs Examples are: 'Five Little Ducks', 'Five Currant Buns', 'Five Fat Sausages'. Start with a couple of counting action songs that the children know quite well. Sing or say the songs together, adding actions to help them to remember the words. (Do this without the text at first.) <i>Could you hear any words that rhymed in that song?</i> Look together at a written version of one of the songs, with pictures or props to help the children identify the song. <i>Which song do you think this is? Look at the pictures. How many ducks can you see?</i> <i>This is the first verse of 'Five Little Ducks'. Let's sing it together while I point to the words.</i> <i>Where shall we start? The children point to the word Five.</i></p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|--|
| <p>Reinforce tracking text left to right, top to bottom.</p> <p>Use knowledge of rhyme to help when reading an unfamiliar word.</p> <p>Continue a string of rhyming words.</p> <p>Use knowledge of rhyme to help when reading an unfamiliar word.</p> | <p>Sing the first verse together. <i>Did you notice any words that rhymed?</i> If the children do not suggest it, re-read the first two lines. <i>Which word rhymes with 'day'?</i> Underline the word <i>day</i>. <i>Can anyone point to the word 'away'?</i> Underline <i>away</i>. <i>Can you think of any other words that would rhyme with 'day'?</i> Encourage the children to play with the rhymes, making up both real and invented words that would rhyme, e.g. <i>bay, may, play, say, tray, pay</i>. <i>Let's try out one of these words in the song: will it make sense?</i> Sing the first two lines again, substituting for <i>day</i> a word suggested by one of the children. <i>Does it sound right?</i></p> <p>Sing the second verse, using printed text, but cover up the word <i>back</i>. <i>We sang 'back', but look, this word is covered up. How did we know what to sing?</i> <i>Which word does it rhyme with? Quack.</i> <i>Can you think of any other words that would rhyme?</i> Collect suggestions, helping the children to listen carefully to check whether the words rhyme.</p> <p>Sing the rest of the song, pointing to the words on the printed version. Pause at the rhyming words for the children to add the words that they know.</p> |
| <p>Fast Finisher and Take Away</p> | <p>Quick activity: order the verses of the song Each child has one verse of the song on a card (which includes pictures). <i>Can you sort yourselves into the right order, and then sing your verse?</i> Encourage the children to look at the pictures each time. <i>The song starts with five ducks, then four and so on... We can use that to help us sort out the verses.</i> Sing the song together.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>To hear the phoneme 'n' at the end of a word, and to find out about words that rhyme.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away a set of cards with the verses of the song.</i> Sort out the cut-up cards, with the verses of the song, into the right order (using the pictures of the number of ducks to help). Sing the song, pointing to each verse as you sing.</p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| <p>Oral Opener</p> | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to hear the phoneme 'n' at the end of a word, and to find out about words that rhyme.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to recognise the phoneme 'ck' at the end of a word, and how to make up our own song.</i></p> |
| <p>Phonics Five Introduce the final phoneme <i>ck</i>. Recognise and read phonemes; practise phoneme-grapheme correspondence: <i>ck, n, ch, d, l, s</i>.</p> | <p>Play Phoneme Frame / Sound Buttons, then Noisy Letters Say the word <i>back</i> (<i>b-a-ck</i>) together, and count the number of phonemes. Write the word <i>back</i> on the board using a phoneme frame. Say the phonemes in each box of the frame with the children, using the sound buttons. Look at the final phoneme. <i>Sometimes when we have the phoneme 'k' at the end of a word, we use two letters to make one phoneme. Which two letters do we use?</i></p> <p>Letters / digraphs are written on cards: <i>ck / n, ch / d, l / s</i>. Starting with the first pair of letters, give three children <i>ck</i> cards, and the other three <i>n</i> cards. The children look at their card then hide it behind their backs. They make the sound of the phoneme until they are grouped with the others making the same sound. Check the cards to see whether they are in the right groups. Can the group think of a word that ends with their phoneme? Repeat for the other pairs of letters.</p> |
| <p>Text Ten Use children's experience of poems as a basis for shared composition. Use 'talk for writing': thinking about what you want to say before writing and discussing with others.</p> | <p>Shared Writing: a line for a song <i>Pip enjoyed your singing so much yesterday that he would like you to make up a song about him and his brothers and sisters.</i> Talk about using the same idea as the 'Five Little Ducks' but changing it so that it is about Pip. <i>We could start it: 'Five little Pips went...' ... Pips can't swim, so how do you think they went? How about 'hopping'?</i> Encourage the children to suggest their own ideas here, and try out different actions. Decide on one idea and practise saying the sentence: <i>Five little Pips went hopping one day.</i></p> <p><i>I am going to write the first line of our song. Where shall I start writing?</i> Involve the children in pointing to the right place on the board. <i>The first word is 'Five'. What sort of letter shall I use at the beginning?</i> Write <i>Five</i>. <i>Now little. Who can hear the first phoneme? How do we write it?</i> Encourage the children to use an alphabet strip if needed. <i>Now I am going to write 'Pips'. Let's see if we can hear the first phoneme.</i></p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| Remember how to spell <i>went</i> . Identify the initial phoneme and segment the phonemes for spelling. Introduce the spelling of <i>one</i> and <i>day</i> . Continue a rhyming string. | <p><i>Next I want to write 'went'. Who can remember how to spell 'went'? It is one of your quick-fire words, so you should be able to remember it.</i></p> <p>Re-read together the line so far: <i>Five little Pips went ... I want to write 'hopping'. The first part of the word is 'hop'. Let's segment that word: 'h-o-p'. What is the first phoneme you can hear? Write h. Then there's 'o'. Write o. What is the final phoneme? Which letter do I need? Write p. That says 'hop'; now I will add another 'p' and 'ing' to finish the word.</i></p> <p><i>The next word is 'one'. This is a tricky word; watch carefully as I write it.</i></p> <p><i>What's the next word that I need to write? What sound can you hear at the beginning of 'day'? Can you point to it on your alphabet strip?</i></p> <p><i>Now we need to write 'a' and 'y' to spell the rest of the word.</i></p> <p>Uncover the rest of the verse (already written, but with missing words): <i>Over the hills and far away, Mummy Pip said, ..., ..., ... But only four little Pips came back.</i></p> <p>Read the whole verse. <i>Look, there are some words missing. What is Pip saying? Let's think of something else instead of 'Quack'. Can you think of a word that would rhyme with 'back'?</i> Encourage the children to make up their own rhyming words, and choose the one that you all agree sounds best. (This could be a made-up word.) For example: <i>I think 'snack' sounds good. I will write it into the gaps. Which two letters do I need to write at the end of the word? (It is like the noisy letters we did earlier – two letters, one phoneme.)</i></p> <p>Write the word in, emphasising that the last three letters – <i>-ack</i> – are the same as <i>back</i>.</p> <p>Sing the finished verse together, pointing at the words as you sing.</p> |
| Fast Finisher and Take Away Read and spell high frequency words <i>day, away, said, went</i> . | <p>Quick-fire words <i>We are going to practise some more quick-fire words today.</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.</p> <p>Practise <i>day, away, said, went</i>, in this way.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>We learned to recognise the phoneme 'ck' at the end of a word, and how to make up our own song.</i> Ch: <i>What will we take away?</i> TA: <i>Your quick-fire word pack. It has got three new words from today. You can play snap or matching pairs with the words.</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 recognise the phonemes 'ck' and 'n' at the end of a word, and how to make up our own song.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to identify phonemes at the ends of words, and to read new words in our song.</i></p> |
| Phonics Five Identify the phonemes <i>n, ck</i> (new phonemes), <i>d</i> and <i>ch</i> in the final position. | <p>Play Jump To The Edge (new game) Lay down four cards, one at each side of the carpet, with letters / digraphs <i>n, ck, d, ch</i> written on them. Put a collection of pictures / objects in the centre (about 18, so each child has two or three turns). <i>What is the phoneme on each card?</i> Quickly make the sound together. <i>Which phonemes have two letters making one sound?</i> The children stand in the middle of the carpet. They each have a picture or object to hold. <i>We are going to decide where we need to jump to, by thinking about the final sound in the word that we have got.</i> Call <i>Jump to the edge!</i> The children go to the correct card. Go round, helping the children say the word, identify the final phoneme and check whether they need to jump somewhere else instead! Repeat with different pictures / objects so that each child has two or three turns. Pictures / objects: duck, clock, sock, brick, sack, tick, ten, pin, pan, man, sun, pen, peach, beach, church, bird, bread, cloud.</p> |
| Text Ten | <p>Sentence level work Put the words from the new song written yesterday on the flip chart. Write each word of the first line on separate cards and stick these up in the wrong order. The rest of the verse is written correctly. <i>Do you remember the new song we wrote yesterday? Pip would like to hear it again. Shall we sing it together?</i> Look at the board. The first line says: <i>hopping / one / little / day / Pips / went / Five</i>.</p> |
| Expect written text to make sense. Recognise significant features of words, e.g. initial or final letter, rhyming strings, to help read high frequency words on sight. | <p>Start reading. <i>Oh dear, that's not right. Pip must be playing a trick on us! Who can remember the order of the words?</i> <i>We'll say the line together: 'Five little Pips went hopping one day'.</i> <i>That's better. Now which word should go first? Can you find 'Five'? What is the initial phoneme? And which letter makes the 'f' sound?</i> One child comes and finds <i>Five</i>. <i>Now we've got 'Five', what is the next word we need? Say the whole line again with the children, to emphasise that the words need to make sense.</i> <i>We thought about how to spell 'little' yesterday? Can someone come out and find it?</i></p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| <p>Re-read text to provide context cues to help read familiar words.</p> <p>Expect written text to make sense.</p> | <p>Repeat for each word, every child having at least one turn to come up and put the word on the correct position. Keep re-reading the line to check for sense.</p> <p><i>Now all the words are back in the right order. Shall we sing the whole verse together?</i> Sing through, pointing to the words as they are sung.</p> <p>Give each child an envelope with the cut-up first line and the card with the rest of the words from the first verse. <i>Can you sort out the words? Look at the words we just sang. Now I'm going to cover them up and I want you to keep them in your head.</i></p> <p>Each child has a go at sorting out the words into the correct order, then placing the rest of the verse underneath their first line. Encourage them to re-read the line as they are working to check for sense.</p> |
| <p>Fast Finisher and Take Away Form letters correctly: <i>n</i>.</p> | <p>Quick activity: letter formation: <i>n</i> Show a picture of the sun. <i>What is the final phoneme in 'sun'?</i> Segment the phonemes: <i>s-u-n</i>. Emphasise the sound <i>n</i>. <i>How do we write the letter that makes that sound?</i> The children watch as you write the letter <i>n</i> on the board. Each child practises writing <i>n</i> on their whiteboards as you watch. Help the children to correct any mistakes they might be making.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>To identify phonemes at the ends of words, and to read new words in our song.</i> Ch: <i>What will we take away?</i> TA: <i>You will take away your envelopes with the cut-up lines from our song. Practise sorting them into the correct order and then singing the first verse of the song.</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| <p>Oral Opener</p> | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to identify phonemes at the ends of words, and to read new words in our song.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to recognise phonemes at the ends of words, and how to read and spell the words 'day', 'away' and 'said'.</i></p> |
| <p>Phonics Five Recognise and read phonemes in the final position, making phoneme-grapheme correspondences: <i>ck, n, ch, l, d, s</i>.</p> | <p>Play Please Tidy My Things Each child has a box with a different letter or digraph stuck onto it: <i>ck, n, ch, l, d, s</i>. <i>Do you remember that we've helped Pip to sort out his things before? This time each of you are going to have a box. You are going to collect things for Pip that have the final phoneme written on your boxes.</i> First go round the group, with each child saying the phoneme represented by the letter or digraph on their box: <i>My box says 'ck'.</i> Place a selection of pictures / objects in the centre of the table. Hold up one at a time, and say the word. The child who has the correct box has to say <i>'It's mine because it ends with ...'</i> If they are right, they can choose another object from the centre, explaining why they have chosen it. Carry on until each child has had at least two turns. Pictures / objects: duck, clock, sock, brick, ten, pin, man, sun, pen, peach, beach, church, bird, bread, cloud, mouse, bus, sweets, house, ball, shell, bell, doll.</p> |
| <p>Text Ten Use children's experience of poems as a basis for shared composition.</p> <p>Spell high frequency words correctly: <i>day, said, away</i>.</p> | <p>High frequency words and handwriting Start by singing the new first verse again. Go through the song and underline the three words you are going to look at: <i>day, away, said</i>. <i>Can anyone read these words? (Pip could help read the words.) There are some tricky words in our song. We are going to look carefully at some of these words and then see if we can try spelling them by ourselves. We've already used them as 'quick-fire' words, so you might be able to remember the spellings already.</i> Each child has a whiteboard and a pen.</p> <p>Look together at <i>day</i>. Write it on the board as the children watch. Ask the children to look very carefully at the word. <i>Close your eyes, can you still see it in your head?</i> The children have a go at writing on their boards, while you watch. Help them to check back to the original word. <i>Does it look the same? Which bit did you find difficult?</i> While you help individuals, the other children can see how many times they can write the word.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| Use knowledge of rhyme to spell families of rhyming words. | <p>Repeat with <i>away</i>. Ask a child to spell <i>day</i> using magnetic letters. Which word does 'away' rhyme with? You can divide it into two words: 'a' and 'way'. Think about 'day' and 'way'. Look together at the magnetic letters: Can anyone change the initial letter so that this says 'way'?</p> <p>Write <i>away</i> as the children watch. Cover and give them time to write it themselves, as above.</p> <p>Repeat with <i>said</i>. Explain: This is a really tricky one. Some people find it helpful to teach the children a mnemonic to help remember some spellings. If you think the group would be able to understand it, introduce a mnemonic for <i>said</i>. Check with the class teacher if you are unsure.</p> <p><i>Pip remembers how to spell this word using a rhyme (mnemonic)</i>. Teach the children a way to remember each letter, e.g. <i>Sally Ann Is Drawing</i>. You could make up your own with the children.</p> <p>Finish by covering the three words in the song with repositionable notes. Challenge a child to come up each time and write the word when you get to it in the song, while the others check that the word is spelled correctly. Compare what is written with the word under the repositionable note.</p> |
| Fast Finisher and Take Away | <p>Quick activity: Writing Flap Cards <i>Now you are going to practise these words using your Writing Flap Cards.</i> Give each child their card with the words already written under the flaps. Check that they can read each one by playing a quick game. <i>Who will be the first to find 'said'?</i> Repeat a couple of times with the other words. Practise using the Writing Flap Card for <i>said</i>, prompting the children to use the mnemonic if you have learned one.</p> <p>TA: <i>What did we learn today?</i> Ch: <i>To recognise phonemes at the ends of words, and we are learning the words 'day', 'away' and 'said'.</i> Ch: <i>What will we take away?</i> TA: <i>You will take away your Writing Flap Cards and practise writing 'day', 'away' and 'said'.</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 recognise phonemes at the ends of words, and to read and spell the words 'day', 'away' and 'said'.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to write phonemes at the ends of words, and use the words we know when we are 'having a go' at writing.</i></p> |
| Phonics Five Identify and write phonemes in the final position: <i>n, s, d, ll, ch, ck.</i> | <p>Play Finish It Six words are written on the whiteboard / flipchart, each with the final phoneme missing: <i>sun, sock, bus, hag, ball, rich</i>. Each child is given the magnetic letter(s) needed to complete one of the words. Point to the beginning of the first word. Read what the word should be. <i>Can anyone come up and finish the word?</i> Help the children to hear the final phoneme and identify who has the correct letter/s. Continue until all the words have been finished. Read all the words together. The game could be repeated with six more words: <i>pen, duck, his, and, bell, much</i>.</p> |
| Text Ten Use children's experience of poems as a basis for shared composition and individual writing. | <p>Guided Writing <i>We have been singing our new song this week. Today we are all going to have a go at writing the song down so that you can take it home and sing it to somebody.</i> <i>Let's just remember how it goes...</i> Sing the first verse together, with actions. Give out a sheet to each child with space for writing the first line, and the other three lines already typed in.</p> <p><i>When we write, we are going to think carefully about the sounds that we can hear when we say the words, and we will try to remember words that we know how to spell.</i> <i>Where will you write the first word?</i> Check that they are all pointing to the correct place before they write. Support each child as they have a go at writing the first line, <i>Five little Pips went hopping one day</i>. Help the children to say each word to themselves, and identify the dominant sounds, using the alphabet strip if they need to. Prompt them to remember the spellings of <i>went</i> and <i>day</i>. Praise their attempts, drawing attention to the letters that they have used correctly.</p> <p>Work with each child, writing down what they tell you their writing says, if necessary.</p> <p>Each child reads back what they have written. Do they think that it makes sense? Encourage them to make changes if necessary. Sing through the verse together: with each child pointing to the words on their own sheet.</p> <p><i>Continued on next page</i></p> |
| Apply knowledge of letter-sound correspondences when spelling words. | |
| Remember the spelling of high frequency words: <i>went, day</i> . Expect written text to make sense. | |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| Fast Finisher and Take Away Review and apply learning. | <p>Review of the week TA: <i>What have we done this week? What have we learned this week?</i> Talk with the children and collect their ideas about the things that they have done and learned.</p> <p>TA: <i>We learned that some phonemes are spelled with two letters. It is useful to know that when you are spelling a word like 'back'. You can hear the 'k' phoneme, but you have to remember that you need to use a 'c' and a 'k' when you write it.</i> Ch: <i>What will we take away?</i></p> <p>TA: <i>You will take away your song sheet. You could draw pictures of the five little Pips hopping over the hills. Sing the song to someone at home – you can teach them the words and the actions.</i></p> |

| | COMMENTS |
|---|----------|
| <p>Word level: Phonic and letter knowledge</p> <ul style="list-style-type: none"> ● Say words that rhyme with a given word. ● Hear and say phonemes in initial position (<i>s, m, t, c, h, g, l, ch, d</i>). ● Hear and say phonemes at the ends of words (<i>ck, ch, l, n, s, d</i>). ● Know the difference between a letter and a word. ● Find the first or last letter of a word. <p>Word level: Word knowledge and sight vocabulary</p> <ul style="list-style-type: none"> ● Read and write the words <i>is, my, this, a, big, day, away, said, I, went, to, the</i>. <p><i>In Guided Reading:</i></p> <ul style="list-style-type: none"> ● Check the first letter of a word. ● Check the first letter of the word and the picture when stuck. <p><i>In Guided Writing:</i></p> <ul style="list-style-type: none"> ● Apply phonic knowledge to attempt spelling. ● Apply knowledge of sight vocabulary when spelling. | |
| <p>Sentence level</p> <ul style="list-style-type: none"> ● Put a cut-up sentence together and re-read it. <p><i>In Guided Writing:</i></p> <ul style="list-style-type: none"> ● Know where to start writing. ● Leave spaces between words when writing. ● Say a simple sentence ahead of writing. ● Write a simple sentence. ● Re-read sentence for sense. <p><i>In Guided Reading:</i></p> <ul style="list-style-type: none"> ● Go back to the beginning of a sentence and re-run if stuck on a word. | |
| <p>Text level</p> <ul style="list-style-type: none"> ● Recount own experience. <p><i>In Guided Reading</i></p> <ul style="list-style-type: none"> ● Use knowledge of context to attempt a tricky word. <p><i>In Guided Writing</i></p> <ul style="list-style-type: none"> ● Write sentences to match pictures. | |

Week 5

Session 21: Monday

Select a big book for Shared Reading which has patterned language and a simple repeated phrase used all through the book, e.g. *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle, ISBN 0582362881.

Resources

Three-box phoneme frame on board.
Big book with patterned language.
Pip's pointer.

Session 22: Tuesday

Fold a large piece of card (A3 or bigger) in half to make a 'lift the flap' card.
Prepare 'quick-fire' word envelopes for each child.

Resources

Three-box phoneme frame on board.
Big book from Monday.
A3 card folded in half.
Word cards: *you, what, my*.
'Quick-fire' word envelopes for each child, with new words added.

Session 23: Wednesday

Prepare letter fans with the letters *a* and *o* written on.
Look through the big book and choose four high frequency words to cover up (only one per sentence) with repositionable notes. Write the word *Pip* on each one. For example, cover *you, my, what, hear*.
Write out the sentences written yesterday, and cut out three words: *you, a, my*.
Copy the sentences written on Tuesday for each child, with three words blanked out: *you, a, my*. (The choice of words will depend on the text you are using.)

Resources

Six letter fans with letters *o* and *a*.
Big book from Monday with four words blanked out.
Repositionable notes or covering tape.
Copy of sentences from Tuesday with three high frequency words cut out.
'Missing' words on cards.
Individual copies of same sentences with words blanked, and copies of missing words on paper.

Session 24: Thursday

Fold card in half to make a question and answer lift-the-flap card for each child.
Write the question on the front of the card for each child, using this pattern: *[Child's name], [child's name], what do you hear?*
Prepare Writing Flap Cards with words *what, you, my*.

Resources

Bin and 'treasure chest'.
Pictures / objects: hat, cat, mat, pan, tap, van, pot, cot, dog, log, dot, box.
Copy of large Q & A flap card from Tuesday.
Individual Q&A cards with question written on front using child's own name.
Writing Flap Cards with *my, you, what* written under flaps.

Session 25: Friday

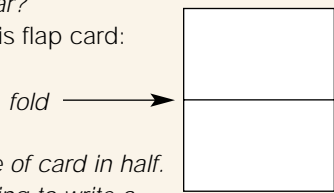
Sort out a set of magnetic letters for each child: *o, a, c, t, n, h*.
The class teacher will select a Guided Reading text at the appropriate level (probably Bands 3/4).

Resources

Six magnetic boards.
Six sets of magnetic letters: *o, a, c, t, n, h*.
Guided Reading books selected by class teacher (from Book Bands 3/4)

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| Oral Opener | <p>All: <i>What did we learn last week?</i> Puppet: <i>We learned to hear and write final phonemes in words, and to use words we know when we are 'having a go' at writing.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to listen out for the medial phoneme (we've thought about the phonemes at the beginning and end of words, now we are going to learn about the phoneme in the middle – we call this the medial phoneme), and how to read patterned text together.</i></p> |
| <p>Phonics Five Hear and identify all phonemes in CVC words (medial a).</p> <p>Segment phonemes to spell CVC words.</p> | <p>Phoneme frame Start with a three-box frame drawn on the board. Talk through with the children how to segment words into phonemes to help with spelling. <i>Pip's going to say a word. Listen carefully for each phoneme. Pip says cat. Which phoneme starts the word? Which letter represents that phoneme? Write c in the first box on the frame. Which is the next phoneme you can hear? Which letter shall I write?</i> Write a in the second box. Repeat with the third phoneme. Pip says the phonemes and blends to read the whole word. The children join in. Repeat with these words: <i>map, bag, hat, can, sack, back.</i> <i>Did you notice anything about the medial phoneme each time? (Remind the children that 'medial phoneme' means the sound they can hear in the middle of the word, if they are unsure of the terminology.)</i> Prompt: <i>It was 'a' every time.</i> Remind the children about two letters sometimes having one sound.</p> |
| <p>Text Ten</p> <p>Reinforce correspondence between words read and said.</p> | <p>Shared Reading Before the session, select a patterned text which uses a simple repeated phrase throughout. This example is based on <i>Polar Bear, Polar Bear, What do you Hear?</i> by Eric Carle, ISBN 0582362881. Look at the cover of the book together. Talk about the title and illustration. <i>What do you think this book will be about? It's probably a story because it has a picture instead of a photo on the front. We'll read it together to find out.</i> Pip has the pointer, but points to the end of the first line. <i>Is that right? Should we start reading there?</i> Ask a child to come and show the correct place.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| <p>Draw attention to punctuation and how you use it to read with expression.</p> <p>Use recognition of repeated words and context cues.</p> <p>Recognise and read high frequency words in context.</p> | <p>Start reading, encouraging the children to join in with repeated phrases. As you read, draw attention to punctuation (e.g. in <i>Polar Bear</i>, the use of question marks. Encourage the children to use expression as though they are asking a question when they are reading with you.) Read all the way through the text.</p> <p>Go back to the beginning. Talk to the children about phrases that were repeated. Choose one page to look at in more detail. <i>Can you see any words that are repeated on this page?</i> Invite the children to point to examples. Emphasise that patterned text has repeated language. Draw attention to other information that they can use in order to understand the text, e.g. context cues (pictures). (In <i>Polar Bear</i>, you can flick forward to the next page and look at the picture if you are stuck on the name of the animal.) Encourage the children to look out for any word that they already know how to read. <i>Can you see any of your 'quick-fire' words in this book? Who can come and read me a word they know?</i></p> |
| <p>Fast Finisher Innovate on patterned text using language play.</p> | <p><i>We are going to play with the words in this book and make up our own version.</i> If using <i>Polar Bear</i>, say: <i>Instead of 'Polar Bear', let's put one of your names in. 'Sarah, Sarah, what do you hear?'</i> <i>Can you think of something that you can hear?</i> Invite the child to suggest an alternative animal and verb when they answer the question, e.g. <i>I hear a mouse squeaking in my ear.</i></p> <p>If using another text, innovate on the text by inserting children's names as you read refrains from the text together.</p> |
| <p>Take Away Recite stories with predictable and patterned language.</p> | <p>TA: <i>What did we learn today?</i> Ch: <i>We learned how to listen out for the medial phoneme, and how to read patterned text together.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take the big book and read it together, using Pip's pointer.</i> The children are given the big book and pointer to use in independent activity time. Ask them to take turns in using the pointer.</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 listen out for the medial phoneme, and how to read patterned text together.</i> Ch: <i>What are we learning today?</i> TA/Puppet: <i>We are learning to listen out for the medial phoneme, and how to use the pattern of the story to help us with our writing.</i></p> |
| <p>Phonics Five Hear and identify all phonemes in CVC words (medial o).</p> <p>Segment phonemes to spell CVC words.</p> | <p>Phoneme frame Have a three-box phoneme frame on the board. <i>Remember we were listening to the phonemes in words yesterday? Which phoneme could we hear in the middle of the words? It was 'a'. What was the word we used for this phoneme? It was the 'medial' phoneme.</i> <i>Today's words have a different medial phoneme. Can you hear the phoneme and tell me which one it is?</i> Pip says the first word: <i>bop</i>. <i>Which phoneme starts the word? Which letter represents that phoneme?</i> Write <i>b</i> in the first box on the frame. <i>Which is the next phoneme you can hear? Which letter shall I write?</i> Write <i>o</i> in the second box. Repeat with the third phoneme. Pip says the phonemes and blends to read the whole word. The children join in. Repeat with these words: <i>sock, mop, dog, box, doll, shop</i>. <i>What was the medial sound in all those words? Yes, it was 'o'.</i></p> |
| <p>Text Ten Innovate on patterns in text using language play.</p> <p>Use patterned stories as model for own writing.</p> <p>Apply phonological, graphic knowledge and sight vocabulary to spell words.</p> | <p>Shared Writing Look back at the big book from yesterday. If using <i>Polar Bear</i>: <i>Do you remember the ideas you had yesterday using your names instead of the animal names, and making up a different character and a different action?</i> Encourage the children to say the refrains they made up yesterday, e.g. <i>Sarah, Sarah, what do you hear? I hear a mouse squeaking in my ear.</i> (If not using <i>Polar Bear</i>, refer to the changes you made to the text). <i>We're going to change the story again, with Pip in it this time. So what shall we say first?</i> Give the children the chance to say (if using <i>Polar Bear</i>): <i>Pip, Pip, what do you hear?</i> Show the children this flap card:</p> <div style="text-align: center;">  </div> <p><i>I've folded this piece of card in half. On the front I am going to write a question. Then when I open it up, the answer will be written inside, under the flap.</i></p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| | <p>On the front of the card write: <i>Pip, Pip, what do you hear?</i> While you are writing, talk about the spelling of <i>what</i>. It's 'w' with a 'hat'! Ask the children to help with <i>do</i> and <i>you</i>. If they can't spell <i>you</i>, ask them to find it in the book and tell you the letters. Write <i>hear</i>. Ask what comes at the end of a question. Write in the question mark. Now talk to the children about who or what Pip can hear. Remind the children that you are using the same type of sentence as the one in the book. <i>Our sentence will finish with the words 'in my ear' so that it rhymes with 'hear'.</i> Write the sentence using their ideas (e.g. <i>I hear a little boy whistling in my ear.</i>) This should be written inside the folded card so that it is 'hidden' under the top flap.</p> <p>(If you are not using <i>Polar Bear</i>, you will need to adapt these instructions to the patterned text you have chosen.)</p> |
| <p>Fast Finisher Read and spell high frequency words <i>you, what, my</i>.</p> | <p>Play Quick-fire Words <i>We are going to play the 'quick-fire' word game to help us to remember some new spellings.</i> Show the children a word on a card. Ask them to read it out loud, and try to remember it. Then they write it with their finger in the air, 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>you, what, my</i>.</p> |
| <p>Take Away</p> | <p>TA: <i>What did we learn today?</i> Ch: <i>We learned to listen out for the medial phoneme, and to use the pattern of the story to help with our own writing.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take your quick-fire word cards in an envelope. I have put the new words in that we have been learning today. You can play matching pairs or snap with them.</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 listen out for the medial phoneme, and how to use pattern of the story to help us with our own writing.</i> Ch: <i>What are we learning today?</i> TA/Puppet: <i>We are going to listen out for different medial phonemes, and learn how to work out missing words in sentences.</i></p> |
| Phonics Five Hear and identify medial a or o. | <p>Letter fans Prepare letter fans with the letters <i>a</i> and <i>o</i>. Give each child a fan. <i>Pip's going to say some words. Listen carefully to the phoneme in the middle of the word, find the letter for that phoneme on your fan and hold it up. When Pip says 'Show me', show your letter to him.</i> Pip says: <i>cat, hot, cot, tan, hat, not.</i> Check each time that the children have the correct medial vowel. If they have difficulties, segment the phonemes together and identify the <i>a</i> or <i>o</i>.</p> |
| Text Ten | <p>Sentence level work: oral cloze procedure Before the session, look back at the book you read on Monday. Select four high frequency words or frequently repeated words in that text. Cover them with repositionable notes or pieces of covering tape, with the word <i>Pip</i> written on each one. Cover only one word per sentence. The following example is based on <i>Polar Bear, Polar Bear</i>, and could be adapted.</p> <p><i>Pip's been really naughty. He's got hold of my sticky notes. He's covered up some of the words in my book and he's written 'Pip' on each one. We need to find out what the word is underneath.</i></p> |
| Expect written text to make sense and check if it does not. | <p>Read the first sentence together. <i>Polar Bear, Polar Bear, what do Pip hear?</i> <i>That's not right. What should we say instead of 'Pip'?</i></p> |
| Use the awareness of grammar to decipher words. | <p>Take the children's suggestions, and then uncover the <i>y</i> at the beginning of the word. Talk about whether this would fit with the word that they had guessed. e.g. <i>You suggested 'lion'. If it was 'lion', would it begin with 'y'?</i> Prompt for <i>you</i>. <i>Lets re-read the sentence to check whether 'you' would sound right and make sense.</i></p> |
| Re-read sentence, recognising whether it makes sense. | <p>Re-read the sentence, checking for sense, then uncover the word and see if they were right. Repeat with three further words, using the same sequence of guessing, cross-checking with the initial sound, and re-reading for meaning. Cover <i>my</i> in the second sentence, <i>what</i> in the third, and <i>hear</i> in the fourth.</p> |
| | <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Fast Finisher Re-read sentence, recognising whether it makes sense. | <p>Quick activity: missing words <i>I've found out that Pip's been playing with scissors and he's cut out words from the sentence we wrote yesterday. I've still got the words. Can you help me put them back in the sentence?</i> Show the children the Question and Answer sentences on a large sheet of paper with some words cut out: <i>Pip, Pip what do _ hear?</i> <i>I hear _ little boy whistling in _ ear.</i> Put the 'missing' word cards on the table and ask the children to read each one: <i>you, a, my</i>. The children help put the words back into the text. Re-read together, checking for sense.</p> |
| Take away | <p>Ch: <i>What did we learn today?</i> TA: <i>We learned to listen out for different medial phonemes, and how to work out missing words in sentences.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take away the two sentences and the missing words. Fit them into the right place.</i> The children take copies of the sentences with 'missing' words on separate pieces of paper.</p> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Oral Opener | All: <i>What did we learn yesterday?</i> Puppet: <i>We learned how to listen out for different medial phonemes, and how to work out missing words in sentences.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to listen out for different medial phonemes, and how to use words we know when we write.</i> |
| Phonics Five Hear and identify the medial <i>o</i> or <i>a</i> . | Play Rubbish Or Treasure? The children each have two pictures/objects. Pip is in the centre with a 'treasure chest' and a bin. <i>Today, Pip is collecting things for his 'treasure chest' which have the medial phoneme 'a'. If it doesn't have an 'a', it's going to go in the bin.</i> <i>Does Pip want your picture in his 'treasure chest' or does it go in the bin?</i> The children take it in turns to say the word, the whole group help segment the phonemes, and then the child decides whether to give it to Pip or throw it in the bin. At the end of the game, check the contents of the bin and 'treasure chest'. <i>Is everything in the right place?</i> Pictures / objects: hat, cat, mat, pan, tap, van; pot, cot, dog, log, dot, box. |
| Text Ten Use patterned stories as a model for own writing. | Write using high frequency words (Today the children are going to write their own sentence based on the patterned text from the book. The following example is based on <i>Polar Bear, Polar Bear</i> , but could be adapted for other similar texts.) <i>Do you remember we wrote a question and answer on Tuesday?</i> Show them the flap card. <i>Today, you are all going to write your own answer to the question that's on the front.</i> Give out a card to each child with the question [<i>Child's name</i>], [<i>child's name</i>], <i>what do you hear?</i> already written on it. The children talk about what their answer will be, using the structure from the book. <i>Open the flap and write your answer.</i> |
| Apply phonological, graphic knowledge and sight vocabulary to spell words. | Support the children as they write using the refrain <i>I hear a ... , ...ing in my ear.</i> Prompts could include: remembering to use capital <i>I</i> ; referring to the book to use spellings; using their knowledge of high frequency words (<i>a, in, my</i>); using their phonic knowledge to identify phonemes and then applying this to spelling. If there is time, the children can read their answers to Pip. <i>Continued on next page</i> |

| Teaching points | Activities/Teaching prompts or script |
|--|--|
| Fast Finisher Spell high frequency words correctly: <i>my, you, what.</i> | Quick activity: Writing Flap Cards <i>There are some new words for you to practise on your Writing Flap Cards. You started learning them when we played the 'quick-fire' game on Tuesday.</i> Give each child a card with the words already written under the flaps. Check that they can read each one by playing a quick game. <i>Who will be the first to find 'what'?</i> Repeat with other words: <i>you, my.</i> Practise using the Writing Flap Cards for <i>what</i> . Prompt the children to remember <i>'It's 'w' with a hat.'</i> |
| Take Away | TA: <i>What did we learn today?</i> Ch: <i>We learned to listen out for different medial phonemes and to use words we know when we write.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take away your Writing Flap Cards and practise spelling 'what', 'you', 'my'.</i> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| Oral Opener | <p>TA: <i>What did we learn yesterday?</i> Ch: <i>We learned to listen out for different medial phonemes, and how to use words we know when we write.</i> Ch: <i>What are we learning today?</i> TA: <i>We are going to learn how to spell CVC words, and learn how to read books with patterned language on our own.</i></p> |
| Phonics Five Hear, identify and segment phonemes to spell CVC words. | <p>Magnetic letters Each child has a magnetic board and letters: <i>o, a, c, t, n, h.</i> <i>I'm going to say a word. I want you to repeat it. We'll segment it together. Then you're going to find the letters and spell the word on your magnetic board.</i> Say the first word: <i>cat.</i> The children repeat, segment the phonemes, find the letters and make the word. When the word is made, ask the children to find the medial phoneme and push it up. Check that each child has used the correct letters and can identify the medial vowel. Repeat with: <i>hot, tan, cot, hat, not.</i></p> |
| Text Ten | <p>Guided Reading The class teacher will select a text from Book Bands 3/4, depending on the ability of the group. This will be a book with patterned text, e.g. <i>Each Peach, Pear, Plum</i> by A. Ahlberg, <i>Picture Puffin</i> (Band 3), <i>What's the time Mr Wolf</i> by C.Hawkins, <i>Little Mammoth</i> (Band 3), or <i>Dear Zoo</i> by Rod Campbell, Macmillan (Band 4).</p> |
| Read simple patterned texts independently. | <p>Book introduction: Read the title with the children. Talk about the illustration and encourage the children to predict the content. Take a 'picture walk' through the book, talking briefly about what the children can see in the pictures, and preparing them to read any unfamiliar vocabulary.</p> |
| Follow print with eyes only. Cross-check different cues while reading. | <p>Strategy check: Remind the children to 'point with their eyes'. Encourage them to only use their finger when stuck on a word. <i>How can you check that you've read the right word?</i> Prompt for: checking picture, using initial phoneme, reading the rest of the sentence.</p> |
| Recognise patterned language. | <p>Independent Reading: The children each have a copy of the book. Listen and offer support as they read independently.</p> <p>Return to text: <i>As this is a patterned text, did you find any words that were repeated? Share examples.</i> Praise the children's attempts at self-correction, e.g. <i>I like the way you read a word and knew it didn't sound right, so you tried the sentence again. You looked carefully at the picture and thought about the first phoneme in the word.</i></p> |
| | <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|---|
| | <p>Response to text: <i>Do you like the way the author repeats phrases in this book? Do you know any other books with patterned language? (Possible examples: Run, run as fast as you can, or In a dark, dark wood.)</i></p> |
| Fast Finisher and Take Away Review and apply learning. | <p>Review of the week TA: <i>Who can remember some of the things that we have done this week? What new things have you learned this week?</i> Encourage the children to talk about things they have learned and things they have done. TA: <i>It is useful to be able to know the medial phonemes in words. When I get to a word I don't know I can look carefully at each letter and then blend the phonemes like this. (Write bag on the board.) Is this word 'bag' or 'big'? I know that the initial phoneme is 'b' and the final phoneme is 'g'. I'm going to look carefully at the medial phoneme – it's 'a'. So if I blend those phonemes I can read the whole word... 'bag'.</i> Ch: <i>What will we take away?</i> TA: <i>You will take away the book that you've read today and your Question and Answer flap card to read to your family.</i></p> |

Week 6

Session 26: Monday

Read the extra notes, 'Understanding Instructional Text'.

Sort out magnetic letters *o* and *e* for each child.

Cover up the instructions on the A3 'Jam Sandwich' poster, just leaving the pictures visible.

Under this cover, use repositionable notes to cover the word *put* in each line.

Copy a set of pictures from the 'Jam Sandwich' instructions for each child.

Resources

Three-box phoneme frame.

Magnetic letters *o* and *e* for each child.

A3 'Jam Sandwich' poster (PCM, p. 208).

Repositionable notes to cover up words.

Pictures of someone making a jam sandwich (PCM, p. 210) to sequence (one set of four pictures for each child).

Session 27: Tuesday

Sort out magnetic letters *a*, *o* and *e* for each child.

Add new word cards to 'quick-fire' packs.

Resources

Three-box phoneme frame for each child.

Magnetic letters *o*, *a*, *e* for each child.

A3 Jam Sandwich poster (PCM, p. 208).

Individual whiteboards and pens.

Word cards: *make*, *put*, *on*, *the*.

'Quick-fire' word packs for each child with new words added: *make*, *put*, *on*, *the*.

Session 28: Wednesday

Copy the A3 'Jam Sandwich' poster with the final instruction written in (ready to cut into sentences in the session).

Copy A4 versions of the poster and cut into separate pieces (title, 'you need' list, each of the instructions) for each child.

Resources

Three-box phoneme frames.

Pens and wipes.

Original poster, with final sentence written on.

Second copy of poster, to cut up.

Scissors.

Individual A4 copies of cut-up poster (PCM, p. 208).

Session 29: Thursday

Sort out the picture cards (listed in script) and write the word that goes with each picture on cards.

Cover the following words on the Jam Sandwich poster: *make* (in title), *the* (in first sentence), *put* (in second sentence), *on* in third sentence.

Prepare Writing Flap Cards with words: *make*, *the*, *put*, *on*.

Resources

Word cards and pictures: *cat*, *tap*, *dog*, *sock*, *pen*, *leg*.

Jam Sandwich poster with these words covered: *make* (in title), *the* (in first sentence), *put* (in second sentence), *on* in third sentence.

Individual whiteboards and pens.

Repositionable notes to mask words on poster.

Writing Flap Cards (*put*, *make*, *on*, *the* written under the flaps).

Session 30: Friday

- You are going to make sandwiches in this session. Please make sure that you follow the regulations on food handling. (If you are unsure of these, ask other members of staff.) If it will be difficult to actually make the sandwich, use play food instead.

Prepare everything you need to make jam sandwiches with the group.
 Cover the final sentence on the A3 poster.
 Copy an A4 version of the poster for each child (without the final sentence).

Resources

Objects: map, bag, shell, pen, frog, clock, cat, bed, sock.
 Jam Sandwich poster, with final instruction masked (PCM, p.208).
 Jam, bread, butter, knife, plate (for seven sandwiches).
 A4 version of poster (with space to write final sentence) for each child (PCM, p.208).

These reference notes are to help you teach the children the main features of this type of text. For more details, see *Developing Early Writing*, pp.154-155.

| What type of text is it? | Instructions |
|---|--|
| <p>What is the purpose of the text?</p> <p>How is it usually set out?</p> | <ul style="list-style-type: none"> To instruct you how to do something using a series of sequenced steps. <ol style="list-style-type: none"> The goal is stated – the thing that you will achieve by following the steps, e.g. <i>How to make a jam sandwich.</i> The materials, equipment or ingredients are listed, e.g. <i>bread, butter, jam, knife, plate.</i> There are a series of sequenced steps to achieve the goal, e.g. <i>First put the butter on the bread.</i> There are usually pictures or diagrams. |
| <p>What sort of words and sentences are used in this type of text?</p> | <ul style="list-style-type: none"> Instructions are written in the imperative, which means that they are written to sound like orders, e.g. <i>Put the jam on the bread.</i> Instructions are written in chronological order and use either numbers or connectives to indicate the order that the steps should go in, e.g. <i>1, 2, 3</i> or <i>First, next, then.</i> Instructions do not use the names of individuals, e.g. <i>First put the...</i> NOT <i>Sarah put the...</i> |

The goal - to make a sandwich.

The list of ingredients and equipment needed.

The series of sequenced steps.

Connectives are used to show the sequence of the steps.

Instructions are written to sound like orders. They are written in the imperative.

Instructions do not refer to individuals.

Illustrations are used to help explain the sequenced steps.

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| Oral Opener | <p>All: <i>What did we learn last week?</i> Puppet: <i>We learned how to spell CVC words, and how to read patterned language texts on our own.</i> Ch: <i>What will we learn today?</i> TA / Puppet: <i>We are learning to read instructions, and hear the medial vowel in words.</i></p> |
| Phonics Five Hear and identify medial vowels o and e. | <p>Play Phoneme Frame / Sliding In Game The children each have a three-box phoneme frame and magnetic letters o and e.</p> <p><i>Pip is going to show you how to use your phoneme frame. Remember how we played this game last week? Remind the children how to use the frame, with Pip helping.</i> Say a word: <i>pot</i>. <i>Which phoneme can you hear in the middle of 'pot'?</i> Pip says <i>o</i>. <i>That's right. Now which of these two letters does he need to slide into the middle box on the phoneme frame?</i> Demonstrate sliding the <i>o</i> into the box, and encourage the children to do the same on their frames. Can you remember the special name for a phoneme in the middle of the word? <i>It is the 'medial phoneme'.</i> Now listen to each word I say, decide whether the medial phoneme is 'o' or 'e', and slide it into the phoneme frame.</p> <p>Words: <i>pet, cot, peg, hen, sock.</i> Check that the children have chosen the correct letter, and slide it into the middle box. If they have difficulties, segment the phonemes together and identify the medial vowel.</p> |
| Text Ten | <p>Shared Reading: use the poster – 'How to make a jam sandwich' Before the session, use a piece of paper to cover the text giving the instructions, leaving the pictures visible. You also need to cover the word <i>put</i> in each of the sentences, using repositionable notes.</p> |
| Identify features of instructional text. | <p><i>I've got a poster for us to read today. It tells us how to do something. Let's see what we need to use.</i> Look with the children at the 'You need' section. <i>What do we call information that tells us how to do something? We call this type of text 'instructions'.</i> Look at the pictures. <i>What do you think these instructions are going to be for?</i> The children make predictions. Help them check by looking at the title.</p> |
| Read fluently, not word by word. | <p>Read the title together, pointing at each word, and reading word by word. Then re-read: slide the pointer under the whole title and read fluently, the children join in.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|--|
| Use context cues (pictures). Use initial sound and cross-check with grammatical cue (whole sentence) and context (pictures). | <p>Read the 'You need' section again. Encourage the children to use the pictures to help read each word.</p> <p>Uncover the text (with the word <i>put</i> masked in each line). Look at the picture for step 1. Discuss what is happening, then read step 1 together. <i>First ... the butter on the bread.</i> Ask what the missing word could be, and prompt by reading the sentence again. If the children say '<i>spread</i>', say <i>Yes, spread would make sense, but we will just check the initial letter. Which letter would you expect to see if it was 'spread'?</i></p> <p>Check their attempts by looking at the initial sound of <i>put</i>. (Pip could peep under the cover and nod or shake his head.) Check again by looking at the final sound, <i>t</i>. <i>Does 'put' look right and make sense? Let's read the whole sentence again.</i></p> <p>Repeat with the next two lines. <i>So what have we found out about these instructions? They tell us how to make a jam sandwich.</i> <i>The last instruction is missing. We are going to write it tomorrow.</i></p> |
| Fast Finisher Reinforce sequential vocabulary. Use the language of instructions. | <p>Quick activity: mime and guess Pip mimes an action; the children have to say what he is doing, and then make this into an instruction in a sentence. First model the sentence. A child might say: <i>Pip is putting the butter on the bread.</i> You say: <i>We'll make that into an instruction – 'First put the butter on the bread.'</i> Repeat using different mimed actions and giving other children a turn to make up instructions.</p> |
| Take Away | <p>TA: <i>What have we learned today?</i> Ch: <i>We have learned to read instructions, and hear the medial vowel in words.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away a set of pictures of someone making a jam sandwich. You need to put them into the right order.</i></p> |

| Teaching points | Activities/Teaching prompts or script |
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| Oral Opener | <p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to hear the medial phoneme in words, and to read instructions.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear and identify 'a', 'o', 'e' in the medial position, and to write a sentence to finish off the instructions.</i></p> |
| Phonics Five Hear and identify medial vowels o, e and a. | <p>Play Phoneme Frame / Sliding In Game <i>Pip enjoyed this so much yesterday he wants to play it again. I'll read some words, but there are three different vowels to choose from today.</i> Say a word: <i>hat</i>. <i>Which phoneme can you hear in the middle of 'hat'?</i> Pip says <i>a</i>. <i>That's right, the medial phoneme is 'a'. Now which of these three letters does he need to slide into the middle box on the phoneme frame?</i> Demonstrate sliding the <i>a</i> into the box, and encourage the children to do the same on their frames. <i>Now listen to each word I say, decide whether the medial phoneme is 'a', 'o' or 'e', and slide it into the phoneme frame.</i> Check that the children have chosen the correct letter, and slide it into the middle box. If they have difficulties, segment the phonemes together and identify the medial vowel. Words: <i>hat, hog, men, man, lot, leg, ran, met, dot.</i></p> |
| Text Ten Use 'talk for writing' to discuss ideas before writing and to reinforce understanding of sentence structure. | <p>Shared Writing Look at the Jam Sandwich poster again. Re-read it quickly. <i>The last instruction is missing. What do you think it could be?</i> Look at the picture of the boy eating the sandwich. Give time for the children to talk, then prompt for: <i>'Now eat the sandwich.'</i> Say the sentence together.</p> |
| Use phonic knowledge. Use sight vocabulary. | <p><i>The first word is 'now'. What does that start with? This is the first word in the sentence, so what type of 'n' should I write? Capital 'N'. Write the rest of Now.</i></p> <p><i>What is our next word? Say the whole sentence again. Say eat, and ask the children to identify the first phoneme, then the final phoneme. Write eat.</i></p> <p><i>Who can spell 'the'? You should be able to remember this one because it is one of your 'quick-fire' words. Each child has a go on their own whiteboard and shows Pip. Check that each child has spelled it correctly, then write the.</i></p> |
| Check for sense as you write. Use words in text to inform writing. | <p><i>Let's read our sentence so far. What is the last word we need to write? 'Sandwich'. Where could we find the spelling of that word? It is in the title of the poster.</i></p> |
| | Continued on next page |

| Teaching points | Activities/Teaching prompts or script |
|---|--|
| | <p>Ask a child to point to <i>sandwich</i>. Prompt: <i>What is the first sound? 's' – which word starts with 's'?</i> Write <i>sandwich</i>. All read the sentence together. <i>Is that the end of the idea? What do we need at the end of our sentence? A full stop.</i> Write the full stop.</p> |
| Fast Finisher Read and spell high frequency words: <i>make, put, on, the</i> . | <p>Play Quick-fire Words <i>We are going to play 'quick-fire' with some new words today.</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>make, put, on, the</i> in this way.</p> |
| Take Away | <p>TA: <i>What have we learned today?</i> Ch: <i>We have learned to hear and identify 'a', 'e', 'o' in the medial position, and to write a sentence.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away your 'quick-fire' word packs and use the words to play games like lotto, matching pairs and snap.</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 and identify 'a', 'o' and 'e' in the medial position, and to write a sentence.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to spell words with the medial phonemes 'o' and 'e', and how to put an instruction text in the right order.</i></p> |
| Phonics Five Segment and spell CVC words with medial vowels o and e. | <p>Phoneme frame: write words Give each child a three-box phoneme frame and pen. <i>Pip is going to show you how he can write whole words on the phoneme frame. I'm going to say the word. Pip is going to write it.</i> Say <i>hat</i>. Pip sounds out phonemes <i>h, a, t</i> and writes on the phoneme frame. Now it's your turn: '<i>pet</i>'. Segment the phonemes together: <i>p - e - t</i>. The children write <i>pet</i> on the phoneme frame. Ask them to show you and Pip their word, and check it. Repeat with: <i>dog, cot, hen, peg, log</i>.</p> |
| Text Ten Use sequential vocabulary. Re-establish features of text. Emphasise what a sentence is, and identify a sentence in text. | <p>Sentence level work Re-read the Jam Sandwich poster, together with the final sentence that you wrote yesterday. Use another copy of the poster. <i>Now I am going to cut this up into pieces.</i> <i>First of all I will cut off the title. Where shall I cut?</i> Cut off the title. <i>Now I am going to cut off the list of things we need. Where shall I cut?</i> Cut off the list. <i>Next I am going to cut up the step-by-step instructions. Pip, can you show me the first sentence? Where does it start and where does it end?</i> Pip points out the capital letter and full stop. Cut off the first instruction. <i>Can someone show me where the next sentence starts and ends?</i> Ask a child to point this out. Cut out the sentence. Repeat for the last two sentences. Give the children one piece each and ask them to sort themselves into the right order. Pip checks and helps them to sort themselves out. Draw attention to the version of the poster that has not been cut up, so that the children can check they are in the right place. <i>Now we will read the whole text again.</i> Check that it makes sense and is in the right order. <i>We know that this is the right order because all instruction texts are written in the same way. They always start by telling you what you are going to make, then give a list of the things you need. Then there are step-by-step instructions written in sentences.</i> Point to the parts of the poster as you speak.</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|-----------------|--|
| Fast Finisher | <p>Quick activity: Sequencing <i>You have practised looking at the parts of an instruction text and sorting them into the right order. Now you are going to try again with your own set of instructions.</i> Have the children work in pairs with A4 versions of the poster cut into sections. The children sequence correctly, and help each other to check and read with Pip's help.</p> |
| Take Away | <p>TA: <i>What did we learn today?</i> Ch: <i>We learned to spell words with the medial phonemes 'o' and 'e', and how to put instructions in the right order.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away a cut-up poster of 'How to make a Jam Sandwich' and practise putting it in the right order.</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 spell words with the medial phonemes 'o' and 'e', and how to put an instruction text in the right order.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to read CVC words, and spell some useful words.</i></p> |
| Phonics Five Read CVC words, identifying and matching medial vowels o, a, e. | <p>Play Word Match <i>We are going to play a game today where we try to match words with the same middle vowel.</i> Give one word card to each child (each card should have a picture to go with it). Word cards and pictures: cat/tap, dog/sock, pen/leg.</p> <p><i>Say your word. Identify the medial vowel phoneme and find somebody else with the same medial vowel.</i> Support the children, if necessary, by helping them to segment the phonemes and identify the medial vowel. When they have all found their partners, introduce some other words. <i>Pip is going to say three more words. Listen carefully and decide whether his word belongs with your pair.</i> Pip says: <i>hat, clock, men</i> (words only, no pictures).</p> |
| Text Ten Write and spell high frequency words: <i>the, make, put, on.</i> | <p>High frequency words / handwriting Before the session, mask the following words on the Jam Sandwich poster: <i>the, make, put, on.</i> Each child needs an individual whiteboard. <i>Pip has covered up some words on the poster. We'll read the instructions and try to guess the missing words. Then we will have a go at trying to spell them. We practised these words when we played 'quick-fire' on Tuesday, so you might be able to remember them.</i></p> <p>Read the title (with <i>make</i> missing). <i>What is missing?</i> Uncover, and work through Look, Cover, Write, Check with the children. <i>Look carefully at the word, and say each letter. Close your eyes and try to remember it. Open your eyes and check again.</i> Cover the word again. The children have a go at writing it on their whiteboards. Uncover it, and give time for the children to check. If they have made mistakes, identify the part of the word that they found difficult and encourage them to look carefully at that. Write the word again.</p> <p>Repeat this process with the following words: - <i>the</i> (covered in first sentence) [The children should know this one. Try asking them to spell it from memory, only working through Look, Cover, Write, Check if they have difficulties.] - <i>put</i> (covered in second sentence) - <i>on</i> (covered in third sentence)</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|--|---|
| | <p>Involve Pip in helping to check that the words have been spelled correctly. <i>These are the words that will be on your Writing Flap Cards this week. (If there is time, give out the cards and check that the children can read each of the words written on their cards.)</i></p> |
| Fast Finisher Develop confidence to 'have a go' at writing. | <p>Quick activity: 'have-a- go' writing – shopping list <i>Tomorrow we are going to make jam sandwiches, because Pip loves them. What do you think we will need?</i> Give time for the children to talk about ideas. <i>Now have a go at writing down your ideas on your whiteboard.</i> Each child writes a list on their whiteboard. <i>Thank you, now I can go shopping with my list.</i> (If the class have a role-play shop, the children could go 'shopping' in independent time).</p> |
| Take Away | <p>TA: <i>What did we learn today?</i> Ch: <i>We learned how to read CVC words, and how to spell some useful words.</i> Ch: <i>What will we take away?</i> TA: <i>You can practise spelling the words ('put', 'make', 'on', 'the') on your Writing Flap Cards during the week.</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 read CVC words, and how to spell some useful words.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to identify phonemes 'a', 'o' and 'e' in the middle of words, and how to read and follow instructions.</i></p> |
| Phonics Five Identify phonemes in medial position. | <p>Play Circle Swap Shop The children sit in a circle on the mat. Give out objects or picture cards, one to each child: map, bag, shell, pen, frog, clock. Call out a phoneme: <i>a</i>. Shout <i>Swap Shop!</i> Children who have an object with the same medial phoneme swap places. Repeat for <i>e</i> and <i>o</i>. <i>Now Pip is going to show an object (or picture) without saying the word.</i> Pip holds up a picture of a bed. The children think about the name of the object and decide whether the medial phoneme is the same as the thing they are holding. Shout <i>Swap Shop!</i> and the children change places as before. (Children with the shell and the pen will swap places.) Objects or picture cards: map, bag, shell, pen, frog, clock. For Pip: cat, bed, sock.</p> |
| Text Ten Read and follow instructions. Use phonological, graphic knowledge and sight vocabulary to write independently. | <p>Guided Writing: make the sandwich Before the session, assemble the ingredients and equipment to make a jam sandwich. <i>Today we're going to make jam sandwiches for everybody. Shall we read through the instructions to see what to do?</i> Look at the poster (with the final step masked). Give each child an A4 version without the final sentence. Read the 'You need' section, and check that you have got everything. Read step 1. Follow the instruction, with you and the children actually putting butter on the bread. Read steps 2 and 3, following the instructions each time so that each child makes their own sandwich.</p> <p>When the sandwiches have been made, talk about the final step. <i>What do we need to do now? First we are going to write the instruction, then we are going to do it!</i> Agree the sentence: <i>Now eat the sandwich.</i> Each child writes the sentence on their poster, using their knowledge of initial and final sounds, high frequency words (<i>the</i>) and words from the text (<i>sandwich</i>). Support the children as they write, prompting them to apply their knowledge in order to work more independently.</p> <p>Read the sentences together, then eat!</p> <p><i>Continued on next page</i></p> |

| Teaching points | Activities/Teaching prompts or script |
|---|--|
| Fast Finisher and Take Away Review and apply learning. | <p>Review of the week TA: <i>What have we done this week? What have we learned this week?</i> Encourage the children to remember things that they have done and things that they have learned. Explain how their learning can be applied. For example: TA: <i>It is useful to know how to read instructions. When I read a book of recipes, I know where to find the list of ingredients. Can you remember where the list is? That's right, underneath the title.</i> Ch: <i>What will we take away?</i> TA: <i>You will take away a Jam Sandwich poster. Try making your own sandwich at home, following the instructions.</i></p> |