

Week 10

WEEK 10 SESSIONS 46–50

Teaching assistant: Preparation and resources for this week

Session 46: Monday

Collect pictures / objects for 'Croaker' game.
Select for a Shared Reading text a story that uses patterned language, e.g. rhyming sentences.
Cover one rhyming word in the text.
Bring in a teddy bear for the Fast Finisher.
Copy the teddy bear picture for each child (PCM, p. 218).

Resources

Set of objects / pictures in a bag: skipping rope, fly, spider, snake, bread, snow.
Shared Reading text, e.g. *This is the Bear* by Sarah Hayes, Walker Books.
Repositionable notes.
Acetate sheet and pen.
Teddy bear.
Outline drawing of a bear (PCM, p. 218), copied for each child.

Session 47: Tuesday

Enlarge 'luggage label' sheet to A3 (PCM, p. 219).
Think of two rhyming sentences based on the book read yesterday (examples in script).
Sort out 'quick-fire' word cards and add new cards to the children's packs.

Resources

Four-box phoneme frame and pen for each child.
Teddy bear.
A3 version of 'Luggage Label' (PCM, p. 219).
Pip's pointer.
Quick-fire word cards: *who, came, our, school*.
Individual whiteboards and pens.
Packs of 'quick-fire' words for each child, with new words added

Session 48: Wednesday

Prepare Bingo Cards (PCM, pages 221–222) – laminate, if possible, so they can be re-used.
Cut a copy of the rhyming sentences from Tuesday into individual words.
Copy the sentences from Tuesday for each child. Cut them into individual words or phrases (suggestion in the 'Resource' section). Put them in an envelope for each child.

Resources

Bingo cards: *flip, flop, flap, frog, frock / snip, snap, snack, smack, slip / clip, clap, clop, crack, clock* (see PCMs, pages 221–222).
Rhyming sentences from yesterday, cut into individual words.
Individual copies of the rhyming sentences, cut up into words and phrases: e.g. *This is the bear who / came / to / our / school. / This is the bear who / looks / very / cool*.
Sentence boards

Session 49: Thursday

Prepare letter cards for Full Circle.
Cover about six words in the Shared Reading text used on Monday. Choose high frequency words that the children know, or words they can work out using phonics. Do not cover more than one word in a sentence. See the script for suggestions based on *This is the Bear*.
Prepare Writing Flap Cards with the new words *who, came, our, school*.

Resources

Large letter cards: *s, l, i, a, p, c, f* (*Progression in Phonics* PCMs 23, 16, 13, 5, 20, 7, 10).
Pre-prepared copy of text from Monday, with certain words covered with repositionable notes (see Text Ten for suggestions).
Writing Flap Cards with words written under flaps: *who, came, our, school*.
Whiteboard and pen for each child.

Session 50: Friday

Prepare seven paper plates with different consonant clusters: *cl, fl, sl, sn, fr, cr, sw*.

Make up word cards for Pip's Party Game.

Copy 'Luggage Label' sheets (PCMs, pages 219–220) and decide whether the children will need sentence stems written in for them.

Resources

Paper plates with consonant clusters written on them.

Word cards for Pip's party: *slip, slap, slick, clip, clap, clock, flip, flap, flick, snow, snap, snip, frock, frog, friend, cry, crisps, crunch, swing, sweet, swap* (see PCMs, p. 223).

Copies of 'Luggage Label' sheet – either blank, or with sentence stem written in (PCMs, pages 219–220).

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 words with two consonants at the beginning, and how a non-chronological report is written.</i> Ch: <i>What are we learning today?</i> TA/Puppet: <i>We are learning to listen for consonants at the beginning of words, and to read a book with patterned language.</i></p>
Phonics Five Identify the phoneme in a specified part of a word.	<p>Play Croaker using Pip <i>All last week we were listening for, reading and writing words with two consonants at the beginning. Pip's still getting in a muddle. So I think you're going to need to help him today. I've got some things in the bag. He's going to say them. Listen carefully to see if you can tell which part of the word he's getting wrong.</i></p> <p>Take the first object / picture out of the bag. Pip says the word, but makes a mistake. The children listen carefully and then say the correct word. Pip has another try and eventually gets it right. Words (and what Pip says): <i>skipping rope (slipping rope), fly (fry), spider (cider), snake (steak), bread (bed), snow (slow).</i> <i>So which part of each word was he getting wrong? What does he need to do? Listen for each phoneme at the beginning.</i></p>
Text Ten Identify rhyming words and use the pattern of the rhyme to predict and check unfamiliar words. Use phonological, contextual and grammatical knowledge.	<p>Shared Reading Select a book that uses patterned language, e.g. rhyming sentences. Look for one that has complete sentences, rather than lines of a poem, so that the children do not get confused about capital letters and full stops. This example is based on <i>This is the Bear</i> by Sarah Hayes, Walker Books, but could be adapted to other similar books.</p> <p>Before the session, cover up the second word of a rhyming pair on one page.</p> <p><i>Today we're going to read a book that you may know already. Look at the cover, read the title and blurb and encourage the children to discuss what they already know about the story. I'm going to read the book and you can join in with the parts you know. I want you to listen out for the rhyming words so that we can talk about them afterwards.</i></p> <p>Start reading, and carry on until you get to the word that is covered. <i>Oh dear, I can't read this word. I wonder if we can work it out? Lets re-read the last bit and think of a word that would make sense and sound right.</i> Draw attention to the rhyming pattern, and get the children to suggest words. For example: <i>We need a word to rhyme with 'clean'. You suggested 'been'. What would the first letter be? I will uncover the letter and see if you are right.</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
Identify patterns in text. Identify and read words in repeated phrases.	Finish reading the book. <i>Did you hear any rhyming words?</i> Encourage the children to give examples, looking back at the text to check if necessary. <i>Did you notice any words that were repeated on nearly every page? Let's try to find those words in the book.</i> (In <i>This is the Bear</i> – <i>this, is, the, who.</i>) Put an acetate sheet over a page (the first page, if using <i>This is the Bear</i>). Ask individual children to come up and draw a circle around one of the repeated words. Repeat this on the next page if you have time. <i>This book has patterned language because it uses rhyming words and some words are repeated on every page.</i>
Fast Finisher Use 'talk for writing', discussing own ideas based on the theme of the story.	Quick activity <i>I've brought a teddy bear of my own to show you today. He has had all sorts of adventures like the bear in the story. Can you think of anything that might have happened to him?</i> Give time for the children to talk about their own ideas for something that can happen to a bear. Encourage them to use ideas from the story. Give out sheets with outline drawings of a bear for the children to take away.
Take Away	TA: <i>What did we learn today?</i> Ch: <i>We learned to listen for consonants at the beginning of words, and how to read a book with patterned language.</i> Ch: <i>What are we going to take away?</i> TA: <i>You are going to take this picture of a bear. You can think about what might happen to him. Draw some little pictures around the outside to remind you.</i>

Teaching points	Activities/Teaching prompts or script
Oral Opener	All: <i>What did we learn yesterday?</i> Puppet: <i>We learned how to listen for consonants in words, and to read a patterned language text.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to identify phonemes and spell CCVC words, and to write our own rhyme like the one in the book.</i>
Phonics Five Identify phonemes and spell CCVC words.	Phoneme Frame Each child has their own four-box phoneme frame and Pip has one. <i>We're going to write some words on our phoneme frames. Pip's going to do the first one. Do you remember what he was getting wrong yesterday? That's right, he needs to think about the first two consonants.</i> <i>Say skip.</i> Pip writes <i>s-i-p</i> on his phoneme frame. <i>Oh no! He's forgotten something. Let's help him segment the phonemes. How many phonemes did you hear? There are four: s-k-i-p.</i> Pip writes the letters correctly in his phoneme frame. <i>There were two consonants at the beginning of the word – 's' and 'k'. Now it's your turn.</i> <i>Say these words: clap, trip, snap, flip, clock, brush.</i> The children write each one in turn on their phoneme frame. Check they have heard the consonant cluster and written the letters correctly.
Text Ten Revise patterns in text, and substitute own ideas; use these for writing. Use 'talk for writing' to collect, discuss and refine ideas before writing. Spell high frequency words correctly.	Shared Writing: text innovation Enlarge the 'Luggage Label' to A3. Before the session, think of two simple rhyming sentences that follow the same pattern as the book. For example, for <i>This is the Bear</i> : <i>'This is the bear who came to our school.</i> <i>This is the bear who looks very cool.'</i> <i>Do you remember our story from yesterday? Today we are going to write our own rhyme about the bear using the same pattern as in the book.</i> <i>I've brought my bear again today. I've got a label for him to wear around his neck, and the label will tell everybody what happened to him.</i> <i>I'm going to write two sentences, and each one will start with the words we found yesterday that were repeated all through the book. Do you remember what they were?</i> <i>(This is the... who...)</i> <i>The first sentence will go like this: 'This is the bear who came to our school.'</i> Get the children to think of ideas for a second sentence to rhyme with the first. When you have decided on the ideas, say the whole rhyme through together before writing. <i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
Spell using analogy with known words.	<i>I'm going to write our rhyme on the luggage label for my teddy to wear. The first word is 'This'. You've learned that before as one of your quick-fire words, so who can remember how to spell it?</i> Continue writing the sentences, involving the children in spelling words that they know, and joining in with re-reading the sentence to check that it makes sense.
Read fluently with attention to punctuation.	Use analogy with known words when spelling the rhyming word, e.g. <i>The last word I want to write is 'cool'. It rhymes with 'school', so let's see if we can use that to help us spell. What is the initial phoneme? The rest of the word is just like 'school', so I know that I need to use 'o-o-l' to spell it.</i>
Read fluently with attention to punctuation.	<i>Pip's going to read the whole rhyme for us now. We will listen and check that it makes sense.</i> Pip points to each word and reads in a stilted, word-by-word way. <i>Shall we show Pip how to read it?</i> Run the pointer under phrases and read fluently, pausing at the full stop.
Fast Finisher Read and spell high frequency words: <i>who, came, our, school.</i>	Play Quick-fire Words <i>We are going to play Quick-fire Words with some of the words that we have been using in our sentences today.</i> Show the children a word on a card. Ask them to read it out loud and try to remember it. The children 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 the word on their whiteboards and checking the spelling by looking back at the original card. Practise <i>who, came, our, school</i> in this way.
Take Away	TA: <i>What did we learn today?</i> Ch: <i>We learned to identify phonemes and spell CCVC words, and to write our own rhyme like the one in the book.</i> Ch: <i>What will we take away?</i> TA: <i>You can take away your own set of quick-fire words to play games with.</i>

Teaching points	Activities/Teaching prompts or script
Oral Opener	All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to identify phonemes and spell CCVC words, and to write our own rhyme like the one in the book.</i> Ch: <i>What are we learning today?</i> TA: <i>We are learning to blend phonemes to read CCVC words, and to check that words make sense when we read them in a sentence.</i>
Phonics Five Blend phonemes in CCVC words for reading.	Play Bingo Use extra Bingo cards (PCM, pages 221–222) for this game, not the <i>Progression in Phonics</i> cards. Make a set of cards with just the words on, to use as you call them out. Give out three Bingo cards, one between two, and pens. Give an extra copy of one card to Pip. Pick a card and call out the word. The children look for the word on their card and tick if they have it. Continue until one pair have ticked all their words and shouted <i>Bingo!</i> . Meanwhile, Pip is also ticking off words correctly! Look at the winning Bingo card together. Check with the word cards that have been called and make sure that the children are able to blend the phonemes to read the words.
Text Ten Expect reading to make sense and check if it does not.	Sentence level work Before the session, cut up a copy of the rhyming sentences you wrote yesterday into individual words. <i>I think Pip is in a bad mood – he was cross because we wrote a label for my teddy yesterday and we didn't do one for him. Just look what he has done to our writing from yesterday.</i> Show the children the cut-up words and spread them out on the table or carpet. <i>I will need you to help me put them in the right order.</i>
Use the pattern in the text to predict and check unfamiliar words.	Use the pattern of the rhyme and repeated words in the sentences as prompts to help the children as they re-order. e.g. <i>We can start by remembering those words that were repeated in every sentence in the book. We used them at the beginning of each sentence and some of them are 'quick-fire' words. Who can find: This / is / the / bear / who?</i> When the children have found these words, point out that there are two copies of each one, because each sentence starts in the same way.
Use phonological and graphic knowledge to read words.	<i>Now we need to finish each sentence.</i> Give further prompts as the children re-order the words and complete each sentence. For example, use punctuation: <i>The full stop goes at the end of the sentence;</i> use phonic strategies: <i>What is the initial phoneme in 'looks'? Which letter are you looking for at the beginning of the word?;</i> look for this week's 'quick-fire' words: <i>came, our, school.</i> <i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
	Keep re-reading the sentences so far, to check that the rhyme makes sense. When it is finished, read it through together. <i>Pip liked listening to you reading that rhyme. I think he's feeling a bit better now.</i>
Fast Finisher	Quick activity: sorting the rhyme <i>Now you are going to try sorting out your own copy of the rhyming sentences and putting them on your sentence boards.</i> Give each child a copy of the sentences. The repeated phrase is on one piece and the rest of each sentence is cut up into individual words, e.g. <i>This is the bear who / came / to / our / school. / This is the bear who / looks / very / cool.</i> Encourage the children to start by looking for the words that are repeated in the book and that you have used to start your sentences. The children read through the rhyme with Pip.
Take Away	TA: <i>What did we learn today?</i> Ch: <i>We learned to blend phonemes to read CCVC words, and to check that words make sense when we read them in a sentence.</i> Ch: <i>What will we take away?</i> TA: <i>You can take your cut-up rhyme and put it in the right order. Then you can read through the whole rhyme and check that it makes sense.</i> Each child takes an envelope with the cut-up phrases and words, and a sentence board.

Teaching points	Activities/Teaching prompts or script
Oral Opener	TA: <i>What did we learn yesterday?</i> Puppet: <i>We learned to read CCVC words, and to check that words make sense when we read them in a sentence.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to change the phonemes to make new words, and to use different ways to help us spell words.</i>
Phonics Five Manipulate phonemes to make CCVC words.	Play Full Circle <i>Today we are going to play a game that you have done before – Full Circle.</i> Give out letters to the children (and one for Pip): <i>s, l, i, a, p, c, f</i> (<i>Progression in Phonics PCMs, pages 53–56</i>) Say the first word – <i>slip</i> . Children with the correct cards come out and make the word. All segment the phonemes, then blend to read the whole word. Write this word on the board. <i>You need to look out to see when we get back to this word again. Let's see who will be the first to shout 'Full Circle!'</i> Go through the list of words, the children changing as needed to make words. Segment and blend the phonemes each time. Words: <i>slip, clip, flip, flap, clap, slap, slip.</i>
Text Ten Use a range of strategies to spell words correctly: – learning high frequency words, e.g. <i>this, went, who.</i> – using phonic knowledge and segmenting phonemes to spell, e.g. <i>man, back, smell.</i>	High frequency words and spelling Before the session, look back at the text you used for Shared Reading on Monday. Select about six words to cover up. The children are going to have a go at writing these words, so they need to be 'quick-fire' words, or words they can segment and spell. (In <i>This is the Bear</i> : p. 1 <i>This</i> ; p. 3 <i>man</i> ; p. 4 <i>back</i> ; p. 5 <i>went</i> ; p. 7 <i>who</i> ; p. 11 <i>smell</i> . The children each have a whiteboard so that they can attempt to spell the covered words as you read through the book. <i>Pip's been covering up all sorts of words in our book. We're going to see if we can fill in the gaps by writing the missing words on the whiteboards.</i> Read through the book, stopping each time you find a covered word. Talk to the children about what the word should be, and then give them a chance to write it on their whiteboards. Prompt them to use appropriate strategies. For <i>This is the Bear</i> : p. 1 <i>this</i> <i>We have learned this word before as a 'quick-fire' word. The initial phoneme is spelled with two letters – which ones are they?</i> p. 3 <i>man</i> <i>Say the word, and segment the phonemes: 'm-a-n'. Which medial vowel can you hear? Check that you have written the correct letter.</i> p. 4 <i>back</i> <i>Say the word, and segment the phonemes. Which two letters do you need for the final phoneme?</i> <i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
	<p>p. 5 <i>went</i> We have learned this word before as a 'quick-fire' word. There are two consonants at the end of this word. Segment the phonemes.</p> <p>p. 7 <i>who</i> This is a quick-fire word this week. It is quite a tricky one because it has a silent letter at the beginning.</p> <p>p. 11 <i>smell</i> Say the word, and segment the phonemes: 's-m-e-ll'. There are two consonants at the beginning. The final phoneme is spelled with two letters.</p> <p>Praise the children for applying what they have learned about spelling to try to spell words on their own. Look at all those words you can spell. You can remember to segment the phonemes to help you spell words in your own writing, and to spell the words that you have been learning for the 'quick-fire' games.</p>
<p>Fast Finisher and Take Away</p> <p>Read and spell high frequency words: <i>who, came, our, school.</i></p>	<p>Quick activity: Writing Flap Cards</p> <p>Prepare Writing Flap Cards with this week's words: <i>who, came, our, school.</i></p> <p>We are going to learn some more spellings now. Here are your cards with four new words under the flaps. Let's look at the words together. Can you find 'who', 'came', 'our', 'school'?</p> <p>Check that the children can read each word, and have a go at spelling a word using Look, Cover, Write, Check.</p> <p>TA: What did we learn today? Ch: We learned to change the phonemes to make new words, and to use different ways to spell words. Ch: What will we take away? TA: You are going to practise spelling the words on your Writing Flap Cards. Each child takes away their Writing Flap Cards.</p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: What did we learn yesterday? Puppet: We learned to change the phonemes to make new words, and to use different ways to spell words. Ch: What are we learning today? TA / Puppet: We are learning to hear the difference between consonant clusters, and how to write our own rhyming sentences.</p>
<p>Phonics Five</p> <p>Distinguish between initial consonant clusters.</p>	<p>Play Pip's Party</p> <p>Give each child and Pip a paper plate with a different consonant cluster written on it: <i>cl, fl, sh, sn, fr, cr, sw.</i></p> <p>Pick up the pile of word cards. I'm going to read out a word, but I am not going to show it to you. Listen to the consonants and the beginning of the word and decide whether it should go on your plate.</p> <p>With swan, for example: This goes on Pip's plate because it has got 'sw' at the beginning.</p> <p>Repeat for: <i>slip, slap, slick, clip, clap, clock, flip, flap, flick, snow, snap, snip, frock, frog, friend, cry, crisps, crunch, swing, sweet, swap.</i></p> <p>Each time the children decide whether the word should go on their plate. Show them the word and get them to check whether they are right.</p>
Text Ten	<p>Guided Writing</p> <p>The children are going to write their own pair of rhyming sentences today. They will use a 'luggage label'. They can either use a blank version (PCM, p. 219) and do all the writing independently, or they can use a version with the sentence stems already written in (PCM, p. 220). You will need to decide which sheet to give each child, depending on how much writing each child will be able to do independently.</p> <p>Use 'talk for writing' to collect and refine ideas, and to rehearse complete sentences orally before writing.</p> <p>Use patterns from reading for own writing.</p> <p>Substitute patterns in simple rhymes.</p> <p>Do you remember the Luggage Label we wrote for my teddy on Tuesday? Today you are going to write your own label to take home and put on your own teddy bear.</p> <p>First you need to think about what you are going to write.</p> <p>Give time for the children to discuss their ideas, reminding them of the sentence stem that they will use at the beginning of each sentence. Encourage them to think of ideas that are different from the Shared Writing.</p> <p>If they are finding it hard to think, suggest some first lines, so that they can think of their own rhyming line. For example: <i>This is the bear who fell out of bed. This is the bear who bumped his head.</i> Or: <i>This is the bear I like to cuddle. This is the bear who fell in a puddle.</i></p> <p>Continued on next page</p>

Teaching points	Activities/Teaching prompts or script
<p>Use phonological, graphic knowledge and high frequency words for spelling.</p>	<p>Encourage each child to say the whole rhyme out loud before they write, and to keep repeating it as they re-read their own writing, to help them remember what they want to write next. Support the children as they write independently, reminding them to use the spelling strategies practised yesterday: segment the phonemes, and remember the spelling of high frequency words. Prompt the children to use the correct punctuation as they write, e.g. <i>That is the end of your first sentence, so what do you need to do next?</i></p>
<p>Fast Finisher and Take Away Substitute patterns in simple rhymes.</p> <p>Review and apply learning.</p>	<p>Review of the week <i>Let's read our new rhymes to each other.</i> Each child has a turn at reading their own 'luggage label'. Check to see whether they can re-read what they have written.</p> <p>TA: <i>What have we learned this week?</i> Collect ideas from the children, e.g. how to segment and blend phonemes to spell and read CCVC words; how to write our own rhyming sentences. TA: <i>You have been using the things you have done in games to help you spell words this week. Can you think of any examples?</i> e.g. <i>When you tried to spell 'smell' on Thursday, you segmented the word into phonemes just like you do when you are playing 'Magnetic Letters'. That helped you to write two consonants at the beginning of the word.</i> Ch: <i>What will we take away?</i> TA: <i>You can take home your luggage label and read it to someone. You could cut it out and put it round your teddy bear's neck.</i></p>

Week 11

WEEK 11 SESSIONS 51-55

Teaching assistant: Preparation and resources for this week

PREPARATION FOR DICTIONARY (for [Session 52: Tuesday](#) and [Session 54: Thursday](#))

The focus for this week is making a simple dictionary with pictures and captions of the children in the group, and others in the class and school. You will need to make the following preparations:

- Either take photographs of the children before the session, e.g. with a digital camera, or find a time for the children to draw individual pictures of themselves. You will also need a picture of the puppet, the class teacher and yourself. You could use copies of the photos from Week 1.
- The pictures and captions will be compiled into a big book dictionary, with the alphabet written along the top of each page.
- Before the start of Tuesday's session, have the book made up, and put in entries for you and the class teacher. The page will include a picture, the person's name and a sentence about something they like, e.g. *Mrs Brown likes working with her group because they are good.*
- You can then add an entry for Pip on Tuesday, and one for each child in the group as they are completed during the week.

Session 51: Monday

Collect pictures / objects for 'Croaker' game.

Select a big book dictionary. It needs to be simple, have a theme, and to have blurb on the back cover, e.g. *Look for me in this ABC* Rigby Red Giant.

Make a set of name cards (one of every name in the group) for each child and a copy of the letters of the alphabet for each of them.

Resources

Bag with objects / pictures: hand, rubber band, list, belt, milk, pond.
Big book dictionary, e.g. *Look for me in this ABC* Rigby Red Giant, or any other simple themed dictionary (e.g. Oxford Literacy Web).
Pip's pointer.
Group's name cards – set of six for each child.
Alphabet strips for each child.

Session 52: Tuesday

Prepare the 'Dictionary of People in the Class' (see above).

If using a mnemonic for *because*, write it out: *big elephants can always understand small elephants.*

Find six simple picture dictionaries from the class.

Resources

Six counters per child.
Pre-made class name dictionary (with the alphabet written across the top of each page).
Six picture dictionaries.
Set of six letter cards – *a, d, m, t, g, w* – for each child.
Stopwatch (optional).

Session 53: Wednesday

Sort out a set of magnetic letters for each child: *n, d, k, b, a, l, i, s.*

Find a page from the big book dictionary with at least two sentences (e.g. *Look for me in this ABC*, p. 8).

Copy the sentence written yesterday, and cut up and muddle the words.

Make small copies of the sentence, cut up, in envelopes for each child.

Resources

Magnetic board and set of magnetic letters – *n, d, k, b, a, l, i, s* – for each child.
Big book from Monday.
Acetate sheet and marker.
Large copy of the sentence from Tuesday, cut up into separate words.
Sticky tack.
Small copies of the sentence from Tuesday, cut up into separate words – one for each child.
Sentence board for each child.

WEEK 11 SESSIONS 51-55

Teaching assistant: Preparation and resources for this week

Session 54: Thursday

Make up letter fans for each child with letters *l, s, t, b, e, f, i, a.*

Have photos or pictures of each child ready to use in the dictionary.

Prepare Writing Flap Cards with the words *like* and *because*.

Resources

Letter fans for each child with letters *l, s, t, b, e, f, i, a.*
Group's own dictionary with sentences from you, the class teacher and Pip already in position.
Photos or pictures of each of the children.
Paper for writing captions.
Glue.
Writing Flap Cards with *like* and *because*.

Session 55: Friday

The class teacher will select a Guided Reading text at the appropriate level (probably Bands 4-5).

Ideally, this will be a simple dictionary.

Select between six and twelve words from the dictionary and write them out on cards.

Resources

Seven four-box phoneme frames.
Guided Reading book (simple dictionary, selected by the class teacher) for each child.
Word cards (six words chosen from the Guided Reading dictionary).

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 the difference between consonant clusters, and to write our own verse for a song.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning how to hear consonant clusters at the end of words, and how to use a dictionary.</i></p>
Phonics Five Hear phonemes within consonant clusters in the final position.	<p>Play Croaker using Pip <i>Can you remember which part of words we were looking at last week?</i> <i>That's right – the beginning of the word. Today we are going to think about consonants at the <u>ends</u> of words. When we have two letters at the end, we call them <u>consonant clusters</u>, because the consonants cluster together.</i> <i>I'm going to take something out of the bag and Pip will say the word. See if you can hear the consonants at the end of the word.</i> Take a picture of a hand out of the bag. Pip says <i>hand</i> correctly. <i>Can you hear the final consonants?</i> Segment the phonemes together: <i>h-a-n-d – hand has the consonant cluster 'nd'.</i> <i>Now I'm going to show Pip some more things. Listen carefully to see whether he says the right word.</i> Show a rubber band; Pip says rubber <i>bad</i>. The children correct. Repeat by showing the list; Pip says <i>lind</i>. <i>Pip, you were thinking of the 'nd' cluster in 'hand'. This is a different one. Try again.</i> Pip says <i>list</i>. <i>What is the consonant cluster? Yes, it's 'st'.</i> Further objects / pictures: belt (<i>bent</i>), milk (<i>mink</i>); pond (<i>pod</i>).</p>
Text Ten Predict what a book will be about by looking at cover, blurb, etc. Understand the alphabetical organisation of dictionaries.	<p>Shared Reading Before the session, select a Big bookdictionary, e.g. <i>Look for me in this ABC</i>, Rigby Red Giant. The dictionary needs to be simple, and to have blurb on the back. Try to find a themed dictionary, e.g. children's names, food, animals.</p> <p>Show the children the cover of the big book. Read the title. <i>What do you think this is going to be about?</i> Prompt for: alphabet, non-fiction / information (not a story). <i>We can find out more by reading the blurb on the back.</i> Read this to the children (Pip can run his pointer along the lines as you read). Then ask for their predictions. <i>Now we are going to look inside the book and see if we are right.</i> Draw attention to the alphabet (usually displayed down the side of the page or across the top). <i>Why do you think these letters are here? What order are they in?</i> Prompt for: alphabetical order, entries on each page relate to a specific letter.</p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
Use simple dictionaries.	<p>Choose two or three pages to look at. Draw attention to the initial letter and read the page together, with Pip pointing. For example, for <i>Look for me in this ABC</i>: <i>What do you think will be on the 'F' page? This girl's name is 'Frankie'. Can you find anything else that begins with 'F'?</i> Read the sentence together: <i>Frankie has freckles on her face.</i> Ask the children to find <i>freckles</i> and <i>face</i>. Use the children's knowledge of the alphabet to find a particular word: <i>Now we are going to look for a boy called Tom. Where shall we look? Is 't' at the beginning of the alphabet or at the end?</i> Help the children to locate <i>t</i> in the alphabet at the side of the page rather than reading through the whole book. Turn to Tom's page. Read the sentence together. <i>This page is telling us more about Tom, because dictionaries tell you more about the word you are looking for.</i></p> <p>If you have time, look at further pages together. You could set a challenge, e.g. <i>Who can find the page with ... on? Who can find something beginning with ...?</i></p>
Fast Finisher Reinforce understanding of alphabetical order.	<p>Quick activity: sort names into alphabetical order The children each have their name card (see Week 1) and there is an alphabet strip on the table. <i>Can you sort yourselves into alphabetical order like a dictionary?</i> Support the children as they do this.</p>
Take Away	<p>TA: <i>What did we learn today?</i> Ch: <i>We learned how to hear consonant clusters at the end of words, and how to use a dictionary.</i> Ch: <i>What will we take away?</i> TA: <i>You will take away a set of name cards. You are going to sort them into alphabetical order.</i> Give each child a set of name cards with the names from the group, and an alphabet strip.</p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	All: <i>What did we learn yesterday?</i> Puppet: <i>We learned to hear consonant clusters at the end of words, and how to use a dictionary.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to identify consonant clusters at the end of words, and how a dictionary works.</i>
Phonics Five Segment phonemes in CVCCwords.	Play Sound Buttons <i>Yesterday Pip got in a muddle with the consonant clusters at the end of some words. Today you are going to help him by listening carefully. I'm going to say some words. You are going to segment the phonemes and decide how many you can hear. We'll use counters to help us.</i> Say a word: <i>belt</i> . The children segment <i>b-e-l-t</i> and place down four counters, one for each phoneme (they may need help with this). <i>There are four phonemes. The two at the end stick together, but still make separate sounds.</i> (You could demonstrate this by pushing the two counters together as you say each phoneme.) Repeat with these words: <i>felt, fist, jump, wasp, land, task</i> . Each time, say the word, segment it, count the phonemes, put down the counters, and push the counters together for the consonant cluster.
Text Ten	Shared Writing: dictionary of people in the class The dictionary will have been prepared before the session – see 'Teaching assistant: preparation and resources' page for full details. <i>We are going to make our own dictionary of people in our class. Each page will have a name and some information about that person. Our dictionary will have some information about what the person likes and explain why they like it. There are a couple of pages filled in already.</i> Show the children the completed pages for you and the teacher. Draw attention to the alphabetical order in the book.
Produce extended captions.	<i>We will start by writing about Pip.</i> If you have used <i>Look for me in this ABC</i> , follow the format of using other words in the sentence beginning with the same letter, e.g. <i>Hannah has her hands on her head!</i>
Use 'talk for writing' to discuss and refine ideas and to orally rehearse sentences before writing.	<i>Pip will go on this page, because his name begins with 'p'. Let's think of a sentence about Pip.</i> Give the children a chance to talk about their own ideas, using words with the initial sound <i>p</i> . Share suggestions, e.g. <i>Pip likes painting pictures.</i> Rehearse the sentence orally: <i>Can you hear words beginning with 'p'?</i> <i>I'm going to extend this sentence by adding a bit more.</i>
	<i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
Spell high frequency words – e.g. by using a mnemonic.	Include <i>because</i> as a way of extending the sentence, e.g. <i>You suggested 'Pip likes painting pictures'. Why do you think he likes doing that? So we could say 'Pip likes painting pictures because it is fun.'</i> Model the writing of the sentence, involving the children in helping with spellings. Draw attention to the spelling of <i>likes</i> and <i>because</i> . (You may find it helpful to use a mnemonic to help remember this difficult word. Check with the class teacher if you are unsure about this approach. An example has been included for you to use if needed: <i>'because' is a tricky word – one way of remembering it is to use a little saying: big elephants can always understand small elephants.</i> Have this written on a piece of paper already. As you say the words, underline each initial letter. Then refer to this as you write the letters of <i>because</i> in your sentence. Re-read the whole sentence together.
Fast Finisher Use simple dictionaries, and understand their alphabetical organisation.	Quick activity: play Dictionary Game Give a picture dictionary to each child. Hand them a letter card each. <i>How quickly can you find a word in your dictionary that begins with your letter?</i> The children take it in turns to find a word. (The game could be played with a stopwatch against the clock.)
Take Away	TA: <i>What have we learned today?</i> Ch: <i>We have learned to identify consonant clusters at the end of words, and how a dictionary works.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take your dictionary and six letter cards. See how quickly you can find a word beginning with each letter. Remember to look at the alphabet across the top of the page. Give each child an alphabet strip and set of six letters.</i>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>All: <i>What did we learn yesterday?</i> Puppet: <i>We learned how to identify consonant clusters at the end of words, and how a dictionary works.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to spell consonant clusters at the end of words, and to find and read sentences.</i></p>
Phonics Five Spell CVCC words.	<p>Play Magnetic Letters Give each child a magnetic board and set of magnetic letters: <i>n, d, k, b, a, l, i, s.</i> Use one board to demonstrate on. <i>I'm going to say a word to Pip. He's going to see if he can find the letters to spell that word and make it on the magnet board. Say band.</i> Pip repeats the word, segments it into phonemes – <i>b-a-n-d</i> – and thinks about the letters he needs. He puts them in the correct order on the board. Everybody reads the word together. <i>Now you can have a turn making some words on your magnetic boards.</i></p> <p>Repeat the process above for these words (do as many as you have time for): <i>bank, and, ink, link, blink, kind, sand, sink, sank.</i></p>
Text Ten	<p>Sentence level work Look back at the big book dictionary read on Monday. Select a page that has two sentences, or more (e.g. <i>Look for me in this ABC</i>, p. 8). Put a sheet of acetate over the page, and use dry-wipe pens to circle the sentences.</p>
Identify sentences in a text.	<p><i>You are going to be 'Sentence Spotters' today. I am going to ask Pip to find a sentence and draw a circle round the whole sentence. How will he know where the sentence begins and ends?</i> Prompt the children to say <i>capital letter</i> and <i>full stop</i>.</p>
Understand the concept of a sentence.	<p>Pip circles a single word. Read the word. <i>Is that right? It doesn't make sense, does it? Sentences always make sense.</i> <i>Who can come and remind Pip how to find a whole sentence?</i> Ask a child to come out and circle a sentence. <i>That's better. Pip circled a word, not a sentence. Let's see if Pip can circle another sentence.</i> Pip circles a line of writing, not a sentence. Read the line of text. <i>Is that right? No, it's just a line – it doesn't make sense.</i> <i>Who can come out and put a circle round the whole sentence?</i></p>
Expect the words in a sentence to make sense.	<p><i>We're going to look at the writing we did yesterday.</i> Before the session, cut up a copy of the sentence into individual words, muddle them up, and stick them on the board. Show the muddled sentence (<i>Pip likes painting pictures because it is fun</i>). Read it with the children.</p>
	<p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p><i>Can you see what's wrong with this? Has it got a capital letter at the beginning? Has it got a full stop at the end? Does it make sense?</i> Involve the children in deciding where the words should go. Unstick the parts and put them in the right place with the children's help. Read the sentence and check that it has a capital letter at the beginning and full stop at the end.</p>
Fast Finisher Expect the words in a sentence to make sense.	<p>Quick activity: cut-up sentences Give the children the cut-up sentence and ask them to re-assemble it on their sentence boards. Encourage them to keep reading the words and checking that it makes sense. When they have done that, ask them to turn their sentence boards round (portrait) and re-assemble the sentence again.</p>
Take Away	<p>TA: <i>What did we learn today?</i> Ch: <i>We learned to spell consonant clusters at the end of words, and to find and read sentences.</i> Ch: <i>What will we take away?</i> TA: <i>You can take your cut-up sentence and your sentence board and practise putting the sentence back together again. Remember, you can use the board two ways.</i> Give each child an envelope with the cut-up words from the sentence, and their sentence board.</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 consonant clusters at the end of words, and to find and read sentences.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to spell more consonant clusters at the end of words, and to write our own sentences and spell words correctly.</i></p>
Phonics Five Spell CVCC words.	<p>Letter fans Prepare a letter fan for each child with these letters: <i>l, s, t, b, e, f, i, a.</i> <i>Today we are going to use letter fans to make some words. Which part of the word have we been concentrating on this week? The consonant clusters at the end of words. Pip's going to try one first. Watch carefully to see whether he gets it right. Say the first word: belt. Pip repeats the words and segments the phonemes, but misses out one consonant: b-e-t. Pip finds the letters b, e and t on the letter fan. Read the word together. What has Pip forgotten to put in his word? He's only put one consonant instead of two. Let's help him put it right. Read the word together.</i></p> <p><i>Now you can make some words. Read each word and give the children time to find the letters. When you call Show Me! they all show you their fans. If there are any difficulties, say the word, segment the phonemes and support the children in finding the correct letters. Words: belt, best, felt, fist, list, last, fast, salt.</i></p>
Text Ten	<p>Guided Writing using high frequency words You will need photos of each child or pictures that they have drawn of themselves for this activity.</p> <p>Start by looking together at the dictionary you have been making together, with the entries that you have written already for you, Pip and the class teacher.</p>
Write extended captions.	<p>Turn to the page for the class teacher's dictionary entry and read together what he / she has written. e.g. <i>Which page will Ms Smith be on? Let's read what Ms Smith has written about herself - 'Ms Smith likes sausages because they are scrumptious. Now you can write a sentence about yourself for our dictionary.</i></p> <p>Hand out photos and give the children time to talk about what their sentence will be. <i>You need to think about something that you like, and explain why you like it.</i></p>
Use 'talk for writing' to rehearse complete sentences orally before writing.	
	<i>Continued on next page</i>

Teaching points	Activities/Teaching prompts or script
	<p>Go round the group and make sure that each child can say out loud the sentence they intend to write. Help them with the structure: <i>[own name] likes ... because ...</i>. Support the children as they each write their sentence on paper (to be stuck in the dictionary at the end of the session). Prompt them to use spelling strategies, e.g. saying the word and segmenting phonemes, thinking about spellings that they know, using word lists.</p> <p>If possible, help them try to think about a word that begins with the same letter as their name, e.g. <i>Aiden likes apples...</i>, <i>Dot likes doughnuts...</i></p>
Use phonological and graphic knowledge to write words.	
Fast Finisher Reinforce alphabetical order.	<p>Quick activity: putting work in the dictionary Each child reads their sentence. Ask them which page their picture and caption need to go on in the dictionary. Stick the work in the book. If you have time, read through some of the dictionary pages together.</p>
Take Away	<p>TA: <i>What have we learned today?</i> Ch: <i>We have been spelling more consonant clusters at the end of words, and writing our own sentences.</i> Ch: <i>What are we taking away?</i> TA: <i>Here are your Writing Flap Cards. The two new words are 'like' and 'because'. You are going to practise spelling and writing these words. Can anyone remember our saying for 'because'? Yes, that's right - big elephants can always understand small elephants.</i> Each child takes away their Writing Flap Cards and practises spelling the new words.</p>

Teaching points	Activities/Teaching prompts or script
Oral Opener	<p>TA: <i>What did we learn yesterday?</i> Puppet: <i>We learned to spell consonant clusters at the end of words, and to write our own sentences and spell words correctly.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to spell more consonant clusters at the end of words, and all the things we can do to help us read a book on our own.</i></p>
Phonics Five Segment, spell and write CVCC words.	<p>Phoneme frames Give each child a four-box phoneme frame and have one for Pip. <i>We are going to write some words on our phoneme frames. Pip's going to do the first one. Check to see whether he gets it right.</i> Say <i>help</i>. Pip writes <i>h-e-p</i>. <i>Oh no, he's forgotten something again. Let's help him segment the phonemes: 'h-e-l-p'. There was a consonant cluster at the end of the word. What was it? Yes, 'lp'.</i></p> <p>Say these words: <i>hand, list, belt, jump</i>. The children write each one. Check they have heard the final consonant cluster and written it correctly.</p>
Text Ten	<p>Guided Reading Before the session, the class teacher will select a Guided Reading text at an appropriate level (probably Bands 5/6). Ideally, this will be a simple dictionary. Select between six and twelve words from the book and write them out on cards for the children to find later.</p> <p>Book introduction: Look at the cover, title, and blurb. Predict whether it will be a story, information, or a dictionary. <i>Is this like the Big book we've been reading this week? If it is, what will we find?</i> Draw out: alphabetical order, captions (a sentence that gives more information about the word), pictures. Ask the children to find a word beginning with <i>m</i>. <i>Is it at the beginning, middle or end of the alphabet? It is in the middle of the alphabet, so you looked in the middle of the dictionary.</i> Ask a child to read a word beginning with <i>m</i> in the dictionary.</p> <p>Strategy check: <i>What sorts of things can you do if you get to a word you're not sure of?</i> Prompt for: sounding it out; leaving out the word, reading the rest of the sentence, going back and seeing which word would make sense; does it look like a word you know already? Remind the children that it might be a 'quick-fire' word that they know already.</p> <p><i>Continued on next page</i></p>
Orchestrate all clues. Solve problems independently, drawing on a range of cues and checking for meaning.	

Teaching points	Activities/Teaching prompts or script
Use simple dictionaries.	<p>Independent Reading: Put a pile of words in the middle of the table. <i>When we are reading a dictionary we don't need to read the whole book. We just look up particular words. I want you to pick up a card, find that word in the dictionary and read the caption with the word. When you have found one word, put your card back in the middle of the table and choose another card.</i> Support the children as they read independently.</p> <p>Return to text: Ask each child to tell you something about the words they looked up. Refer to and praise strategies used by children in independent reading.</p> <p>Response to text: We've been looking at dictionaries this week. Which one did you like best, and why?</p>
Fast Finisher and Take Away Review and apply learning.	<p>Review of the week TA: <i>Who can remember some of the things we have done this week, and some of the things you have learned?</i> Ch: <i>We have read dictionaries, we have learned how to spell words with consonant clusters at the end. We have learned to spell 'because'.</i> TA: <i>We have learned a lot about consonant clusters at the end of words. It is useful to know about consonant clusters to help with your spelling. If you say the word and segment the phonemes, you can often hear two phonemes after the vowel, so you know that you will need to use two consonants in your spelling.</i> Ch: <i>What will we take away?</i> TA: <i>You will take your Guided Reading book home to read to your family.</i></p>

Week 12

The focus this week is on the children writing their own version of the Cinderella story. The Text Ten focus is on writing (Tuesday to Friday) so the pattern this week does not follow the same pattern as previous weeks.

Session 56: Monday

Copy Bingo cards from *Progression in Phonics* pp. 112–3 (laminare, if possible, so they can be re-used) and make a set of cards with the words.

Select a big book version of 'Cinderella'. It should be a fairly simple traditional version, e.g. *Cinderella* - retold by S.Cullimore, Pelican Longman; *Cinderella*, 'Take 2' series, Ginn.

Collect Cinderella 'props' or make copies of picture cards.

Make word cards (PCM, p. 231) with *beginning, middle, end*.

Cover words on the first page: *once, time, lived*.

Make sets of picture cards (PCM, pages 226–223) for re-telling the story.

Resources

Bingo Cards (*Progression in Phonics* PCMs, pages 112–113).

Word cards for Bingo (*wimp, wind, whisk, west, went; held, hump, hand, hulk, hunt; must, musk, mist, milk, mint*).

Simple, big book version of 'Cinderella'.

Props or pictures: glass slipper, wand, clock at midnight, pumpkin, mice (PCM, p. 225).

Word cards: *beginning, middle, end* (PCM, p. 231).

Sticky tack.

Pip's pointer.

Cards depicting events 1–8 in the story – one set per child (PCM, pages 226–227):

1. Cinderella cleaning floor.
2. Stepsisters shouting at Cinderella.
3. Invitations.
4. Fairy Godmother, pumpkin and mice.
5. Prince and Cinderella dancing.
6. Slipper and clock at midnight.
7. Trying on slipper.
8. Wedding.

Session 57: Tuesday

Make letter cards for Full Circle (*Progression in Phonics* PCM, pages 53–62).

Make zigzag books with eight pages; stick copies of the Cinderella pictures into each book, one per page.

Add new 'quick-fire' words to the children's packs: *once, time, lived, after*.

Resources

A4 letter cards: *b, s, t, l, n, p, m, e* (PCMs 6, 23, 24, 16, 18, 20, 17, 9).

Zigzag books with at least eight pages (from long strip of paper) – one each.

One copy each of the picture set used for re-telling yesterday.

Pictures to be stuck into the zigzag book.

Quick-fire word cards: *once, time, lived, after*, with small copies added to the children's packs.

Session 58: Wednesday

Collect seven paper plates and write a final consonant cluster on each one.

Cut up word cards (PCM, p. 232).

Copy Cinderella pictures with sentences, and cut into the eight separate parts of the story (PCM, pages 228–229).

Copy Cinderella pictures with sentences for each child.

Resources

Seven paper plates, each with a consonant cluster: *st, ft, lt, sk, mp, nk, nd*.

Word cards: *best, list, nest, lift, gift, raft, melt, salt, felt, desk, rusk, mask, bump, chimp, lamp, sink, bank, think, hand, wind, send* (PCM, p. 232).

Copy of Cinderella picture and sentence cards (see above), cut up into the eight separate parts of the story.

Small version of the cut-up sentences and illustrations for each child.

Teaching points	Activities/Teaching prompts or script
<p>Identify the structure of a fairy story.</p> <p>Use contextual, grammatical and phonic knowledge to work out words.</p>	<p>Read briskly, with Pip running the pointer under each line (not pointing word by word) to aid fluency.</p> <p>Talk about the words that have been covered on the first page.</p> <p>Read the whole sentence with the gaps and ask the children to guess what is missing. Prompt for use of contextual knowledge: <i>Think about how fairy stories usually start. Talk about the word once. This is a tricky word! The first phoneme is 'w', but we do not spell it with the letter 'w'. Check using phonic knowledge for the initial sounds in time and lived, e.g. Which phoneme can you hear at the beginning of 'time'? Let's look under the sticky note. Is there a 't' at the beginning of this word?</i></p> <p>Read up to the arrival of the invitation. <i>We've read the beginning of the story. What happened?</i> Stick on the <i>beginning</i> word card.</p> <p><i>Now we're going to read the middle of the fairy story.</i> Pip points under each line as you read up to the point where the clock strikes midnight and Cinderella loses her slipper. <i>That's the middle of the story</i> (stick on the <i>middle</i> card), <i>where quite a lot happens.</i></p> <p>Briefly ask the children to recount the events.</p> <p><i>Now let's read the end.</i> Pip points under each line as you read to the end. <i>That's the end of the fairy story.</i> Stick on the <i>end</i> card.</p>
<p>Re-tell stories giving main points in sequence.</p>	<p><i>I wonder whether you can remember what happened in the different parts of the story?</i> Take the beginning, middle and end cards and give them out, one between two. Ask each pair quickly to recount their part of the story.</p>
<p>Fast Finisher Re-tell stories giving main points in sequence.</p>	<p>Quick activity: play Picture Game</p> <p>Give each child a picture of an event in the story, with a card each for you and Pip. Ask them to identify where their picture comes in the story (beginning, middle, end).</p> <p>Ask the children to stand in line in the right order and then ask each child to tell their part of the story. (The children may need help with using the story language – <i>Once a upon a time, happily ever after</i>, etc.)</p> <p>Pictures:</p> <ol style="list-style-type: none"> 1. Cinderella cleaning floor. 2. Stepsisters shouting at Cinderella. 3. Invitation. 4. Fairy Godmother, pumpkin and mice. 5. Prince and Cinderella dancing. 6. Slipper and clock at midnight. 7. Trying on slipper. 8. Wedding. <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
<p>Take Away</p>	<p>TA: <i>What did we learn today?</i> Ch: <i>To read words with consonant clusters at the end, and to look for the beginning, middle and end of a fairy story.</i></p> <p>Ch: <i>What will we take away?</i> TA: <i>You are each going to take away a set of pictures to put in the right order and tell the story. Remember to say 'Once upon a time' at the beginning, and 'They all lived happily ever after' at the end.</i></p> <p>Give copies of the eight picture cards to each child.</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 words ending in consonant clusters, and to look for the beginning, middle and end of a fairy story.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to move phonemes around to make CVCC words, and to write two sentences for the beginning of a fairy story.</i></p>
Phonics Five Manipulate phonemes to make CVCC words.	<p>Play Full Circle Give out letters to the children, keeping one for you and another for Pip: <i>b, s, t, l, n, p, m, e</i> (<i>Progression in Phonics, PCM, pages 53–55</i>).</p> <p>Say the first word, <i>best</i>. The children with the correct letter cards come out and make the word. All segment the phonemes, then blend to read the whole word. Write this word on the board. <i>You need to look out to see when we get back to this word again. Let's see who will be the first to shout 'Full Circle!'</i></p> <p>Go through the list of words, the children changing as needed to make words. Segment and blend the phonemes each time. Word: <i>best, belt, bent, pent, pelt, melt, met, net, nest, best</i>.</p>
Text Ten	<p>Guided Writing (no Shared Writing this week) Before the session, make zigzag books out of long strips of paper or card. Fold to make eight pages. Stick copies of the eight pictures the children have used for re-telling onto the pages.</p> <p>Use the term <i>sentence</i> appropriately.</p> <p>Use some elements of known stories to structure own writing.</p> <p>Use 'talk for writing' to refine ideas and rehearse sentences orally before writing.</p> <p>Use phonological and graphic knowledge to write words.</p> <p><i>This week we are going to make a book to take home about Cinderella. Here are some zigzag books with the pictures from yesterday stuck in. Let's look at the first two pictures. Today you're going to write sentences for the beginning of the story.</i></p> <p>Ask the children to look at the pictures of Cinderella sweeping and the ugly sisters shouting and compose a sentence for each one. Remind them that a sentence needs to make sense.</p> <p>Remind them also of story language – e.g. <i>Once upon a time</i> – and help them to re-phrase their opening sentence to include this phrase.</p> <p>Ask the children to write a sentence for each picture, e.g. <i>Once upon a time there lived a girl called Cinderella. Her sisters didn't like her.</i></p> <p>Support the children as they write their first two sentences. Prompt to remind them of spelling strategies. <i>'Once' is a tricky word. Do you remember which letter it starts with? We looked at it yesterday. We could look at the beginning of the book to check our spelling.</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p><i>You've written 'Once upon a ...' Re-read your sentence so far. Which word do you need next? That's right, 'time', because fairy stories usually start with that phrase.</i> <i>What is the phoneme at the beginning of 'sister'? Can you hear any other phonemes in 'sister'?</i> <i>We were learning how to spell 'like' last week. Can you remember how to spell it? Is it up on the wall?</i></p> <p>Encourage the children to read through their sentences and check that they make sense. <i>Now you have written the beginning of your Cinderella story.</i></p>
Fast Finisher Read and spell high frequency words: <i>once, time, lived, after</i> .	<p>Play Quick-fire Words <i>We are going to play Quick-fire Words with some of the words we've been reading and writing from our story.</i></p> <p>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>once</i> and <i>time</i> in this way, and <i>lived</i> and <i>after</i> if you have time.</p>
Take Away	<p>TA: <i>What did we learn today?</i> Ch: <i>To move phonemes around to make CVCC words, and to write two sentences for the beginning of a fairy story.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take away your quick-fire word pack and play games to help you remember how to read and spell those 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 move phonemes around to make CVCC words, and to write two sentences for the beginning of a fairy story.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear and see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order.</i></p>
Phonics Five Distinguish between final consonant clusters.	<p>Play Pip's Party <i>We're going to have a little party for Pip. Here are the paper plates.</i> Hand out the paper plates with the final consonant clusters on: <i>st, ft, lt, sk, mp, nk, nd</i> (one for each child and one for Pip). Pick up a pile of word cards.</p> <p><i>I'm going to read out a word and not show you. Listen to the consonants at the end of the word and decide whether it should go on your plate. Read a word, e.g. best. That goes on Pip's plate because it's got 'st' at the end of the word.</i></p> <p>Repeat for: <i>list, nest, lift, gift, raft, melt, salt, felt, desk, rusk, mask, bump, chimp, lamp, sink, bank, think, hand, wind, send.</i> Each time, the child looks at the word on the card to check if they are right. <i>Look carefully at the last two letters. Are they the same as the ones on your plate?</i></p>
Text Ten Identify the structure of a fairy story. Use the term <i>sentence</i> appropriately.	<p>Sentence level work Copy the Cinderella illustrations with sentences underneath and cut them up.</p> <p><i>I am going to show you eight sentences that are a version of our story, 'Cinderella'. We are going to sort them into the right order.</i> Give out one picture / sentence card to each child, one to Pip and keep one for yourself.</p> <ol style="list-style-type: none"> Once upon a time there was a girl called Cinderella. Her sisters didn't like her. One day they got an invitation. The Fairy Godmother waved her wand. Cinderella danced with a prince. As midnight struck she ran home and lost a slipper. The slipper fitted Cinderella. They got married and lived happily ever after. <p>Ask each child to have a go at reading the sentence on their own card, and give help where needed. <i>We've got the whole Cinderella story, but it's all muddled up. Let's try to sort it out.</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p><i>Who thinks they've got the sentences for the beginning of the story?</i> Help the children with the first two sentences to stand up and put themselves in the right order. Re-read together. <i>That's the beginning of the story. Now who thinks that they have a card from the middle of the story? Remember that bit is longer, so there might be a few sentences to sort out.</i> Help the children to identify the next four sentences. Re-read the story so far. <i>We've found the beginning and the middle, now we just need the end. Who thinks they should be the last card?</i> Help the children to identify <i>happily ever after</i> as a traditional ending for a fairy story. Each child reads the sentence on their card to tell the whole story.</p>
Fast Finisher Identify the structure of a fairy story.	<p>Quick activity: sentence sorting Give out a set of the Cinderella pictures and sentences, one between two. <i>I want you to work together. Read the sentences and look at the pictures. Decide what order they should go in. When you think you are ready, read through the sentences together to check that the story makes sense.</i> Give the children time to sort out the pictures and sentences, supporting as needed. Reinforce the traditional story language: <i>Once upon a time... at the beginning, ... happily ever after at the end.</i></p>
Take Away	<p>TA: <i>What did we learn today?</i> Ch: <i>We learned to hear and see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order.</i> Ch: <i>What will we take away?</i> TA: <i>You are going to take away your sentences to put in the right order – the pictures are there to help you. When you have sorted them, you can read the story to yourself or to someone else.</i> Each child takes a set of the Cinderella picture / sentence cards to sort into the correct order and re-read the story.</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 see the difference between consonant clusters at the end of words, and to read sentences and put them in the right order.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear the difference between different consonant clusters at the end of words, and how to write the middle of our fairy story.</i></p>
Phonics Five Identify and distinguish between final consonant clusters.	<p>Play Throw It In The Hoop Divide the children into twos. Give each pair three pictures / objects. Place three hoops on the floor with one picture / object in each: <u>toast</u>, <u>sand</u>, <u>pink</u> (picture / object coloured pink).</p> <p><i>We're going to play Throw it in the hoop. If you and your partner have an object with the same final consonant cluster as the object, throw it in the hoop. Let's just say the names of the objects in the hoop – toast, sand, pink. Let's say the names of the pictures on your cards / objects – nest, vest, first, ink, tank, wink, pond, hand, wand.</i></p> <p>The children take it in turns to throw their object / picture in the right hoop after discussion with their partner. When they have finished, look at each thing together. Say the word and identify the final consonant cluster. <i>Listen carefully to the end of the word. Does it sound the same as the thing that was already in the hoop, or does it need to move to a different hoop?</i></p>
Text Ten (The expectation is high here.) The emphasis is on 'having a go' at writing the story in their own words. Use phonological and graphic knowledge to write words. Use some of the elements of known stories to structure own writing. Use 'talk for writing' to rehearse sentences orally and refine them before writing.	<p>Guided Writing: the middle of the story Give out the children's zigzag books from Tuesday. <i>You have already written your first two sentences. Now you're going to write the middle of the story. Have a look in your book and remind yourself what you have written already.</i> Give time for the children to read through quickly. <i>You have written the beginning, so the next bit is the middle where lots of things happen. Look at the pictures in the book and talk to your partner about what you are going to write about for the next four pictures.</i> Prompt for: invitation, the Fairy Godmother, dancing with prince, losing shoes. <i>Now turn what you have said into four proper sentences. Tell your partner your four sentences.</i> Prompt for something like: <i>One day they got an invitation. The Fairy Godmother waved her wand. Cinderella danced with the prince. At midnight she ran out and lost a slipper.</i> <i>Now I want you to write your sentences into your zigzag books. Here are some words to help you.</i> Write on the board: <i>invitation, Fairy Godmother, Cinderella, prince.</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p>Support the children as they have a go at writing the next four sentences in their zigzag books. Encourage them to use their own words when re-telling the story and to think of their own strategies for spelling words.</p> <p>If the children have not finished these sentences, they can continue as part of their Take Away activity. They may need a bit more time in class for this.</p>
Fast Finisher	<p>Quick activity: reading own stories <i>Remember that it is important our sentences make sense, and that we have used the ideas from the Cinderella story in our own writing. Listen to the stories and see if you think that anything needs changing.</i> Ask each child to read out their story so far. The other children help by checking that it makes sense and suggesting changes if needed.</p>
Take Away	<p>TA: <i>What did we learn today?</i> Ch: <i>To hear the difference between consonant clusters at the end of words, and how to write the middle of the story.</i> Ch: <i>What will we take away?</i> TA: <i>Your Writing Flap Cards to practise spelling four new words. They are the words that we were using in our 'Quick-fire' game yesterday.</i> Give out cards with <i>once, time, lived, after</i> written under the flaps. Quickly check that the children can read the words. If they have not finished their sentences, they could also take their Cinderella zigzag books.</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 difference between consonant clusters at the end of words, and how to write the middle of the story.</i> Ch: <i>What are we learning today?</i> TA / Puppet: <i>We are learning to hear consonant clusters at the beginning and end of words, and to write the end of the story.</i></p>
Phonics Five Identify initial and final consonant clusters in CCVC and CVCC words.	<p>Play Rubbish Or Treasure? <i>We haven't played this game for a few weeks, but I think you will remember it. We are going to help Pip sort out the rubbish and treasure. He has got some tricky words for you today.</i> The children sit in a circle with Pip in the middle. He has a bin on one side and a treasure chest on the other. Each child has two or three pictures / objects. <i>Pip is collecting words that have consonant clusters at the end. All the other words will need to go in the bin. Look at your first picture / object. Does Pip want it, or shall we put it 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. At the end of the game, check the contents of the bin and Pip's collection. Is everything in the right place?</p> <p>Pictures / objects: hand, pond, list, belt, milk, wand, rubber band, bank, vest, nest, clock, snow, frog, flag, brush, black, slug.</p>
Text Ten Use 'talk for writing' to rehearse and refine ideas before writing. Use some of the elements of known stories to structure own writing. Use the term <i>sentence</i> appropriately. Write in sentences.	<p>Guided Writing: the end of the story <i>Today we are going to finish writing our books on Cinderella. Do you remember what you have written already?</i> Give out the books and give the children time to look through and remind themselves. <i>That's right, you've written the beginning and the middle of the story. So what do you think you are going to write today?</i> <i>It's the end of the story that we need. Look at the last two pictures and talk to your partner about what happens at the end of the story.</i></p> <p><i>We are going to write two sentences in our books to write the end of the story. Think about the two sentences you would like to write under the pictures, and tell them to your partner.</i> e.g. <i>The slipper fitted Cinderella. They got married and lived happily ever after.</i> Prompt the children to use the traditional ending for a fairy story. <i>Have a go at writing these two sentences. Here are some words to help you.</i> Write up: <i>married, happily, ever.</i></p> <p><i>Continued on next page</i></p>

Teaching points	Activities/Teaching prompts or script
	<p>Support the children as they work independently. Encourage them to use their own words when re-telling the story and to think of their own strategies for spelling words. When they are writing the final sentence, challenge them to try spelling <i>lived</i> and <i>after</i> correctly. <i>These words were on your Writing Flap Cards yesterday.</i> (You may also have used them as 'Quick-fire' words.)</p> <p>As they finish, ask the children to read through their whole story and check that they are happy with it.</p>
Fast Finisher	<p>Quick activity: review of learning Before the session, think about each child in the group. Identify at least one thing that they have learned or an achievement during the time they have spent with you.</p>
Take Away	<p>Ch: <i>What will we take away?</i> TA: <i>You can take home your Cinderella zigzag books, and read them to someone at home.</i> TA: <i>This is our last session. I want you all to think about the things that you have done during our sessions. What did you like best?</i> Give the children thinking and talking time, and go round the group asking for ideas. <i>You have learned lots of new things. What do you think you have learned?</i> Give time to think, and help each child to think about at least one thing they have achieved. <i>Pip would like to say 'Well done' to everybody, and so would I!</i></p>

	COMMENTS
<p>Word level: phonic and letter knowledge</p> <ul style="list-style-type: none"> ● Hear, say and count phonemes in some words. ● Segment and blend CVC words. ● Sort some words into alphabetical order by initial letter (using an alphabet strip). <p>Word level: word knowledge and sight vocabulary</p> <ul style="list-style-type: none"> ● Read and write words from previous progress checks: <i>is, my, this, a, big, day, away, said, the, what, you, make, put, on, here, is, our, was, school, then, saw.</i> ● has, can, got, like, because, who, came, after, once, time, lived <p><i>In Guided Reading:</i></p> <ul style="list-style-type: none"> ● 'Point' with eyes, using finger only at point of difficulty. ● Use phonic knowledge to check and self-correct, using initial, medial and final sounds. ● Apply knowledge of sight vocabulary. ● Identify and read words such as <i>once, upon, time, lived, after.</i> <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. ● Apply knowledge of story language in own writing. 	
<p>Sentence level</p> <ul style="list-style-type: none"> ● Match sentences to pictures. ● Put two cut-up sentences together and re-read. ● Understand that a line of writing is not the same as a sentence. <p><i>In Guided Reading:</i></p> <ul style="list-style-type: none"> ● Read the text fluently, with attention to punctuation. ● Re-read a sentence if stuck or to attempt / check a word. ● Use the meaning of a sentence to attempt a tricky word. 	

	COMMENTS
<p><i>In Guided Writing:</i></p> <ul style="list-style-type: none"> ● Say and write sentences and check for sense. ● Write simple sentences using capital letters and full stops. ● Write captions. 	
<p>Text level</p> <ul style="list-style-type: none"> ● Find the heading, the picture and some information in an information text. ● Know the difference between a fiction and an information text. ● Predict what a book is about from looking at the cover, title, and blurb. ● Re-tell a fairy story in the correct sequence. ● Make up an extra verse or phrase based on a repetitive / patterned text. 	
<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"> ● Use familiar text as a model for own writing. 	