**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). |
| Teach | Teach reading two-syllable words | Repeat teaching two –syllable words. If children confident try harder words. **Letter, tablet**, **growing,children.** Encourage children to clap put the syllables. | Teach spelling two-syllable words.  **(See resource card).** | Teach reading tricky words **were, there, little, one**  Teach spelling tricky words **they, all, are** | Teach reading tricky words **were, there, little, one**  Teach spelling tricky words **they, all, are** |
| Practise | Play what’s in the box with two syllable words. | Children take it in turn to think up their own poly syllabic words. Everyone clap them out. Write them up on the board. | Children use w/b’s to write and show two-syllable words given by teacher. | Play countdown using HFW’s and tricky words. | Children use w/b’s to quick write HFW’s & tricky words given by the teacher. |
| Apply | Children to write the sentence  Fred and Brett spent a week in Spain. | Children to read the sentence  Milk is good for children’s teeth. | Children to write the sentence  A drip from the tap drops in the sink. | Children to write the sentence  The windmill has seven sails. | Children to write the sentence  There was one little bird on the branch. |
| 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. | | |