**Phase 3 Reception**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Revisit/ Review | Recall all letter sounds (s a t p i n m d g o c k ck e u r h b f f l ll ss j v w x y z qu sh ch th ng). | Recall ‘ai’ using flashcards. | Recall ‘ee’ by using phonics play and flashcards. | Recall ‘igh’, show the children the action, and get them to repeat the sound. | Recall all the sounds they have learnt this week.  Recap ‘oa’. |
| Teach | Teach ‘ai’ using Jolly Phonics, Starfall and Giant Phonics.  Tricky words ‘they, you, was, my and all’.  Teach- on, not, and, into. | Teach ‘ee’ using Jolly Phonics and giant phonics.  Tricky words ‘they, you, was, my and all’.  Teach- on, not, and, into. | Teach ‘igh’ using Jolly Phonics and giant phonics.  Tricky words ‘they, you, was, my and all’.  Teach- on, not, and, into. | Teach ‘oa’ using Jolly Phonics and Giant Phonics.  Tricky words ‘they, you, was, my and all’.  Teach- on, not, and, into. | Recap on this week’s sounds and words. |
| Practise | Robot talk, stand up and pace out- wait hail pain aim sail main tail rain bait | Play Buried Treasure Words: see feel weep feet meet deep ree leeb deet meep | Robot talk- high light night fight sigh tonight might tight | Model writing- goat foal cat dog rat fox rat sheep vet | Recap over all sounds learnt so far using a phonics play game.  Show tricky word cards- children have to tell me the word. |
| Apply | Draw ‘ai’ using a variety of media (whiteboards, in the air).  On w/b- I will wait for a taxi. The cat has a long tail. I sang a song in the rain. | Read together and model blending tricky words. He can see his big feet. I feel sad in the rain. A cat can meet a rat. | Draw ‘igh’ using a variety of media (whiteboards, in the air).Yes/No game-Is it light at night? Can fish weep? Can a fox sail? Can a rat feel pain? Will it rain tonight? Will a chick cheep? | Pretend children are animal owners and you are the vet. Model writing Can the vet see my …? | Read together and model blending tricky words.  Write a sentence including a tricky word. |
| **Assessment:**  Give the sound when shown any phrase 2 and some phase 3 letters.  Be able to orally blend and segment CVC and CVCC words. | | | Be able to read tricky words- the, to, I, no, go me, be, he, she and we and start being able to recognise they, was, you, are and all. | | |