**Phase 4**

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| Focus for the week: Phase 4 sounds. | | | | | |
|  | 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 ai ee igh oa oo ar or ur ow oi ear air ure). | 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 ai ee igh oa oo ar or ur ow oi ear air ure). | 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 ai ee igh oa oo ar or ur ow oi ear air ure). | 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 ai ee igh oa oo ar or ur ow oi ear air ure). | 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 ai ee igh oa oo ar or ur ow oi ear air ure). |
| Practise | Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- **jog, jam, win, web, wax** | Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- **van, vet, jet, jack** | Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- **fox, tax, mix, vex, zip, zag** | Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- **yap, yes, yet, yell, six, box** | Practise recognition & recall of Phase 2 & 3 graphemes and reading and spelling CVC words :- **quit, quiz, tax, mix, jog** |
| Teach | Teach reading CVCC words by extending CVC words –**ten –tent; ben –bent; dam –damp; pan –pant etc...** | Teach spelling CVCC words by extending CVC words- **pin –pink; sin –sink;** | Teach reading CCVC words by adding initial sounds to CVC words – **t-rip, s-can, s-pin, s-top, l-and, s-ink** | Teach writing CCVC words by segmenting the initial sounds – **h-and, g-rip, s-pan, t-rap, s-cot, f-lip** | Teach reading tricky words **said, so**  Teach spelling tricky words **little, some** |
| Apply | Play ‘Countdown’ . Use a sand timer or clock. Chn have one minute to read as many CVCC words on list as possible. Must work as a group. Encourage children to sound out words. Repeat can they beat their score?  Have children help puppet to **read** the sentences  It can be fun to camp in a tent.  I like jam said the man | Play ‘Countdown’ again. Make a different list of CVCC words. If group confident, have the children take it in turn to read from the list.  Repeat can they beat their score? Have children help puppet to write the sentence.  It is damp in the pink tent. | Buried treasure. Give each chn two coins with CVCC words /nonsense words on them. Chn work in pairs to read their coins. Ask chn to sort their words into ‘chest’ or ‘bin’. Go though each.  Have children help puppet to read the sentences  It was dark when the lamp went out. Sam cannot see now. | Repeat yesterday’s activity using different words on coins.  Have children help puppet to **write** the sentence  Ben and Sam jump over the pond. | Play tricky word bingo. Give chn word mats containing tricky words & HFW’s. Chn cross off words when read out. *Who can finish first?* Check words. *What other words did chn have?*  Have children help puppet to **read** the sentence  He said he went red when she kissed me. |
| Assessment: Give the sound when shown any phrase 2/3 letter.  Be able to orally blend and segment CVC words. | | | Be able to read tricky words- the, to, I, no, go me, be, he, she, we, they, was, you, are, said and all.  Start recognising said, have, do, some, little, there, out, what, one, like, come, so, were and when. | | |