## Early Literacy Support

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Department for Education

## Early Literacy Support

2 The National Strategies | Primary

Early Literacy Support

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## Introduction

This file is designed for teaching assistants running the intervention sessions. It is the essential guide for running the sessions each day; it includes details of resources and preparation for each session, as well as a full script.
Teachers will refer to the handbook. This provides an overview of the whole programme and a summary of what is covered each week. Teachers will plan opportunities to do the 'Take Away' activities in class and they will do Guided Reading regularly with the group. There will be opportunities for teaching assistants to discuss the children's progress with the teacher at the end of each module using the observation and assessment sheets.

## This file contains:

- Getting to Know You sessions
- Overview of the programme
- Preparation notes for the teaching assistant at the beginning of each week
- Scripts for each of the 80 ELS sessions
- Take Home sheets with ideas for simple activities for the children to do with their parents or carers at home each week
- Resource photocopy masters (PCMs) - for resources used throughout the programme
- Photocopy masters - resources needed each week


## How to use the file

## Before the programme starts

- Familiarise yourself with the content of the programme taking particular note of the changes in the revised ELS programme (further details below).
- Run the Getting to Know You sessions with the group to introduce some of the activities you will be doing in the sessions.
- Use the Resource PCMs to make the resources you will be using throughout the programme, for example Letter cards and Writing Flap cards.


## At the start of every week

- Read through the general notes and preparation lists on the first page of the session notes for the relevant week.
- Gather together all of the resources that you need; talk to the class teacher about, for example, selecting books for Shared and Guided Reading.


## Before the session every day

- Read through the script for that day; think about the main points to get across to the children and prepare the required materials.


## At the end of each module

- Meet the class teacher to discuss the children's progress. Refer to the Observation and assessment sheet for that particular module.
- Discuss any concerns that have arisen.


## At the end of the programme

- Join in the discussion about the next steps for each child in the group.


## Changes to the ELS programme

## Rationale

- The ELS materials have been revised to bring them into line with the objectives in the new Framework for literacy and Letters and Sounds (see the Overview for details).
- More emphasis has been given to reinforcing the systematic teaching of phonics and applying the Simple View of Reading.


## Structure and scope of the programme

- The ELS programme has been extended from 12 to 16 weeks. There are two additional weeks at the beginning for revision and consolidation of Letters and Sounds: Phase 2, and two additional weeks at the end to introduce Letters and Sounds: Phase 5. The programme is divided into modules to make the focus of each section clearer.
- The structure for each week and the time allocated to different activities has changed substantially to place more emphasis on phonic teaching and application (see 'Weekly structure’ below).


## Resources and preparation

- Wherever possible the new materials utilise existing resources, particularly the contents of the ELS trolley and the shared texts. Schools do not need to purchase new materials.
- There are some changes to the order in which texts are used, so that there is a better alignment between the children's phonic knowledge and skills and the written outcomes each week.
- New resources will need to be provided to support the teaching of letters and sounds and high-frequency words, for example sets of grapheme cards and highfrequency word cards. (See Resource PCMs A - D)
- Teaching assistants running the ELS sessions must be familiar with the rationale and strategies for teaching phonics in Letters and Sounds.


## Weekly structure

This has changed substantially to place more emphasis on reinforcing and applying phonic knowledge and skills.

|  | Focus on letters and sounds | Focus on speaking and listening, reading and writing | Take Away activities |
| :---: | :---: | :---: | :---: |
| Mon | 10 minutes <br> - Review learning: revisit previously learned letters or graphemes <br> - Teach new tricky words (reading) | 10 minutes <br> - Introduce the theme for the week through: shared experience or Shared Reading followed by response | Oral activity: focusing on the theme for the week |
| Tues | 15 minutes Teach new graphemes Teach new tricky words (writing) | 5 minutes <br> - Activity related to the theme involving reading, writing or talking | Spelling (Writing Flap cards): high-frequency 'tricky' words |
| Wed | 15 minutes <br> Practise blending and segmenting words with a new GPC | 5 minutes <br> - Activity related to the theme involving reading, writing or talking | Word game: practise using new GPCs |
| Thurs | 5 minutes <br> - Practise reading and spelling high-frequency words | 15 minutes Shared Writing (including sentence-level work), possibly followed by Guided or Independent Writing | Sentence making or reading: using new high-frequency words (reading) and words with new GPCs |
| Fri | 5 minutes <br> - Apply: read or write a caption or sentence using one or more tricky words, and words containing the graphemes | 15 minutes <br> - Guided Reading or Guided Writingfocusing on the application of phonics | Independent reading: rereading Guided Reading text or reading a sentence written in Guided Writing |

## Getting to Know You sessions

These notes are to help you plan two or three sessions with the group before you start the programme. It is expected that each session will take up to 20 minutes.

The sessions will give you the chance to familiarise yourself with the group, and to introduce various activities and ways of working that you will use during the programme.

## Suggested content

Session 1: Introduce the puppet
Learn the pattern of the daily session and the question and answer routines

Session 2: Get used to frequently-used activities and equipment
Session 3: Introduce the Take Away activities

## Space to work

Ideally, the Getting to Know You sessions will take place in the space where you are going to be based for the daily sessions, preferably a separate corner or room.

You will need:

- table and chairs to seat six children comfortably, with room for you;
- a display board to collect and display the children's work;
- a whiteboard or flipchart for Shared Writing (ideally this will be magnetic, so that you can display magnetic letters for spelling and word games);
- a carpet or floor area to give the children space for more active games and activities;
- some storage space for your resources and equipment.

The notes for each session include a list of the specific resources needed that day.

## Pip the puppet

A puppet is included in the programme to motivate the children and to develop their speaking and listening skills. You will need to obtain a puppet. It must be a hand puppet, so that it can 'join in' with some of the activities. In the notes, the puppet is called Pip and he has a role in the sessions every day. You may like to change the name of the puppet; but it should be a name that is easy for the children to read and write. Feel free to develop the character of the puppet - it will make the sessions more fun for the children and you! There are lots of suggestions for things he might say or do, but you may adapt them.

## Outline

## Session 1

- Introduce the idea of the ELS group to the children, explaining that they will be working together for a short time every day. If you know the time when this will happen, tell them. They are there to learn more about letters and sounds and to practise their reading and writing.
- Each member of the group will introduce themself, starting with the puppet. Puppet: My name is Pip. I like playing hide and seek.

Invite each child to introduce themself to the puppet, following the pattern: My name is. . . I like to...

- Take a photo of each child, the puppet, and the group. If possible, use a digital camera and make two copies of each picture. One set of photos can be put on your display board. Ask a child to take a photo of you.
- Introduce the structure of the four-part daily session.

The ELS sessions will follow the same pattern every day. There are four parts.

1. At the beginning of every session we will ask the puppet to remind us of what we learned the day before. Then we will find out what we are learning that day. Join in with these questions:

All: What did we learn yesterday?
TA or Puppet: We learned...
All: What are we learning today?
TA or Puppet: We are learning...
Practise saying the questions together.
2. In the next part of the session we will learn about letters and sounds, play games and do activities to practise using the words we have learned to read and spell.
3. In the third part of the session our activities will involve reading, writing or talking. On some days we will read books together or write together.
4. At the end of every session we will think about what we have learned and you will have an activity to take away. There are some more questions to ask together.

TA: What did we learn today?
All: We learned. .. (I will help you remember what you learned that day.)
Children: What will we take away?
TA: You will take away... (I will tell you about an activity that you can take back to your classroom to try on your own or with a partner.)

## Session 2

Use this session to familiarise the children with some of the activities and equipment they will use regularly.

- Alphabet song: sing a song that the children know already to practise the letter names. We will be singing this song at the beginning of our ELS sessions in a few weeks time.
- Grapheme cards: This is what we will do to help us remember our sounds. Hold up a card, the children say the sound for that letter and do an action learned in class. (See Resource PCM A)
- Sound-talk and blending: This is the routine we will use when we are reading new words.

1. Write a CVC word on the board, for example Pip.
2. Put a sound button under each letter.
3. Sound-talk the word (say the sound for each letter).
4. Say the word together.

- Magnetic letters: play with the letters, Can you make a word?
- Phoneme frames: We will use these to help us to spell words.

1. Say a CVC word, for example tap.
2. Hold up three fingers and sound-talk the word, pointing to one finger for each phoneme.
3. Write the letters for the word in the phoneme frame, with one letter in each box of the phoneme frame.
4. Repeat steps 1 to 3 , with the children joining in at each step and writing in their phoneme frames.

- Whiteboards: draw a picture or write your name; rub it off.

When you have read through the sessions, you may find other things that you want to give the children for play.

## Session 3

Use this session to explain the daily Take Away activities.

- Explain to the children that at the end of each session they will be given an activity to do when they are back in their classrooms. (These activities are not meant to be homework.)
- Show the children where they will keep their Take Away work, for example in a zip wallet or in a book bag for each child.
- Talk about the pattern of Take Away activities each week:

| Monday | A speaking and listening activity, for example retelling a story in <br> your own words |
| :--- | :--- |
| Tuesday | Practising spelling 'tricky' words using the Writing Flap cards |
| Wednesday | A word game to practise using the letters and sounds you have <br> been learning |
| Thursday | A sentence to read or to make |
| Friday | Reading your Guided Reading book or the sentences you have <br> written |

- Explain how to use the Writing Flap cards and give the children a chance to try this for themselves.
Revised Early Literacy Support: overview of programme
Module 1: Weeks 1 and 2 (new material to revise and consolidate Phase 2)

| Wk | Key strand objectives: Foundation Stage | Letters and Sounds: Phase 2 <br> Work on using comm blending for reading simple CVC words. | sonants and vowels; gmenting for spelling | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 1 | 1. Speaking <br> - Enjoy listening to and using spoken and written language and readily turn to it in play and learning. <br> - Speak clearly and audibly with confidence and control and show awareness of the listener. <br> - Extend their vocabulary; exploring the meanings and sounds of new words. <br> 2. Listening and responding <br> - Listen with enjoyment and respond to stories, songs, rhymes and poems; make up stories, songs... rhymes and poems. <br> - Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. <br> 5. Word recognition <br> - Explore and experiment with sounds, words and texts. <br> - Link sounds to letters; naming and sounding the letters of the alphabet. <br> - Recognise letter shapes and say a sound for each. <br> - Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. | Letter progression: <br> Set 4: ck, e, u, r | Decodable HF words: get, up, mum, Tricky HF words (reading): and, to, the Tricky HF words (spelling): and | Play a hide and seek game. Read and write simple clues (phonically decodable text). <br> Guided Reading |


| Wk | Key strand objectives: Foundation Stage | Letters and Sounds: <br> Phase 2 <br> Work on using common consonants and vowels; blending for reading and segmenting for spelling simple CVC words. |  | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
|  | - Hear and say sounds in the order in which they occur in the word. <br> - Read simple words by sounding out and blending the phonemes all through the word from left to right. <br> - Recognise common digraphs. <br> - Read some high-frequency words. <br> - Read a range of familiar and common words and simple sentences independently. <br> - Read texts compatible with their phonic knowledge and skills. <br> - Read and write one grapheme for each of the 44 phonemes. <br> 6. Word structure and spelling <br> - Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. <br> 11. Sentence structure and punctuation <br> - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation. |  |  |  |
| 2 | As above | Letter progression: Set 5: h, b, f, ff, l, lll, ss | Decodable HF words: had, him, his, but, big, back, of, if, off Tricky HF words (reading): no, go, I Tricky HF words (spelling): to, the | Sing a familiar action song or rhyme, for example 'Wind the Bobbin Up'; play a 'Simon Says' game. Read and write a simple instruction (phonically decodable text). Guided Writing |

Module 2: Weeks 3-6 (updated version of former ELS weeks 1 -4)

| Wk | Key strand objectives: Foundation Stage | Letters and Sounds: <br> Phase 3 (a) <br> Working on reading letters and short vo consonant digraph | spelling CVC words using Sets 6 and 7 letters and h, sh, ng | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 3 | 3. Group discussion and interaction <br> - Interact with others, negotiating plans and activities and taking turns in conversation. <br> 5. Word recognition <br> - Explore and experiment with sounds, words and texts. <br> - Link sounds to letters, naming and sounding the letters of the alphabet. <br> - Recognise letter shapes and say a sound for each. <br> - Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. <br> - Hear and say sounds in the order in which they occur in the word. <br> - Read simple words by sounding out and blending the phonemes all through the word from left to right. <br> - Recognise common digraphs. <br> - Read some high-frequency words. <br> - Read a range of familiar and common words and simple sentences independently. <br> - Read texts compatible with their phonic knowledge and skills. <br> - Read and write one grapheme for each of the 44 phonemes. | Letter progression: <br> Set 6 : $j, v, w, x$ | Decodable HF words: <br> will <br> Tricky HF words (reading): we, me Tricky HF words (spelling): no, go, I | Reading and writing their own names. <br> Write a label for a photo (simple sentence): <br> I can see... <br> Guided Reading |


| Wk | Key strand objectives: Foundation Stage | Letters and Sounds: <br> Phase 3 (a) <br> Working on reading and spelling CVC words using letters and short vowels. Sets 6 and 7 letters and consonant digraphs: ch, th, sh, ng |  | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
|  | 6. Word structure and spelling <br> - Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words. <br> 11. Sentence structure and punctuation <br> - Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation. |  |  |  |
| 4 | 1. Speaking <br> - Use language to imagine and recreate roles and experiences. <br> 5. Word recognition and 6 . Word structure and spelling <br> As above <br> 9. Creating and shaping texts and 10. Text structure and organisation <br> - Attempt writing for different purposes using features of different forms such as lists, stories and instructions. <br> 11. Sentence structure and punctuation <br> As above | Letter progression: <br> Set 7: y, z, zz, qu | Decodable HF words: <br> Tricky HF words (reading): he, she, be <br> Tricky HF words (spelling): we, me | Read a simple recount. Write a sentence recounting their own experience: <br> Iam at the.../on the.../in the... <br> Guided Writing |


| Wk | Key strand objectives: <br> Foundation Stage | Letters and Sounds: <br> Phase 3(a) <br> Working on reading and letters and short vowels. consonant digraphs:ch, | pelling CVC words using Sets 6 and 7 letters and h, sh, ng | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 5 | 2. Listening and responding and 8. Engaging with and responding to texts <br> - Listen with enjoyment and respond to stories... <br> 5. Word recognition and 6. Word structure and spelling <br> As above <br> 9. Creating and shaping texts and 10. Text structure and organisation <br> As above <br> 11. Sentence structure and punctuation <br> As above | Consonant digraphs: sh, th, | Decodable HF words: this, then, with, that, them Tricky HF words (reading): was, her Tricky HF words (spelling): he, she | Read a simple retelling of a traditional tale, for example 'Goldilocks' or 'The Gingerbread Man' Write a speech bubble with a simple sentence: This is a big bed. Guided Reading |
| 6 | 1. Speaking <br> - Enjoy listening to and using spoken and written language, and readily turn it to play and learning. <br> 2. Listening and responding and 8. Engaging with and responding to texts <br> - Listen with enjoyment and respond to ...songs,...rhymes... and make up their own... <br> 5. Word recognition and 6. Word structure and spelling <br> As above plus <br> - Read and spell phonically decodable two-syllable and three-syllable words. <br> 9. Creating and shaping texts and 10. Text structure and organisation <br> As above <br> 11. Sentence structure and punctuation <br> As above | Consonant digraphs: ch, ng Read two-syllable words | Decodable HF words:- <br> Tricky HF words (reading): you, my, so <br> Tricky HF words (spelling): her, so | Read and say action and counting rhymes. <br> Complete a simple rhyming sentence using words containing the GPCs they have been learning. Guided Writing |

Module 3: Weeks 7-11 (updated version of former ELS weeks 5 -9)

| Wk | Key strand objectives: Year 1 | Letters and Sounds <br> Phase 3 (b) <br> Working on reading and sp 1-7 letters, consonant digra graphemes | lling CVC words using Set hs and Phase 3 vowel | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 7 | 1. Speaking <br> - Experiment with and build new stores of words to communicate in different contexts. <br> 5. Word recognition <br> - Identify the constituent parts of two-syllable ...words to support the application of phonic knowledge and skills. <br> - Recognise automatically an increasing number of familiar high-frequency words. <br> - Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable. <br> 6. Word structure and spelling <br> - Spell new words using phonics as the prime approach. <br> - Segment sounds into their constituent phonemes in order to spell them correctly. <br> - Read and spell phonically decodable two-syllable ...words. <br> 7. Understanding and interpreting texts <br> - Use syntax and context when reading for meaning. <br> 8. Engaging with and responding to texts <br> - Distinguish fiction and non-fiction texts and the different purposes for reading them. <br> 9. Creating and shaping texts <br> - Convey information and ideas in simple non-narrative forms. | Letter names: Practise Vowel digraphs: ai, ee, igh Read two-syllable words | Decodable HF words: <br> see <br> Tricky HF words (reading): are, they <br> Tricky HF words (spelling): my, you | Read environmental print. Write a caption for a display (simple sentence). Guided Reading |


| Wk | Key strand objectives: Year 1 | Letters and Sounds <br> Phase 3 (b) <br> Working on reading and spelling CVC words using Set 1-7 letters, consonant digraphs and Phase 3 vowel graphemes |  | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
|  | 11. Sentence structure and punctuation <br> - Compose and write simple sentences independently to communicate meaning. <br> - Use capital letters and full stops when punctuating simple sentences. |  |  |  |
| 8 | 2. Listening and responding <br> - Listen to and follow instructions accurately.... <br> 5. Word recognition <br> As above <br> 6. Word structure and spelling <br> As above <br> 7. Understanding and interpreting texts <br> - Use syntax and context when reading for meaning. <br> - Recognise the main elements that shape different texts. <br> 9. Creating and shaping texts <br> - Convey information and ideas in simple non-narrative forms. <br> 10. Text structure and organisation <br> - Write...non-chronological texts using simple structures. <br> 11. Sentence structure and punctuation <br> As above | Letter names: Practise <br> Vowel digraphs: <br> oa, oo, ow <br> Spell two-syllable words | Decodable HF words: too, look, now, down <br> Tricky HF words (reading): said, all <br> Tricky HF words (spelling): they, are | Read 'How to Make a Jam Sandwich'. <br> Write an instruction: Now you can eat it. <br> Guided Writing |


| Wk | Key strand objectives: Year 1 | Letters and Sounds <br> Phase 3 (b) <br> Working on reading and spelling CVC words using Set 1-7 letters, consonant digraphs and Phase 3 vowel graphemes |  | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 9 | 3. Group discussion and interaction <br> - Ask and answer questions, make relevant contributions, offer suggestions and take turns. <br> 5. Word recognition <br> As above <br> 6. Word structure and spelling <br> As above <br> 7. Understanding and interpreting texts <br> - Use syntax and context when reading for meaning. <br> - Explore the effect of patterns of language and repeated words and phrases. <br> 9. Creating and shaping texts <br> - Find and use new and interesting words and phrases.... <br> 11. Sentence structure and punctuation <br> As above | Practise GPCs <br> Vowel digraphs: <br> ar, or, ear <br> Spell two-syllable words | Decodable HF words: for <br> Tricky HF words (reading): have, like, <br> Tricky HF words (spelling): was, all | Read a patterned language text. <br> (Repeated words or phrases, or a rhyming text.) <br> Write an answer to a question (innovation on the text) _, _ what do you hear? <br> I can heara_,_in my ear. <br> Guided Reading |
| 10 | 1. Speaking <br> - Tell stories and describe incidents from their own experience in an audible voice. <br> 5. Word recognition <br> As above <br> 6. Word structure and spelling <br> As above | Practise GPCs <br> Vowel digraphs: <br> ur, oi, air <br> Spell two-syllable words | Decodable HF words:-- <br> Tricky HF words (reading): some, come Tricky HF words (spelling): said | Read a story with a familiar setting. <br> Write two sentences in a simple recount: I was going to... Then Imet. . . <br> Guided Writing |


| Wk | Key strand objectives: Year 1 | Letters and Sounds <br> Phase 3 (b) <br> Working on reading and spelling CVC words using Set 1-7 letters, consonant digraphs and Phase 3 vowel graphemes |  | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
|  | 7. Understanding and interpreting texts <br> As above plus <br> - Identify the main events and characters in stories.... <br> 8. Engaging with and responding to texts <br> - Visualise and comment on events, characters and ideas, making imaginative links to their own experiences. <br> 10. Text structure and organisation <br> - Write chronological...texts using simple structures. <br> 11. Sentence structure and punctuation <br> As above |  |  |  |
| 11 | 1. Speaking <br> - Experiment with and build new stores of words to communicate in different contexts. <br> 5. Word recognition <br> As above, plus: <br> - Read more challenging texts, which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high-frequency words. <br> 6. Word structure and spelling <br> As above <br> 7. Understanding and interpreting texts <br> - Use syntax and context when reading for meaning <br> - ...find specific information in simple texts... | Practise GPCs <br> Vowel digraphs: ure, er <br> Spell two-syllable words | Decodable HF words:-- <br> Tricky HF words (reading): were, there Tricky HF words (spelling): some, come | Read a non-fiction text, for example a nonchronological report. Write simple, factual sentences:This is $a$... It can... itfeeds on... <br> Guided Reading |


| Wk | Key strand objectives: Year 1 | Letters and Sounds <br> Phase $\mathbf{3}$ (b) <br> Working on reading and spelling CVC words using Set <br> $1-7$ letters, consonant digraphs and Phase 3 vowel <br> graphemes | Focus for reading and <br> writing |
| :--- | :--- | :--- | :--- |
|  | 8. Engaging with and responding to texts <br> - Distinguish fiction and non-fiction texts and the different <br> purposes for reading them. <br> 9. Creating and shaping texts <br> - Convey information and ideas in simple non-narrative <br> forms. |  |  |
| 10. Text structure and organisation <br> - Write... non-chronological texts using simple structures. <br> 11. Sentence structure and punctuation <br> As above |  |  |  |

Module 4: Weeks 12 - 14 (updated version of former ELS weeks 9 -12)

| Wk | Key strand objectives: Year 1 | Letters and Soun <br> Phase 4 <br> Working on blend adjacent consonan this when reading | and segmenting words and applying spelling. | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 12 | 1. Speaking <br> - Retell stories, ordering events using story language. <br> 5. Word recognition <br> As above <br> 6. Word structure and spelling <br> As above <br> 7. Understanding and interpreting texts <br> - Use syntax and context when reading for meaning. <br> 8. Engaging with and responding to texts <br> - Visualise and comment on events, characters and ideas making imaginative links to their own experiences. <br> 9. Creating and shaping texts <br> - Use key features of narrative in thir own writing. <br> 10. Text structure and organisation <br> - Write chronological texts using simple structures. <br> 11. Sentence structure and punctuation <br> As above | Practise and recall Phase 2 and 3 graphemes CVCC words | Decodable HF words: went, it's, just, help Tricky HF words (reading): little, one, do <br> Tricky HF words (spelling): were, there | Read a story which uses patterned language <br> Write two or three sentences to retell a simple story independently. For example, Igotlost at the... I felt... Then ... found me. <br> Guided Writing |


| Wk | Key strand objectives: Year 1 | Letters and Sounds: <br> Phase 4 <br> Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling. |  | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 13 | 3. Group discussion and interaction <br> - Take turns to speak, listen to others' suggestions and talk about what they are going to do. <br> 5. Word recognition <br> As above <br> 6. Word structure and spelling <br> As above <br> 7. Understanding and interpreting texts <br> - ...find specific information in simple texts... <br> 9. Creating and shaping texts <br> - Convey information and ideas in simple non-narrative forms. <br> 10. Text structure and organisation <br> - Write ...non-chronological texts using simple structures. <br> - Group written sentences together in chunks of meaning or subject. <br> 11. Sentence structure and punctuation <br> As above | Practise and recall Phases 2 and 3 graphemes CCVC words | Decodable HF words: from <br> Tricky HF words (reading): when, what, out Tricky HF words (spelling): like, have | Read an information text, for example a simple themed dictionary. Write an entry for a dictionary to describe self in at least two sentences. <br> My name is...I have...l like... <br> Guided Reading |
| 14 | 1. Speaking <br> - Retell stories, ordering events using story language. <br> 2. Listening and responding <br> - Listen with sustained concentration, building new stores of words in different contexts. <br> 5. Word recognition <br> As above | Practise and recall <br> Phase 2 and 3 <br> graphemes <br> Words with <br> adjacent <br> consonants | Decodable HF words: children <br> Tricky HF words (reading): called, asked, looked Tricky HF words (spelling): little, one, do | Read a well-known traditional tale, for example 'Cinderella'. <br> Retell it in their own words using a sequence of three or four simple sentences. Guided Writing |


Module 5: Weeks 15 and 16 (new material to introduce Phase 5)

| Wk | Key strand objectives: Year 1 | Letters and Sound Phase 4 <br> Working on blendi adjacent consonan this when reading | d segmenting words and applying pelling. | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 1. Speaking <br> - Interpret a text by reading aloud with some variety in pace and emphasis. <br> 2. Listening and responding <br> - Listen with sustained concentration, building new stores of words in different contexts. <br> 5. Word recognition <br> - Recognise and use alternative ways of spelling the graphemes already taught... <br> - Identify the constituent parts of two-syllable ...words to support the application of phonic knowledge and skills. <br> - Recognise automatically an increasing number of familiar high-frequency words. <br> - Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable. <br> - Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of highfrequency words. <br> 6. Word structure and spelling <br> - Spell new words using phonics as the prime approach. <br> - Segment sounds into their constituent phonemes in order to spell them correctly. <br> - Read and spell phonically decodable two-syllable ...words. | GPCs: ay, ou, ie, ea, wh | Decodable HF words: day, out, about <br> Tricky HF words (reading): oh, people, their Tricky HF words (spelling): when, what, out | Read a rhyming or patterned text. <br> Write four simple sentences innovating on the pattern used in the shared text. <br> Guided Reading |


| Wk | Key strand objectives: Year 1 | Letters and Sounds: <br> Phase 4 <br> Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling. |  | Focus for reading and writing |
| :---: | :---: | :---: | :---: | :---: |
|  | 7. Understanding and interpreting texts <br> - Use syntax and context when reading for meaning. <br> - Explore the effect of patterns of language and repeated words and phrases. <br> 8. Engaging with and responding to texts <br> - Visualise and comment on events, characters and ideas making imaginative links to their own experiences. <br> 9. Creating and shaping texts <br> - Find and use new and interesting words and phrases, including story language. <br> 11. Sentence structure and punctuation <br> - Compose and write simple sentences independently to communicate meaning. <br> - Use capital letters and full stops when punctuating simple sentences. |  |  |  |
| 16 | 2. Listening and responding <br> - Listen with sustained concentration; build new stores of words in different contexts. <br> 3. Group discussion and interaction <br> - Ask and answer questions, make relevant contributions, offer suggestions and take turns. <br> 5. Word recognition <br> As above <br> 6. Word structure and spelling <br> As above | GPCs: oy, ir, ue, aw | Decodable HF words:-- <br> Tricky HF words (reading): <br> Mr, Mrs <br> Tricky HF words (spelling): called, asked, looked | Read a text that includes a letter or letters. <br> Write their own letter using four or more simple sentences. <br> Guided Writing |


| Wk | Key strand objectives: Year 1 | Letters and Sounds: <br> Phase 4 <br> Working on blending and segmenting <br> adjacent consonants in words and applying <br> this when reading and spelling. | Focus for reading <br> and writing |
| :--- | :--- | :--- | :--- |
|  | 7. Understanding and interpreting texts <br> - Use syntax and context when reading for meaning. <br> - Recognise the main elements that shape different texts. <br> 9. Creating and shaping texts <br> $\bullet ~ C o n v e y ~ i n f o r m a t i o n ~ a n d ~ i d e a s ~ i n ~ s i m p l e ~ n o n-n a r r a t i v e ~ f o r m s . ~$ |  |  |
| 10. Text structure and organisation |  |  |  |
| - Write chronological...texts using simple structures. |  |  |  |
| - Group written sentences together in chunks of meaning or subject. |  |  |  |
| l1. Sentence structure and punctuation |  |  |  |
| As above |  |  |  |

## Module 1: Week 1

Sessions 1-5
Text focus: Hide and Seek game
Example text: Simple written clues (phonically decodable text)
Outcome: A simple sentence (to use as a clue)
Focus for letters and sounds: Phase 2
Letter progression: Set 4: ck, e, u, r
Decodable HF words: get, up, mum
Tricky HF words (reading): and, to, the
HF word (spelling): and

## General notes for teaching assistants: Week 1

This is the start of the ELS programme. You will already have met the children in the Getting to Know You sessions where they learned about the types of things they will do in the group each week. The focus this week is on helping children to hear and say sounds correctly and to develop their confidence in blending phonemes to read words.

## Preparation for this week

## Session 1: Monday

Prepare a set of letter cards for the letters that the children have already learned: $s, a, t, p$, $\mathrm{i}, \mathrm{n}, \mathrm{m}, \mathrm{d}, \mathrm{g}, \mathrm{o}, \mathrm{c}, \mathrm{k}$ (Resource PCM A).

Write the following sentence on the whiteboard: 'The dog and the cat ran to the man.'
Prepare a set of magnetic letters: $\mathrm{a}, \mathrm{n}, \mathrm{d}, \mathrm{t}, \mathrm{h}, \mathrm{e}, \mathrm{o}$.
Make three 'clue' cards: 'in the tin', 'in the pot', 'on the mat' (PCM 1).
Hide some small toy animals in the following places around the room: a toy dog inside a tin; a toy pig in a pot; a toy cat on a small mat (for example a mouse mat).

## Session 2: Tuesday

Find out from the teacher how the letters and sounds for 'ck', 'e', 'u' and 'r' have been taught in class (for example, actions to do as they say the sound; the correct way to form each letter).

Prepare a set of magnetic letters for each pair of children: 'u', 'e', 'r', 'a', 'n', d'.
Write the caption on a large piece of paper: 'Nick the duck is in the sock.'
Hide a small toy duck in a sock and place it somewhere in the room for the children to find.

## Session 3: Wednesday

Make an A3 copy of PCM 2. Prepare a set of word cards and put the picture cards (or
objects) in a box: sun, pen, rock, rat, sock, cup, net (PCM 2).
Make an A4 copy of PCM 2 for each child and make up sets of picture and word cards for each child to take away.
Prepare a set of magnetic letters: r, t, e, u, i, ck, p, g (stick two-letter graphemes together as a single unit).

Put three small toys: inside a sock; hanging on a peg (or attached to a clothes peg); on a rug.
Prepare three clues (PCM 3): It is in the sock. It is on the rug. It is on the peg.

## Session 4: Thursday

Make a set of word cards: and, to, the (Resource PCM B)
Hide Pip in a sack.
Make a copy of the sentence for each child: 'Pip is in the sack.'

## Session 5: Friday

Ask the class teacher to select an appropriate Guided Reading book.
Put Pip in (or partly in) a sock.

## Session 1: Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | Welcome the children to their new ELS group and introduce the questions that they will be asking each day. <br> All: What are we learning today? <br> TA or Puppet: We are learning to read the tricky words 'and', 'the' and 'to' and how to blend phonemes to read words so that we can read some clues. |
| Letters and sounds 10 minutes | Letter recognition <br> Pip has been looking at these letter cards and he can't remember the sounds that some letters make. Can you help him by saying the sound when I show you the letter? |
| Practise saying the correct sound when a letter is displayed (Set 1-3 letters). | Select three different letter cards to show, and check that the children can say the correct sound each time, for example ' $d$ ', $a^{\prime}$ ' 't'. (Add actions if the children have been learning these in class.) Check that the children are enunciating the phonemes correctly each time, demonstrating the correct enunciation, and encouraging them to join in with you. <br> What did Pip see? |
| Practise oral blending. | Pip has a game for you to play today. He has told me about some of the things he saw when he was coming to school. But he said the words in sound-talk. I'll tell you what he said. See if you can blend the phonemes and tell me what he saw. <br> Say the following sentences segmenting the words into distinct phonemes (model correct enunciation): <br> Pip saw ad-o-g. <br> Children work in pairs, orally blending to say 'dog' and checking one another's responses. <br> Then Pip saw a c-a-t. <br> Children work in pairs, orally blending to say 'cat' and checking one another's responses. <br> Then he saw the dog and the cat running towards the m-a-n. <br> Children work in pairs, orally blending to say 'man' and checking one another's responses. <br> Well done! You have worked out what Pip saw on the way to school! |

\(\left.\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\begin{array}{l}\text { Learn to read the } \\
\text { high-frequency word: } \\
\text { and. Learn to read } \\
\text { the tricky words: } \\
\text { to, the. }\end{array} & \begin{array}{l}\text { Reading high-frequency and tricky words } \\
\text { We are going to learn to read three words today. I've got a } \\
\text { sentence to show you. I will read it to you and then we will look } \\
\text { carefully at the words we are learning. Display the sentence: } \\
\text { 'The dog and the cat ran to the man.' Read it to the children; } \\
\text { pointing to each word as you read. This sentence is about } \\
\text { what Pip saw on the way to school. The first word we are going } \\
\text { to read is 'and'. } \\
\text { Make the word 'and' with magnetic letters on the board. } \\
\text { Sound-talk the word and add sound buttons under each } \\
\text { grapheme. Blend the phonemes to read the word. }\end{array} \\
\text { Ask the children to sound-talk and blend the word with } \\
\text { you. Then turn to a partner and say the word to one } \\
\text { another. } \\
\text { There are two more words in this sentence that we are going to } \\
\text { learn to read. These are tricky words because they have one or } \\
\text { two letters that do not make the sounds we have been } \\
\text { learning. } \\
\text { Reread the sentence, emphasising the word 'to'. Make the } \\
\text { word with magnetic letters on the whiteboard: to. Sound- } \\
\text { talk the word and add sound buttons under each } \\
\text { grapheme. Blend the phonemes to read the word together; } \\
\text { turn to a partner and say the word to each other. }\end{array}
$$\right\} \begin{array}{l}Talk about the tricky bit. The letter 'o' is not short as it is in <br>
the words they know such as 'top', but it makes a long /oo/ <br>
sound. <br>
There's one more word to look at today. This word has some <br>
tricky letters too. Reread the sentence once more <br>
emphasising the word 'the'. <br>
Make the word 'the' with magnetic letters on the <br>
whiteboard. Add a sound line under 'th' and a sound <br>
button under 'e'. Talk about how to enunciate the /th/ <br>
sound correctly for this word; it is 'unvoiced'. Ask the <br>
shildren to put the tip of their tongue between their teeth <br>
and to make a continuous /th/ sound. <br>
Read the word together several times. Then ask the children <br>

to turn to a partner and say the word to each other.\end{array}\right\}\)| Talk about the tricky bit: sometimes we use two letters 't' |
| :--- |
| and 'h' to write one sound: /th/. |


| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk 10 minutes Practise blending phonemes to read words. | Hunt the toy <br> Pip has brought some of his favourite little toy animals to school. He's hidden them and we've got to find where they are. To help us find them he's written some clues. Show us the first clue, Pip. <br> Pip shows clue card that reads: in the tin <br> Ask a pair of children to blend the phonemes to read the words. Draw attention to the tricky word 'the' that they have just practised. Ask them to look for the tin and show everyone what's inside, for example a small toy dog. It's a dog! Let's say 'dog' in sound-talk: d-o-g. <br> Show us the next clue, Pip. <br> Pip shows the clue card that reads: in the pot <br> Ask another pair of children to blend the phonemes to read the words. If necessary draw attention again to the word 'the'. Ask them to look for the pot and show everyone what's inside, for example a small toy pig. It's a pig! Let's say 'pig' in sound-talk: p-i-g. <br> Show us the next clue, Pip. <br> Pip shows the clue card that reads: on the mat <br> Ask the last pair of children to blend the phonemes to read the words. Ask them to look for the mat and tell everyone what's on it, for example a small toy cat. It's a cat! Let's say 'cat' in sound-talk: c-a-t. |
| Review learning | TA: What did we learn today? <br> All: We learned to read the tricky words 'and', 'the' and 'to' and we learned how to blend phonemes to read words so that we could read some clues. <br> (Note: There is no independent Take Away task today, but look for opportunities to reinforce recognition of the words 'and', 'the', 'to' in and around the classroom.) |
| Resources | Set of letter cards: $s, a, t, p, i, n, m, d, g, o, c, k$ (Resource PCM A) <br> Sentence on the whiteboard: The dog and the cat ran to the man. <br> Clue cards: in the tin, in the pot, on the mat (PCM 1) <br> A tin containing a small toy dog <br> A pot containing a small toy pig <br> A small mat (for example a mouse mat) with a small toy cat on it |

## Session 2: Tuesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read the tricky words 'and', 'the' and 'to' and we learned how to blend phonemes to read words so that we could read some clues. <br> Children: What are we learning today? <br> TA or Puppet: We are learning some phonemes, how to spell a tricky word, and how to blend phonemes to read the words in a sentence. |
| Letters and sounds <br> 15 minutes <br> Reinforce their learning of Set 4 letters: ck, e, u, r. | Learning letters <br> We are going to learn some sounds today and practise writing the letters we need when we write each of the sounds. Pip wants to learn these too, so he is going to watch and listen carefully. <br> You can use the following ideas for actions or use some that the children have learned previously in class. |
| Hear the sound and pronounce it correctly. <br> Recognise the letter and write it correctly. | Stand up in a space. Imagine that I am getting ready to kick a football. Make the sound ' $\mathrm{c}-\mathrm{c}-\mathrm{c}$ ' and then say 'kick' as you kick your foot forward. Encourage the children to join in and do the same several times. We need to use two letters when we write this sound at the end of a word. The letters ' $c$ ' and ' $k$ ' make the same sound when they are together as they do when we use them separately; 'ck' never comes at the beginning of a word but it often comes at the end, or near the end. Write the letters ' c ' and ' $k$ ' on the whiteboard as the children watch. Ask them to trace the letters on the palms of their hands and then write it on their whiteboards. Check that they have formed the letters correctly. Invite them all to say the sound and then show their letters to Pip. Can you think of any other words that have the same sound at the end? For example; sock, duck, pick, sick. <br> Listen to the next sound, then join in and do the action. Make the sound 'e-e-e'. Let's pretend that we are shaking a ketchup bottle but it's empty. Mime holding and shaking a ketchup bottle as you say 'e-e-e empty!' Demonstrate how to write the letter 'e' on the whiteboard. Ask the children to trace it on their palms and then write it on their whiteboards. Show it to a partner and check each other's letter. <br> Now l've got another sound for you. Listen and then join in. Make the sound ' $u-u-u$ '. Pretend that you are diving under the water. Make a diving movement with your hands as you |


| Learning objectives | Activities |
| :---: | :---: |
| Learn to spell 'and' | say 'u-u-u under'. Demonstrate how to write the letter 'u', ask the children to trace it on their palms and then write it on their whiteboards. Show it to a partner and check each other's letter. <br> Now for the last sound today. Listen and then join in again. Make the sound ' $r-r-r$ '. Imagine that you look up in the sky and see a beautiful rainbow. Move your hands to make an arch as you say 'r-r-r rainbow'. Demonstrate how to write the letter ' $r$ ', ask the children to trace it on their palms and then write it on their whiteboards. Show it to a partner and check each other's letter. <br> Learning to spell tricky words <br> Write 'and' on the whiteboard. Do you remember reading this word yesterday? It was in the sentence that we read about 'The dog and the cat'. Sound-talk the word: a-n-d. Raise a finger for each phoneme. Ask the children to do this too. <br> Give each pair of children a selection of magnetic letters ( $u$, $\mathrm{e}, \mathrm{r}, \mathrm{a}, \mathrm{n}, \mathrm{d})$ and ask them to make the word on their phoneme frame. Ask them to sound-talk and then blend the phonemes to read the whole word. <br> You can practise writing 'and'later today on your Writing Flap cards. I will give these out at the end. |
| Reading, writing, talk <br> 5 minutes <br> Blend phonemes to read words in a sentence. | Hunt another toy <br> Pip has a challenge for you. He has hidden another toy and he has given us a clue to read together. Can you sound-talk the words and then blend the phonemes to read each word? <br> Display the caption 'Nick the duck is in the sock'. <br> We will be able to read all these words using what we have been learning about letters and sounds. Point to the first word, sound-talk and add sound buttons under the graphemes ' n ' and 'i' and a sound line under 'ck'. This is one of the sounds we have been learning today. We need two letters, ' $c$ ' and ' $k$ ' when we write the $/ k$ / sound at the end of this word. Blend the phonemes to read the word together: 'Nick'. <br> Point to the next word. This is a word we were learning yesterday. Who can remember what it says? Read 'the' together. <br> Point to the next word 'duck'. Sound-talk and add sound buttons and lines as before. This word ends in 'ck' as well. Blend the phonemes to read the word together. |


| Learning objectives | Activities |
| :--- | :--- |
|  | Reread the words so far: 'Nick the duck...' Pip has hidden his <br> toy duck called 'Nick'! wonder where it is. Let's read the rest of <br> the clue to find out. Continue using sound-talk and blending <br> the phonemes to read the rest of the words in the sentence. <br> Reread the whole sentence together. Now we know what <br> we've got to look for. Can anyone see a sock in this room? <br> Give the children time to find the sock and take out the <br> duck! Well done. You read Pip's clue and you found his toy <br> duck. |
| Review learning and |  |
| set independent task | TA: What did we learn today? <br> All: We learned the phonemes ck, e, u and r, how to spell the <br> word 'and' and how to blend phonemes to read words in a <br> sentence. <br> Children: What will we take away? |
| Resources | TA: You are going to take away your Writing Flap cards and <br> practise writing the word and. <br> Give out Writing Flap cards with the word 'and'. |
| Letter cards (see Monday) <br> Individual whiteboards and pens <br> Set of magnetic letters for each pair of children: $u, ~ e, ~ r, ~ a, ~ n, ~ d ~$ <br> Phoneme frame for each child <br> Small toy duck (for example a bath duck) in a sock <br> Caption: Nick the duck is in the sock. <br> Writing Flap card for each child with the word 'and' |  |

## Session 3: Wednesday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned the phonemes ck, e, u and r, how to } \\ \text { spell the word 'and' and how to blend phonemes to read words } \\ \text { in a sentence. } \\ \text { All: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning to read and spell words by } \\ \text { blending and segmenting the phonemes and we are learning } \\ \text { to read words by ourselves. }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
|  | Display a large three-phoneme frame and a selection of magnetic letters: $\mathbf{r}, \mathbf{t}, \mathbf{e}, \mathbf{u}, \mathbf{i}, \mathbf{c k}, \mathbf{p}, \mathbf{g}$. <br> Say the first word, 'tick' and then say it in sound-talk. Demonstrate finding the letter ' $t$ ' and putting it into the first square of the phoneme frame. Ask the children which letters you need to put into the next two squares. Well done! Now Pip can spell 'tick'. Give each child a turn to select the letters to spell the following words: 'pet, peg, rug, rip, tuck and peck'. Involve the rest of the group by asking them to sound-talk the word and think about the letters needed to spell the word each time. |
| Reading, writing, talk <br> 5 minutes <br> Blend phonemes to read words and recognise and read high-frequency words. | Reading clues <br> Pip's been playing Hide and Seek with some of his toys again. You are going to work in pairs. I will give you a clue and I would like you to read it quietly to each other. Remember to blend the phonemes to read each word. <br> Give pairs time to read their clue together: 'It is in the sock.' It is on the peg.' It is on the rug.' Remind them to sound-talk and then blend each word. Invite the children to read out their clues and then look round the room until they find the toy described in their clue. |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned how to read and spell words by blending and segmenting the phonemes and how to read words by ourselves. <br> Children: What will we take away? <br> TA: You can take away a set of word and picture cards. You can practise reading each word and matching it with the correct picture. <br> Give each child an envelope with a set of picture and word cards (PCM 2). |
| Resources | Letter cards (see Monday) <br> Set of large word cards and corresponding picture cards (or objects) in a box (PCM 2) <br> Sets of picture and word cards for each child to take away. (PCM 2). <br> Set of magnetic letters: r, t, e, u, i, ck, p, g (stick two-letter graphemes together as a single unit) <br> Three-phoneme frame drawn on the board <br> Three small toys placed as follows: inside a sock; hanging on a peg (or attached to a clothes peg); on a rug <br> Clues for each pair of children (PCM 3) |

## Session 4: Thursday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read and spell words by blending and segmenting the phonemes and how to read words by ourselves. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to recognise and read tricky words and how to write a sentence to use as a clue. |
| Letters and sounds <br> 5 minutes <br> Practise saying the correct sound when a letter is displayed (Set 1-3 letters). | Letter recognition <br> I am going to show you some more letter cards today. Can you say the sound of the letter each time? Pip is trying to remember them all but he is still getting into a muddle. <br> Select three different letter cards to show and check that the children can say the correct sound each time, for example ' $n$ ', ' ${ }^{\prime}$ ', ' $c$ '. (Add actions if they have been learning these in class.) Check that the children are enunciating the phonemes correctly each time, demonstrating the correct enunciation and encourage them to join in with you. <br> Word cards |
| Practise reading high-frequency words. | Now we are going to practise reading some of the words we have been learning this week. <br> Display the first word 'and'. Point to each grapheme as the children sound-talk and then blend the phonemes to read the word. Pip has told me a sentence that uses this word: 'Pip likes going to the park and the shops. <br> Repeat this for the other word cards: 'to' and 'the'. Reread the sentence each time, emphasising the key word that you have been reading: Pip likes going to the park and the shops. <br> Display each word card again and repeat the procedure more quickly and without giving a sentence. <br> Repeat once more, asking the children to say the word without sounding it out. |
| Reading, writing, talk <br> 15 minutes <br> Demonstrate how to compose and rehearse a sentence orally. | Shared Writing <br> Pip's playing Hide and Seek again today. But this time he's hidden himself! I wonder where he could be. <br> Show a small sack that has Pip inside it. Where is Pip? Give the children the chance to respond. |

## Learning objectives Activities

I like your ideas. Now I'm going to put your suggestions into a sentence that I could use as a clue. A sentence usually has one idea. It has to make sense. I think the sentence should be 'Pip is in the sack.'

Say the sentence together and count the number of words. Ask the children to identify the first word. Talk about where on the whiteboard you are going to start writing and remind the children that when you start writing, the first word always begins with a capital letter.

Recall new letters and sounds when spelling words.

The first word is 'Pip'. Can you sound-talk the word and then tell which letters I need to write? Sound-talk the word in pairs and raise a finger for each phoneme. Check with their partner that they agree. Ask the children which letters are needed for each phoneme, using the letter names, and then demonstrate how to write the word.

I've written 'Pip'. The rest of the sentence is 'Pip is in the sack.' What is the next word that I need to write? Sound-talk 'is'; raise a finger for each phoneme and say the letter names. I must remember to leave a space because this is a new word. Demonstrate how to write 'is'. Repeat this process for the next word 'in'.

Read through what you have written so far, blending the phonemes to read each word, then say the complete sentence together. The fourth word I need to write is 'the'. That's a tricky word. Sound-talk and raise a finger for each phoneme. The first phoneme needs two letters when we write it: ' $t$ ' and ' $h$ '. We use a letter ' $e$ ' when we write the second phoneme in 'the'.

Read the sentence once again as the children join in and say the final word, 'sack'. Sound-talk the word together and hold up three fingers. When you have written the first two letters of 'sack' remind the children of the way they have been learning to write the $/ \mathrm{k} /$ phoneme at the end of words, and that the last sound of the word 'sack' needs two letters, ' c ' and ' k '.
Write a complete sentence with a capital letter and a full stop.
have finished writing the sentence, what must I remember to put at the end? Add a full stop.

| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> All: We learned how to blend and how to segment phonemes <br> and how to write a sentence to use as a clue. <br> Children: What will we take away? |
| TA: You are going to take away the sentence about Pip and |  |
| read it to yourself and to a friend. |  |
| Give each child a copy of the sentence that you have just |  |
| written. |  |$\quad$| Letter cards (see Monday) |
| :--- |
| Word cards: and, to, the |
| Sack containing Pip |
| Copy of the sentence for each child: Pip is in the sack. |

## Session 5: Friday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to blend and segment } \\ \text { phonemes and how to write a sentence to use as a clue. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning to segment phonemes, to spell } \\ \text { words by ourselves, and how to use what we know about } \\ \text { letters and sounds when we are reading a book. }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Recognise and read } \\ \text { high-frequency words: } \\ \text { and, to, the. }\end{array} & \begin{array}{l}\text { Book introduction: Look at the cover and title. Talk about } \\ \text { what the children expect the book to be about. } \\ \text { 'Walk through' the book. Can you find any words that you } \\ \text { know? Look out for high-frequency words (and, to, the) and } \\ \text { words with the graphemes you have been learning, for } \\ \text { example ck, e, u, r. }\end{array} \\ \begin{array}{l}\text { Apply phonic } \\ \text { knowledge as the } \\ \text { prime approach to } \\ \text { reading unfamiliar } \\ \text { words. }\end{array} & \begin{array}{l}\text { Strategy check: Remind the children to point to each word } \\ \text { as they are reading. Remind them that they will recognise } \\ \text { some words and that they need to sound-talk and blend } \\ \text { the phonemes to read the other words. Encourage them to } \\ \text { check that what they are reading makes sense. }\end{array} \\ \text { Independent reading: The children read quietly to } \\ \text { Reflect on the } \\ \text { successful application } \\ \text { of phonic knowledge. }\end{array} \begin{array}{l}\text { Return to the text: Praise the children for using what they } \\ \text { have learned and take examples from the group. For } \\ \text { example, sounding-out and blending phonemes to read } \\ \text { particular words; rereading a sentence to check that it } \\ \text { makes sense. }\end{array}\right\}$

## Module 1: Week 2

Sessions 6-10
Text focus: Familiar action song or rhyme (no written text necessary), for example 'Wind the Bobbin Up'; action game, for example 'Simon Says'
Example text: Simple instruction (phonically decodable text)
Outcome: Simple sentence (an instruction), for example 'Go and get a cup / doll / bag/ hat.'
Focus for letters and sounds: Phase 2
Letter progression: Set 5: h, b, f, ff, I, II, ss
Decodable HF words: had, him, his, but, big, back, of, if, off
Tricky HF words (reading): no, go, I
Tricky HF words (spelling): to, the

## General notes for teaching assistants: Week 2

The focus this week is on learning more letters and sounds (Set 5) and using these in the context of blending and segmenting phonemes to read and spell words. The children will sing an action song that they know well and make up new lines for it. They will compose a simple sentence to give an instruction.
This is the last week of Module 1. At the end of the week you need to work with the class teacher to assess the children's progress so far using the observation and assessment sheet on page 62.

## Preparation for this week

## Session 6: Monday

Select a simple action rhyme that the children are familiar with and for which you could make up new lines, for example 'Wind the Bobbin Up'.
Find out from the teacher how the letters and sounds for ' $h$ ' and ' $b$ ' have been taught in class (for example actions to do as they say the sound; correct letter formation).
Prepare a set of cards to revise last week's graphemes: ck, e, u, r (Resource PCM A).
Write the question and answer on the whiteboard and cover it: 'Can I go? No.'
Prepare a set of magnetic letters: $\mathrm{n}, \mathrm{g}, \mathrm{o}$.

## Session 7: Tuesday

Find out from the teacher how the letters and sounds for ' $\mathrm{f} / \mathrm{ff}$ ', $\mathrm{I} / \mathrm{III}$ ' and 'ss' have been taught in class (for example actions to do as they say the sound; correct letter formation).
Fill in Writing Flap cards with the words 'the' and 'to'.
Prepare Letter Cards to revise yesterday's letters: ' $h$ ', ' $b$ ' (Resource PCM A).

## Session 8: Wednesday

Prepare an empty plastic bottle with a rolled-up instruction sticking out from the top. The instruction reads: 'Go and sit back to back.'

Prepare Letter Cards to revise Set 1-4 letters: s', 'o', ‘k' (Resource PCM A).
Prepare a large set of Word Cards (A3 copy): hat, bag, bus, sock, bell, doll, bed (PCM 4).
Prepare a small set of Word Cards for each child (A4 copies) for Take Away activity: hat, bag, bus, sock, fan, bell, doll, bed (PCM 4).

Prepare a set of magnetic letters for each pair of children: $h, b, a, u, e, t, d$.

## Session 9: Thursday

Prepare letter cards to revise Set 1-4 letters: ck, m, g (Resource PCM A).
Make a set of Word Cards: I, no, go (Resource PCM B).
Copy the Shared Writing sentence for each child: 'Go and get a big bun.' (PCM 5).

## Session 10: Friday

Prepare Letter Cards to revise Set 1-4 letters: e, c, d (Resource PCM A).
Write the following sentence on the whiteboard and cover it up: 'Tell Pip to go back to bed.'

Collect objects: bag, doll, hat, fan, duck, bat.

Session 6: Monday
$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn last week? } \\ \text { TA or Puppet: We learned the letters and sounds 'ck', 'e', 'u' } \\ \text { and 'r' and we learned how to read and write a sentence that } \\ \text { gave us a clue. } \\ \text { Children: What are we learning today? }\end{array} \\ & \begin{array}{l}\text { TA or Puppet: We are learning some phonemes, how to read } \\ \text { some tricky words and how to make up new words and actions } \\ \text { for a song. }\end{array} \\ \hline \begin{array}{l}\text { Letters and sounds } \\ \text { 10 minutes }\end{array} & \begin{array}{l}\text { Letter recognition } \\ \text { Practise saying the needs some help to remember the sounds that these letters } \\ \text { correct sound when a } \\ \text { grapheme is displayed } \\ \text { (Set 4 letters). } \\ \text { make. Can you help him by saying the sound, and doing the } \\ \text { action, when Ishow you a card with the letter or letters that we }\end{array} \\ \text { use to write that sound? } \\ \text { Show each card in turn and check that the children can } \\ \text { enunciate the sound correctly as they do the action they } \\ \text { have learned (for example 'ck' kick a football; 'e' shake } \\ \text { empty ketchup bottle; 'u' diving motion with hand; 'r' arch } \\ \text { hands to make a rainbow). Repeat and ask the children to } \\ \text { say the sound more quickly and without the action this } \\ \text { time. } \\ \text { Learning letters }\end{array}\right\} \begin{array}{l}\text { Le are going to learn two more sounds today and we will }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { pop up. Mime crouching down and moving up slowly as } \\ \text { you say 'b-b-b...' and then spring up saying 'boing!' } \\ \text { Encourage the children to join in. }\end{array} \\ & \begin{array}{l}\text { Write the letter 'b' on the whiteboard as the children watch. } \\ \text { Ask them to trace the letter on the palm of their hand and } \\ \text { then trace it on their partner's back, first slowly and then } \\ \text { quickly. Then they can write it on their whiteboard and } \\ \text { show it to their partner. Check that they have formed the } \\ \text { letter correctly. }\end{array} \\ \text { Learn to read the tricky } \\ \text { words: no, go, I. } & \begin{array}{l}\text { Reading tricky words } \\ \text { We are going to read three tricky words today. I've got a } \\ \text { question and an answer to show you. I will read it to you and } \\ \text { then we will look carefully at the words we are learning. }\end{array} \\ \text { Display the question and answer 'Can I go?' 'No.' Read it to } \\ \text { the children, pointing to each word as you read. } \\ \text { The first word we are going to look at is 'I'. We only need one } \\ \text { letter to write this word and we always use a capital II'. } \\ \text { The next word we are going to learn to read is 'go'. Reread the } \\ \text { question, emphasising the word 'go'. Make the word with } \\ \text { magnetic letters on the whiteboard: go. Sound-talk the } \\ \text { word and add sound buttons under each grapheme. Blend } \\ \text { the phonemes to read the word together. Talk about the }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline & \begin{array}{l}\text { Point to the ceiling, } \\ \text { Point to the floor, } \\ \text { Point to the window, } \\ \text { Point to the door. } \\ \text { Clap your hands together, one, two, three, } \\ \text { Put your hands upon your knees. }\end{array} \\ \text { Play with words and } \\ \text { rhymes. } & \begin{array}{l}\text { We can change the words and do different actions like this: } \\ \text { Stand at the table. } \\ \text { Go to the door. } \\ \text { Coint to the puppet. }\end{array} \\ \text { for language play. } \\ \text { Sit on the floor. } \\ \text { Encourage the children to join in. Repeat until they are } \\ \text { familiar with the rhyme and actions. You are really good at } \\ \text { the new actions now. Can you think of any other ideas for new } \\ \text { actions that would fit the song? Give the children time to talk } \\ \text { to one another and to make suggestions. Try incorporating } \\ \text { them into the rhyme, for example: Stand on one leg. Hop to } \\ \text { the chair. Hands on your head. Sit down over there! } \\ \text { Sing the song again using different ideas for actions based }\end{array}\right\}$

Session 7: Tuesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds ' $h$ ' and ' $b$ ', the tricky words 'I', 'no' and 'go' and we learned to change the words of a song using our ideas. <br> Children: What are we learning today? <br> TA or Puppet: We are learning some more sounds, how to spell some tricky words and how to follow an instruction. |
| Letters and sounds | Learning letters |
| 15 minutes <br> Practise recognition of Set 5 letters: h, b. | Do you remember the two letters and sounds that we learned yesterday? Show the children letter cards for ' $h$ ' and ' $b$ '. Check that they can say the correct sound (with the action). |
| Reinforce learning of Set 5 letters: f/ff, l/ll, ss. | We are going to learn some more sounds today and we will practise writing the letters we need when we write each sound. <br> You can use the following ideas for actions or use some that the children have learned previously in class. |
| Hear the sound and pronounce it correctly. | The first sound is ' $f$ - $f$ ' $-f$ ' Imagine you can feel some soft, fluffy cotton wool ' $f-$-f-f-fluff'. Move your fingers as though touching something fluffy as you say the sound. Encourage the children to join in. Check that they are enunciating correctly (and not confusing this with the $/ \mathrm{v} /$ sound). |
| Recognise the letter and write it correctly. | Write the letter ' f ' on the whiteboard as the children watch. Ask them to trace the letter on the palm of their hand and then trace it on their partner's back, first slowly and then quickly. Then they can write it on their whiteboard and show it to their partner. Check that they have formed the letter correctly. When /f/ is at the end of a word, we use two letter 'ss' to write it. Watch while I write the word 'huff'. Demonstrate as the children watch. I need to write two letters for the final phoneme in this word. |
|  | Listen to the next sound, then join in and do the action. Make the sound 'I-I-I'. Pretend that you are licking a lovely Iollipop. Mime licking a lollipop and saying 'I-I-I lovely!' Encourage the children to join in. |
|  | Write the letter 'l' on the whiteboard as the children watch. Ask them to trace the letter on the palm of their hand and then trace it on their partner's back, first slowly and then quickly. Then they can write it on their whiteboard and show it to their partner. Check that they have formed the letter correctly. This is another sound that needs two letters |



| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk <br> 5 minutes <br> Listen carefully to instructions. <br> Practise oral blending. instruction. | Pip Says <br> Today we are going to play a new game called 'Pip says'. Pip is going to give you an instruction, but he will sound-talk some of the words. You will have to blend the phonemes so that you know what to do! <br> Call out a series of instructions with one word in sound-talk each time. Give them time to blend the phonemes and then do the action, for example <br> Pip says: <br> 1. Stand u-p. <br> 2. Go and get a $p-e-n$. <br> 3. Sit on the m-a-t. <br> 4. Pretend to do ak-i-ck. <br> 5. Make a sound like a b-e-II. <br> 6. Stand on one l-e-g. <br> You have followed Pip's instructions really well. Would you like to try making up one of your own? Give the children time to talk in pairs and then ask them to share their instruction. Can they sound-talk the final word for the others to work out? |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned the sounds, /f/,/I//and/s/, how to write 'the' and 'to' and how to follow instructions in a game. <br> Children: What will we take away? <br> TA: You are going to take away your Writing Flap cards and practise writing the words the and to. |
| Resources | Letter Cards: h, b (Resource PCM A) <br> Writing Flap card for each child with words to practise: 'the', 'to' |

## Session 8: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds, /f/,/I//and/s/, how to write 'the' and 'to' and how to follow instructions in a game. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read and spell words by blending and segmenting the phonemes and how to read an instruction. |
| Letters and sounds 15 minutes <br> Practise saying the correct sound when a letter is displayed (Set 1-4 letters). | Letter recognition <br> Pip needs some more help in remembering the sounds that these letters make. Can you help him by saying the sound and doing the action when I show you a card with the letter that we use to write that sound? <br> Show each card in turn and check that the children can enunciate the sound correctly as they do the action they have learned, for example ' $s$ ', o',' ' $k$ '. <br> Read and draw |
| Practise blending for reading. | Each child has a whiteboard and pen. <br> We are going to play a new game today. I have a set of words. They are all things that you might see at home or at school. When I show you a word, I would like you to read the word and then draw a picture of that thing on your whiteboard. <br> We'll do the first one together. Hold up one of the pictures, for example 'fan'. Point to each letter in the word as the children sound-talk the letters and then blend the phonemes to read the word. This word is 'doll', so I will draw a picture of a doll on the whiteboard. Can you draw that picture too? <br> I will hold up another picture, for example bag. Sound-talk the word as I point to the letters. This time blend the phonemes and read the word quietly to yourself. Draw a picture on your whiteboard and then show it to me. Check that the children have read the word correctly. <br> Repeat for the rest of the word cards: hat, bus, sock, bell, bed. <br> Full Circle |
| Practise segmenting for spelling. | Pairs of children have a whiteboard and a set of magnetic letters: h, b, a, u, e, t, d. Words to be used are: had, hat, hut, but, bud, bed, bad, had. |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline & \begin{array}{l}\text { Say the first word 'had' and ask the children to make it with } \\ \text { their letters. Write 'had' on the whiteboard: You are going to } \\ \text { keep changing the letters to make lots of different words. When } \\ \text { you make 'had' again you can call out 'Full Circle!' } \\ \text { Say the next word 'hat'. Ask the children to sound-talk 'had' } \\ \text { and then 'hat' and then make 'had' into 'hat' by changing a } \\ \text { letter on their whiteboard. They can check with their } \\ \text { partners by sound-talking and then blending to read their } \\ \text { new word. } \\ \text { Repeat with each word until you get back to 'had' again and } \\ \text { the children shout 'Full Circle!' }\end{array} \\ \hline \begin{array}{l}\text { Reading, writing, } \\ \text { talk } \\ 5 \text { minutes }\end{array} & \begin{array}{l}\text { Read the Message } \\ \text { Look what I have found! Pip has hidden a message for us in this } \\ \text { bottle. Let's see what it says. Show a plastic bottle with a } \\ \text { rolled up message sticking out of the top. } \\ \text { Take out the instruction ('Go and sit back to back'.) and stick } \\ \text { it on the whiteboard for everyone to see. }\end{array} \\ \text { This is a sentence. It starts with a capital letter and ends with a } \\ \text { full stop. Look at the first word. It is one of the tricky words we } \\ \text { have been learning this week. Who can read it for me? That's } \\ \text { right, it says 'go'. That sounds a bit like the instructions in Pip's } \\ \text { game yesterday. I wonder if Pip is telling us to do something. } \\ \text { tricky words. } \\ \text { Ask the children to work in pairs to read the rest of the } \\ \text { sentence together. Remind them to sound-talk each word } \\ \text { and then blend the phonemes to read the word. Offer } \\ \text { support if necessary, but try to step back and observe the } \\ \text { children as they apply what they have learned about letters } \\ \text { and sounds. } \\ \text { When you have read the whole sentence with your partner, see } \\ \text { ifyou can follow the instruction that Pip has given us. }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Resources | Letter cards: $k$, e, $r$ (Resource PCM A) |
| Individual whiteboards and pens |  |
| Large set of word cards (A3 copy): hat, bag, bus, sock, fan, |  |
| bell, doll, bed (PCM 4) |  |
| Set of magnetic letters for each pair: $\mathrm{h}, \mathrm{b}, \mathrm{a}, \mathrm{u}, \mathrm{e}, \mathrm{t}, \mathrm{d}$ |  |
| Small set of Word Cards for each child (A4 copies): hat, bag, |  |
| bus, sock, bell, doll, bed (PCM 4) |  |
| An empty plastic bottle containing a rolled-up instruction |  |
| sticking out from the top: Go and sit back to back. |  |

## Session 9: Thursday

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| Learning objectives | Activities |
| :--- | :--- |
|  | How many words did we say there would be in this sentence? <br> Talk to your partner and count the words in the sentence. What <br> do I need to put at the end? <br> Roll up the instruction and tuck it into the mouth of the <br> empty bottle for Pip to read later. I think that Pip will be <br> pleased to get this message. He loves eating buns! |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned to recognise and read tricky words and <br> how to write a sentence to use for a message. <br> Children: What will we take away? |
| TA: You are going to take away a copy of the instruction for Pip |  |
| andread it to yourself and to a friend. |  |$|$| Letter Cards: ck, m, g (Resource PCM A) |  |
| :--- | :--- |
| Word Cards: I, no, go (Resource PCM B) |  |
| Empty plastic bottle |  |
| Resources | Large sheet of paper for Shared Writing <br> Individual whiteboards and pens <br> Copy for every child of the instruction: Go and get a big bun. <br> (PCM 5) |

## Session 10: Friday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to recognise and read tricky words <br> and how to write a sentence to use as a message. <br> Children: What are we learning today? |
| TA or Puppet: We are learning how to use what we know |  |
| about letters and sounds to read the words in a message and |  |
| write our own sentences. |  |$|$

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \begin{array}{l}\text { Activities } \\ \text { I've got some ideas too. You need to listen carefully because I } \\ \text { am going to sound-talk the words. You need to listen and then } \\ \text { blend the phonemes to recognise the word: }\end{array} \\ \hline & \begin{array}{l}\text { 'Go and get a b-a-g.' } \\ \text { The children listen to the phonemes and orally blend and } \\ \text { say the word 'bag'. Show the bag. Now join in and we'll say } \\ \text { the whole sentence together. 'Go and get a bag.'Ask the } \\ \text { children to count the number of words in the sentence. } \\ \text { 'Go and get a d-o-ll.' } \\ \text { Children listen to the phonemes and orally blend and say } \\ \text { the word 'doll'. Show the doll and say the whole sentence } \\ \text { together. }\end{array} \\ \text { Repeat this process with the other objects: hat, fan, duck, } \\ \text { bat. } \\ \text { You're going to use your whiteboards to write a new instruction } \\ \text { for Pip. You can choose whichever object you like to tell him to } \\ \text { go and get. Now turn to a partner and say your sentence to } \\ \text { your partner. Each of you take a turn. } \\ \text { Show me where on your board you will start writing. Check for } \\ \text { the appropriate starting position and praise and prompt }\end{array}\right\}$
\(\left.\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline & \begin{array}{l}\text { TA: We have learned how to make up a simple message and to } \\
\text { write it down. You could use what you have learned to write } \\
\text { messages to people. } \\
\text { Children: What will we take away? }\end{array} \\
\text { TA: You are going to take away the message that you wrote } \\
\text { today. Read your sentence to your partner and they will go and } \\
\text { get the thing that is in your sentence. }\end{array}
$$\right\} \begin{array}{l}Sentence on the whiteboard: Tell Pip to go back to bed. <br>

Objects: bag, doll, hat, fan, duck, bat\end{array}\right\}\)| Individual whiteboards and pens |
| :--- |

## Observation and assessment: Module 1

To be used by the class teacher in discussion with the teaching assistant at the end of Week 2

| Key knowledge and skills | Comments |
| :--- | :--- |
| Letters and sounds: Phase $\mathbf{2}$ |  |
| - Give the sound when shown any letter from Sets 1-5 |  |
| - |  |
| Find any Set 1 1-5 letter, from a display, when given the |  |
| - |  |
| - Orally blend and segment CVC words | Blend and segment to read and spell VC words such |
| as it, is, in, on and CVC words such as can, get, big |  |
| - Read the tricky words: and, to, the, no, go, I |  |
| - $\quad$ Spell the tricky words: and, to, the |  |
| Reading, writing and talk |  |
| - Join in with a familiar action song |  |
| - Talk to a partner to share ideas |  |
| - Read a simple sentence by sounding out and |  |
| $\quad$ blending the phonemes in each word |  |
| - Say a simple sentence ahead of writing |  |
| - Know where to start writing on a page |  |
| - Leave a space between each word when writing |  |

## Module 2: Week 3

## Session 11-15

Text focus: Children's names
Example text: Make their own enlarged text with the sentence I can see...
Outcome: Photo frame with label

Focus for letters and sounds: Phase 3
Letter progression: Set 6: j, v, w, x
Decodable HF words: will
Tricky HF words (reading): we, me
Tricky HF words (spelling): no, go, I

## General notes for teaching assistants: Week 3

This is the beginning of Module 2 and the focus for letters and sounds moves to Phase 3 throughout this four-week module. The children will learn further graphemes and keep practising blending and segmenting phonemes to read and spell CVC words. The focus for reading and writing is the children's names. They will compose and write a label for a photo of themselves.

## Preparation for this week

## Session 11: Monday

Make a frieze of the letters that the children have already learned and display it in your teaching area: $\mathrm{s}, \mathrm{at}, \mathrm{p}, \mathrm{i}, \mathrm{n}, \mathrm{m}, \mathrm{d}, \mathrm{g}, \mathrm{o}, \mathrm{c}, \mathrm{k}, \mathrm{ck}, \mathrm{e}, \mathrm{u}, \mathrm{r}, \mathrm{h}, \mathrm{b}, \mathrm{f}, \mathrm{ff}, \mathrm{l}, \mathrm{ll}, \mathrm{ss}$ (use grapheme cards: Resource PCM A).
Make a large caption on a strip of card 'Look at me.'
Prepare one set of magnetic letters: $w, m, e$.
Prepare name cards (first name and surname) for each child, the puppet and yourself.

## Session 12: Tuesday

Find out from the teacher how the letters $\mathrm{j}, \mathrm{v}, \mathrm{w}$, and x have been taught in class (for example, actions to do as they say the sound and how to form each letter correctly).
Write out the sentence 'I can see...' (first name and surname) for each child and the puppet on strips of card.
Fill in Writing Flap cards: with each child's first name and surname and the tricky words 'I', 'no' and 'go'.

## Session 13: Wednesday

Make an A3 copy of the word list (PCM 6): jog, will, fox, van, wax, jam, six, web, Jack, Jill, tax, win.

Make six further copies of the word list (PCM 6) for the Take Away activity.
Collect the following magnetic letters: $\mathrm{j}, \mathrm{w}, \mathrm{x}, \mathrm{v}, \mathrm{o}, \mathrm{i}, \mathrm{e}, \mathrm{b}, \mathrm{m}, \mathrm{t}$.

## Session 14: Thursday

Make a set of Letter Cards: j, v, w, x (Resource PCM A).
Make a set of large Word Cards: we, me, and, will (Resource PCM B - enlarged to A3).
Make six copies of the photo frame (PCM 7) and put the children's photos into the centre of each one.

Make six sets of small word cards in envelopes for the children to take away: we, me, and, will (Resource PCM B).

## Session 15: Friday

Write the question 'Can a fox go up in a jet?' on the whiteboard and cover it.
Ask the teacher to select an appropriate Guided Reading book.

## Session 11: Monday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn last week? } \\ \text { TA or Puppet: We learned some more letters and sounds, } \\ \text { how to spell the tricky words 'the' and 'to' and how to read } \\ \text { and write a message giving an instruction. } \\ \text { All: What are we learning today? }\end{array} \\ & \begin{array}{l}\text { TA or Puppet: We are learning to recognise letters and } \\ \text { sounds that we have learned before, how to read some tricky } \\ \text { words, and how to read our names. }\end{array} \\ \hline \text { Letters and sounds } & \begin{array}{l}\text { Letter recognition } \\ \text { 10 minutes } \\ \text { Reinforce knowledge of } \\ \text { letter names. }\end{array} \\ \begin{array}{ll}\text { Pip can't remember the sounds that these letters make. Can } \\ \text { you help him by saying the sound when he points to a letter? }\end{array} \\ \text { Display a frieze of letters that the children have been } \\ \text { learning and point to five or six different ones. Check that } \\ \text { the children can say the correct sound each time. }\end{array}\right\}$
$\left.\begin{array}{l|l|l}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { One of the words in Pip's sign is very interesting. Focus on } \\ \text { the word 'me' and make it with magnetic letters on the } \\ \text { board. Sound-talk the word and add sound buttons } \\ \text { under each grapheme. Talk about the tricky bit: the 'e' is } \\ \text { not short as in words they know such as 'pen'. It is } \\ \text { pronounced the same way as its letter name. }\end{array} \\ \text { There are other words that we use a lot in our reading and } \\ \text { writing that have the same tricky bit as 'me'. Take away the } \\ \text { magnetic letter 'm' and replace it with 'w'. Involve the } \\ \text { children in sound-talking and then blending to read the } \\ \text { word 'we'. } \\ \text { We have read two different words and they both have the }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Resources | Letter frieze $(s, a, t, p, i, n, m, d, g, o, c, k, c k, e, u, r, h, b, f, f f, l$, <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br> Cardboard tube or toy telescope <br> Large caption on a strip of card: Look at me. <br>  <br>  <br>  <br> Set of magnetic letters: $w, m, e$ <br> Name cards for each child, the teaching assistant and the <br> puppet |

## Session 12: Tuesday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read the tricky words 'we' <br> and 'me' and how to read our names. <br> Children: What are we learning today? |
|  | TA or Puppet: We are learning some phonemes, how to <br> spell some tricky words and how to read our names in a <br> sentence. |
| Letters and sounds | Learning letters |
| 15 minutes |  |
| Reinforce their learning of |  |
| the Set 6 letters: $j, v, w, \mathrm{x}$. | Ineed your help today! Pip is getting into a muddle and he <br> can't remember which letter to use when he wants to write <br> different sounds. I think you will be able to help him by <br> joining in when I say a sound and then showing him how to |
| write the letter. |  |
| You can use the following ideas for actions or use some |  |

$\left.\begin{array}{l|l}\text { Learning objectives } & \text { Activities } \\ \text { Learn to spell: I, no, go. } & \begin{array}{l}\text { Make the sound 'x' and explain that we usually hear this } \\ \text { sound at the end of a word. Pretend that you are opening a } \\ \text { box and looking inside. Say the word 'box', emphasising 'x' } \\ \text { at the end. }\end{array} \\ \text { Learning to spell tricky words } \\ \text { Write 'I' on the whiteboard and check that the children } \\ \text { can all read it. Say a sentence, for example I am happy. } \\ \text { Sound-talk the word and explain that there is only one } \\ \text { phoneme and one letter in the word: 'I'. It is also unusual } \\ \text { because we always use a capital 'I' to write this word. }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned the phonemes j, v, w, and $x$, how to <br> spell some tricky words, and how to read our names in a <br> sentence. <br> Children: What will we take away? |
|  | TA: You are going to take away your Writing Flap cards and <br> practise writing the tricky words 'I', 'no' and 'go' and your first <br> name and surname. |
|  | Give out Writing Flap cards with each child's words to be <br> learned. |
| Resources | Individual whiteboards and pens |
|  | Photo of each child (taken during Getting to Know You <br> sessions) <br> Sentence card for each child: I can see (child's first name |
| and surname) |  |
| Writing Flap cards with each child's first name and |  |
| surname and the tricky words 'I','no' and 'go'. |  |

## Session 13: Wednesday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Introduce learning } & \text { All: What did we learn yesterday? } \\ \text { objectives } & \begin{array}{l}\text { TA or Puppet: We learned the phonemes j, v, w, and x, how } \\ \text { to spell some tricky words, and how to read our names in a } \\ \text { sentence. } \\ \text { Children: What are we learning today? }\end{array} \\ & \begin{array}{l}\text { TA or Puppet: We are learning to read and spell words by } \\ \text { blending and segmenting the phonemes and we are } \\ \text { learning how to make sentences. }\end{array} \\ \hline \text { Letters and sounds } & \begin{array}{l}\text { Quickwrite letters } \\ \text { Pip needs a reminder about the letters and sounds that we }\end{array} \\ \text { Recalling graphemes in } & \begin{array}{l}\text { were learning yesterday. When I say a sound I would like you } \\ \text { to write the correct letter on your whiteboard and then show } \\ \text { it to Pip. }\end{array} \\ \text { response to a sound } \\ \text { being spoken. } & \begin{array}{l}\text { Say the sound 'v' as you do the action. Ask the children to } \\ \text { write it on their whiteboard. }\end{array} \\ \hline \text { Repeat with the sounds 'w', j' and 'x'. Check that they have } \\ \text { formed each letter correctly. }\end{array}\right\}$

## Learning objectives Activities

Say the first word: 'vet' and then say it in sound-talk. Demonstrate finding the letter v and putting it into the first square of the phoneme frame. Ask the children which letters you need to put into the next two squares. Well done. Now Pip can spell 'vet'.
Give each child a turn to select the letters and graphemes to spell the following words: wet, job, jet, web, mix, box.

## Reading, writing, talk

5 minutes
Understand that words in a sentence have a specific order, according to the meaning conveyed.

## Sentence making

Display the picture of the puppet with the sentence 'I can see Pip.' cut into individual words and muddled up. Remind the children that they read this sentence yesterday. It was supposed to say 'I can see Pip.' but now Pip has muddled up all the words!

Challenge individual children to find each word in turn and stick them back on to the whiteboard in the correct order.

Give each child a copy of their sentence cut into individual words. Ask them to rearrange the words into the correct order and then read their sentence aloud.

Prompt the children to apply what they have learned. For example: The word 'I' has only one phoneme and needs just one letter. It is always written as a capital letter.

For example, blend each phoneme all through the word so that you can read it: 'c-a-n'.

TA: What did we learn today?
Children: We learned how to read and spell words by blending and segmenting the phonemes and we learned how to make sentences.

Children: What will we take away?
TA: You can take away your own word list and see how many words you can sound-talk, blend and read in one minute. Can you beat our group's score?
Give each child a copy of the word list (PCM 6).

## Resources

Individual whiteboards and pens
Sand timer (1 minute) or stopwatch
Word list (one A3 copy and six A4 copies): jog, will, fox, van, wax, jam, six, web, Jack, Jill, tax, win (PCM 6)

Magnetic letters: $\mathrm{j}, \mathrm{w}, \mathrm{x}, \mathrm{v}, \mathrm{o}, \mathrm{i}, \mathrm{e}, \mathrm{b}, \mathrm{m}, \mathrm{t}$
Large three-phoneme frame drawn on to the whiteboard.

## Session 14: Thursday

$\left.\begin{array}{l|l}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read and spell words by } \\ \text { blending and segmenting the phonemes and we learned } \\ \text { how to make sentences. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning how to read tricky words } \\ \text { and how to write our own sentences. }\end{array}\right\}$

## Learning objectives

Demonstrate how to apply knowledge of high-frequency words and the ability to segment CVC words to spell correctly.

Apply phonic knowledge and skills to write a simple sentence.

Review learning and set independent task

## Activities

Talk about where you are going to start writing and ask the children to recall what is important about the word 'I': that it only has one letter and it is always written as a capital. Involve the children as you sound-talk 'can' demonstrating how to write one letter for each sound. Read what you have written so far, and then sound-talk the word 'see'. Involve children in identifying the first letter and then explain that the long 'e' sound needs two letters in this word.

Reread and talk about the final word. As it is a name it needs a capital letter, just like their names. Explain that you have written a complete sentence, so you need to put a full stop at the end.

Read the finished label together: I can see Pip.

## Guided Writing

Now you are going to write your label for your photo. Give each child a sheet with their photo inside the frame and space for a label (PCM 4).

Ask each child to rehearse their sentence aloud before they start writing: I can see (child's own name).
Support them as they write, praising and prompting as needed. For example praise them for: remembering to use a capital letter for 'I'; using sound-talk for 'c-a-n' and writing a letter for each phoneme; identifying the initial ' s ' for 'see'; writing their name (and surname if appropriate) from memory and using a capital letter; using a full stop at the end of the sentence.

Ask the children to read their finished label and check that they are happy with it.

Each child can take a turn to show their photo and read out their sentence. Collect the pictures, muddle them up and hand them out again. Ask them to try reading the sentence on the new picture that they have been given.
The pictures can be displayed in your group's working area.

TA: What did we learn today?
Children: We learned how to read tricky words and how to write our own sentences.

Children: What will we take away?

| Learning objectives | Activities |
| :--- | :--- |
|  | TA: You can take away an envelope with the words that we <br> were practising today. You can practise reading these words <br> yourself. |
| Gesources | Give each child their envelope with the words that they <br> are going to practise. |
|  | Large Letter Cards: $\mathrm{j}, \mathrm{v}, \mathrm{w}, \mathrm{x}$ (Resource PCM A) <br> Large Word Cards: we, me, and, will (Resource PCM B) <br> Photo of puppet <br> Six copies of photo frame (PCM 7) with children's photos <br> attached <br> Envelope for each child with words to practise: we, me, <br> and, will |

## Session 15: Friday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read tricky words and <br> how to write our own sentences. <br> Children: What are we learning today? |
|  | TA or Puppet: We are learning to use what we know about <br> letters and sounds to read and write words and sentences. |
| Letters and sounds | Flashcards: letters <br> Iwant to see how quickly you can say the sound when I show <br> y minutes <br> you the letter card. Pip will join in this time! <br> Show each letter card in turn: j, v, w, $x$. Check that the |
| children can say the correct sound. |  |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { Strategy check: Remind the children to point to each } \\ \text { word as they are reading. Remind them that they will } \\ \text { recognise some words and that they need to sound-talk } \\ \text { and blend the phonemes to read the other words. } \\ \text { Encourage them to check that what they are reading } \\ \text { makes sense. } \\ \text { Independent reading: The children each have a copy of } \\ \text { the book to read quietly to themselves as you listen and } \\ \text { offer support. }\end{array} \\ \text { Return to text: Praise the children for using what they } \\ \text { have learned and take examples from the group. For } \\ \text { example, sounding out and blending phonemes to read } \\ \text { particular words; rereading a sentence to check that it } \\ \text { made sense. }\end{array}\right\}$

## Module 2: Week 4

## Sessions 16-20

Text focus: Personal recount
Example text: It's the Weekend by Jenny Lachlan, Rigby, ISBN 0433037229
Outcome: 'Lift-the-flap' sentence
Focus for letters and sounds: PHASE 3
Letter progression: Set 7: $y, z, z z, q u$
Tricky HF words (reading): he, she, be
Tricky HF words (spelling): we, me

## General notes for teaching assistants: Week 4

The children will learn the letters and sounds from Set 7 this week and use them to read and spell further CVC words. The focus for reading and writing is on things that they like doing at the weekend. They will write a simple sentence, for example: 'I am at the...' using high-frequency words that they have learned, and applying their phonic knowledge to spell an unfamiliar word.

## Preparation for this week

## Session 16: Monday

Add the letters 'j', ' $v$ ', ' $w$ ' and ' $x$ ' to the frieze of letters displayed in your teaching area.
Copy word and picture cards (PCM 8): jam, jet, van, web, box, six.
Make a simple crown from cardboard or paper.
Select a book for Shared Reading.
Make a set of the park pictures for each child (PCM 9).

## Session 17: Tuesday

Find a yo-yo to use to introduce the ' $y$ ' sound.
Fill in Writing Flap cards with the tricky words 'me', 'we'.
Make one A3 copy of the park pictures (PCM 9).

## Session 18: Wednesday

Copy a set of 'coin' cards (PCM 10) onto yellow card; cut them out and place them in a small bag.

Make six further A4 copies of the coin sheet (PCM 10) for the Take Away activity.
Collect the following magnetic letters: $\mathrm{y}, \mathrm{e}, \mathrm{s}, \mathrm{z}, \mathrm{i}, \mathrm{p}, \mathrm{t}, \mathrm{b}, \mathrm{u}, \mathrm{zz}, \mathrm{qu}$.
Prepare a large sentence: 'I am at the park.' Cut into individual words and add a picture of a park (for example from PCM 9) to the word 'park'. Put it into a large envelope and write: 'To (your name) from (puppet's name)'.

## Session 19: Thursday

Make a set of Letter Cards: $y, z, z z, q u(R e s o u r c e ~ P C M ~ A) . ~$
Make a set of large Word Cards: he, she, be (Resource PCM B).
Fold a sheet of A3 in half (longways) and write 'Look at (puppet's name)' on the front.
Make a sentence strip for each child: 'He can be the boss.' (PCM 11).

## Session 20: Friday

Enlarge the funny questions (PCM 12).
Prepare 'lift-the-flap' papers for each child: fold an A4 sheet of paper in half lengthways and write 'Look at' on the front.

## Session 16: Monday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn last week? <br> TA or Puppet: We learned the phonemes 'j', 'v', 'w' and 'x' <br> and how to write our names in a sentence. <br> Children: What are we learning today? |
|  | TA or Puppet: We are going to learn how to read some <br> more tricky words and how to read one word for every word <br> we point to when we are reading a book. |
| Letters and sounds <br> 10 minutes <br> Reinforce their <br> knowledge of letter <br> names. | Letter recognition <br> Pip is going to point to some letters. Can you say the sound <br> each time he points to a letter? |
| Practise blending for |  |
| reading (using Set 6 6 |  |
| letters). | Point to five or six different letters (including some new <br> ones from last week). Check that the children can say the <br> correct sound each time. |
|  | What's in Pip's box? <br> Pip has hidden some objects (or pictures) in his box. We're <br> going to work out what the things are by reading the words <br> on these cards. |
|  | Show the first Word Card, for example 'jam'. Point to each <br> sound button and sound-talk the word as the children <br> join in. Say the word. Let's see whether Pip has got 'jam' in |
| his box. Well done! |  |


| Learning objectives | Activities |
| :---: | :---: |
|  | from the beginning of the sentence and write 'he'. Involve the children in sound-talking and then blending to read the word 'he' and then read the whole sentence together: He can be the king. <br> Give the crown to a girl to wear. Now I need to change the sentence again because it needs to say 'She can be the queen'. Make the changes and focus on the word 'she'. This word has two tricky bits to remember. Draw a line under 'sh' and explain that the sound 'sh' uses two letters when we write it. Sound-talk and then blend to read the word together. |
| Reading, writing, talk 10 minutes | Shared Reading <br> Select a text related to the children's experience, for example a visit, or what they do at the weekend. This could be a big book or a book you have made in class. The following example is based on It's the Weekend by Jenny Lachland. It could be adapted to other texts. <br> Before you read, choose a page in the book where you can demonstrate how to sound out and segment the phonemes to read a particular word. Look for examples of high-frequency words that the children will recognise. |
| Make links between reading and their experience. | Today we are going to read a book about things that children do. I wonder whether they will do the same things as you. Look together at the cover. Talk about the title. What do you think these children are doing? <br> Turn to the start of the text. Where shall I start reading? Gesture to the different parts of the text and get a child to come and point to the correct starting point. |
| Demonstrate how to match a spoken word to a printed word (one-toone correspondence). | I am going to point to each word as I am reading to make sure that I read all the words on the page. Start reading the book. Point to every word as you are reading. |
| Demonstrate how to read simple words by sounding out and blending the phonemes. | Pause at a particular word and demonstrate how to sound-talk each phoneme and then blend to read the word. Talk about what you are doing. Involve the children in one or two further examples, for example p.3, reading children's names: Meg, Ben, Dan. <br> Draw attention to the high-frequency words that the children have been learning, for example 'to', 'the', 'and'. <br> At the end of the book, talk with the children about their experience. For example: What do you like to do at the weekend? I s it the same as any of the things in the book? Encourage each child to contribute their idea. |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \text { set independent task } & \begin{array}{l}\text { TA: What did we learn today? } \\ \text { Children: We learned to read some tricky words (be, he, she) } \\ \text { and how to read one word for every word we point to when } \\ \text { we are reading a book. } \\ \text { Children: What will we take away? }\end{array} \\ \text { TA: Here are some pictures of children at the park. You are } \\ \text { going to talk about what the children are doing in each } \\ \text { picture and decide what order to put them into. } \\ \text { (This could also be done with Small World play - swings, } \\ \text { slides and so on - with the children being encouraged to } \\ \text { talk about what their character is doing at the park.) }\end{array}\right\}$

Session 17: Tuesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read some tricky words (be, he, she) and how to read one word for every word we point to when we are reading a book. <br> Children: What are we learning today? <br> TA or Puppet: We are learning some more phonemes, how to spell some tricky words and how to listen to one another. |
| Letters and sounds 15 minutes <br> Reinforce their learning of Set 7 letters: $y, z / z z, q u$. | Learning letters <br> Pip is in a muddle again! He is trying to remember which letter to use when he wants to write some more sounds. Can you help him by joining in when I say a sound and then showing him how to write the letter? <br> Involve the children in hearing the sound, joining in with an action as they say the sound, and then writing the letter using the correct letter formation. You can use the following ideas for actions or use some that the children have learned in class. |
| Hear the sound and pronounce it correctly. <br> Recognise the letter and write it correctly. | Show the children a yo-yo and make the sound ' $y-y-y$ ' as it goes up and down. Encourage the children to join in. We need the letter ' $y$ ' to write this sound. Write the letter ' $y$ ' on the whiteboard as the children watch. Ask them to trace the letter on the palm of their hand and then write it on their whiteboard. Check that they have formed it correctly. Invite them all to say the sound and show their letters to Pip. <br> Say the sound 'z-z-z'. Imagine that a wasp is buzzing around and you are flicking it away with your hand. Ask the children to join in as they say the sound and do the action. Write the letter as above. Explain that when the ' $z$ ' sound is at the end of the word we need to use two letters, for example buzz. <br> Say the sound 'qu-qu-qu'. Let's pretend we are running a way from something scary and we want everyone to hurry up. Beckon with your hand and say 'qu-qu-qu-quick'. Write the grapheme 'qu' on the whiteboard. We need two letters when we write the sound 'qu'. |

$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Learn to spell the tricky } \\ \text { words: we, me. }\end{array} & \begin{array}{l}\text { Learning to spell tricky words } \\ \text { We are going to learn to spell two words today. } \\ \text { Write 'me' on the whiteboard and check that the children } \\ \text { can all read it. Say a sentence, for example Look at me, } \\ \text { emphasising the word 'me'. Sound-talk the word and raise } \\ \text { a finger for each phoneme. Ask the children to do this too. }\end{array} \\ & \begin{array}{l}\text { Talk about the letters needed for each phoneme and ask } \\ \text { the children to trace the letters needed for 'm' on their } \\ \text { first finger and 'e' on their second finger. Rub the word off } \\ \text { the board and ask the children to write it on their } \\ \text { whiteboard. }\end{array} \\ & \begin{array}{l}\text { Write the word 'we' on the whiteboard and check that } \\ \text { they can all read it. Say a sentence, for example: We are }\end{array} \\ \text { learning to spell some words, emphasising the word 'we'. } \\ \text { Sound-talk the word and raise a finger for each phoneme. }\end{array} \right\rvert\, \begin{array}{ll}\text { Ask the children to do this too. }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned the phonemes 'y', 'z' and 'qu', how to <br> spell some tricky words (me, we) and how to listen to one <br> another. <br> Children: What will we take away? |
| Resources | TA: You are going to take away your Writing Flap cards and <br> practise writing the tricky words 'we' and 'me'. <br> Give out writing flap cards to each child. |
|  | A yo-yo <br> Individual whiteboards and pens <br> Writing Flap cards with the tricky words 'me', 'we' |
| Enlarged copy of park pictures (PCM 9) |  |

## Session 18: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the phonemes 'y', 'z' and 'qu', how to spell some tricky words (me, we), and how to listen to one another. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read and spell words by blending and segmenting the phonemes and we are learning how to make sure that a sentence makes sense. |
| Letters and sounds <br> 15 minutes <br> Recalling graphemes in response to the sound being spoken. | Quickwrite letters <br> Pip needs reminding about the letters and sounds that we were learning yesterday. When I say a sound, I would like you to write the correct letter on your whiteboard and show it to Pip. <br> Say the sound ' $y$ '. Ask the children to write it on their whiteboard. <br> Repeat with the sounds ' $z$ ' and ' $q u$ ', using the actions if children need further prompting. Check that they have formed each letter correctly. <br> Rubbish or Treasure? <br> Pip has discovered some pirate gold but he needs your help to decide whether it is worth keeping. |
| Practise blending phonemes for reading. | Each child takes a turn to take a 'coin' from Pip's bag and blends the phonemes to read the word. Real words go into the treasure chest and nonsense words go into the bin. Each child makes their own decision. Once the words are sorted, check them as a group. <br> Words: quick, quack, yit, yell, jazz, zep. <br> Pip's phoneme frame |
| Practise segmenting phonemes for spelling. | Can you help Pip to write some words with these magnetic letters? <br> Display a large three-phoneme frame and a selection of magnetic letters: $\mathrm{y}, \mathrm{e}, \mathrm{s}, \mathrm{z}, \mathrm{i}, \mathrm{p}, \mathrm{t}, \mathrm{b}, \mathrm{u}, \mathrm{zz}, \mathrm{qu}$. <br> The first word he wants to write is 'yes'. Say the word in sound-talk. Demonstrate finding the letter ' $y$ ' and put it into the first square of the phoneme frame. Ask one of the children which letters you need to put into the next two squares. Well done. Now Pip can spell 'yes'. <br> Give each further child a turn to select the graphemes to spell the following words: yet, zip, buzz, quiz, quit. |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Reading, writing, talk } & \begin{array}{l}\text { Muddled Message } \\ \text { s minutes } \\ \text { After school yesterday I was looking for Pip and I couldn't find } \\ \text { him anywhere! Then I found an envelope addressed to me. } \\ \text { Show the children the envelope and read what it says on } \\ \text { the front. When I looked inside, look what I found. The } \\ \text { message was all muddled up! }\end{array} \\ \text { Understand that words } \\ \text { Spread the words (I/ am/ at/ the/ park.) out on the table } \\ \text { in a sentence have to } \\ \text { make sense. } \\ \text { be able to recognise the words 'I' and 'the' and blend } \\ \text { phonemes to read the words 'am' and 'at'. Ask the } \\ \text { children to say the sounds they know for 'park' and refer } \\ \text { to the picture to help them. }\end{array}\right\}$

## Session 19: Thursday

$\left.\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read and spell words by } \\ \text { blending and segmenting the phonemes, and how to make } \\ \text { sure that a sentence makes sense. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning to read and remember some } \\ \text { tricky words, and how to use letters and sounds to write } \\ \text { words in a sentence. }\end{array}\right\} \begin{array}{l}\text { Letters and sounds } \begin{array}{l}\text { Flashcards: letters } \\ \text { Practise saying the } \\ \text { correct sound when a } \\ \text { letter is displayed. }\end{array} \begin{array}{l}\text { Pip still needs some more practice to remember the letters } \\ \text { and sounds we have been learning this week! Can you say } \\ \text { the sound when I show you the letter card? } \\ \text { Show each letter card in turn: y, z, zz, qu. Check that the } \\ \text { children can say the correct sound. Remind them of the } \\ \text { action ifnecessary. Repeat more quickly. } \\ \text { Practise reading high- } \\ \text { frequency words. }\end{array} \\ \begin{array}{l}\text { Word Cards } \\ \text { We are going to practise reading some of the words we have } \\ \text { been learning this week. Pip can help us. But watch out, he's } \\ \text { in a very bossy mood today! } \\ \text { Use the puppet to hold up the first word 'be'. Point to } \\ \text { each grapheme as the children sound-talk and then } \\ \text { blend the phonemes to read the word. Pip's told mea } \\ \text { sentence that uses this word: 'I can be the boss'. }\end{array} \\ \text { Repeat this for the other word cards, putting them into } \\ \text { the following sentences to reinforce the meaning of each } \\ \text { of the words: He can be the boss. She can be the boss. Pip } \\ \text { could point to particular children as you say each } \\ \text { sentence. }\end{array}\right\} \begin{array}{l}\text { Display each word card again and ask the children to say } \\ \text { the word without sounding it out. }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Reading, writing, talk | Shared Writing <br> 15 minutes <br> Do you remember talking about all the different things you <br> like to do at the park? Give the children a little thinking <br> time and then encourage them to suggest ideas. |
| Use 'talk for writing': <br> thinking aloud about <br> what you want to say <br> before writing. | We are going to help Pip write about what he likes to do <br> when he goes to the park. Pip has told me that his favourite <br> thing is going high on the swing. |
|  | Display a folded sheet of paper and read out what is <br> already written on the front: Look at Pip. |
| Open the folded paper. This is where we will write our |  |
| sentence about Pip. Let's think about a sentence we could |  |
| write. 'He is on the swing.' Repeat the sentence with the |  |
| children joining in. |  |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Review learning and } & \text { TA: What did we learn today? } \\ \text { Children: We learned to read these tricky words: 'he, she, be' } \\ \text { and we learned how to use letters and sounds to write words } \\ \text { in a sentence. } \\ \text { Children: What will we take away? } \\ \text { TA: You will take away a sentence that you can read by } \\ \text { yourself. You will be able to remember some of the tricky } \\ \text { words from today and you can sound-talk and blend, so that } \\ \text { you can read all the other words. } \\ \text { Give out sentence strips. }\end{array}\right\}$

## Session 20: Friday

\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \begin{array}{l}\text { Introduce learning } \\
\text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\
\text { TA or Puppet: We learned to read these tricky words: 'he, } \\
\text { she, be' and we learned how to use letters and sounds to } \\
\text { write words in a sentence. } \\
\text { Children: What are we learning today? }\end{array} \\
& \begin{array}{l}\text { TA or Puppet: We are learning to use what we know about } \\
\text { letters and sounds to read sentences and to write our own } \\
\text { sentences. }\end{array} \\
\hline \begin{array}{l}\text { Letters and sounds } \\
5 \text { minutes }\end{array} & \begin{array}{l}\text { Flashcards: letters } \\
\text { Practise saying the } \\
\text { correct sound when a } \\
\text { letter is displayed. }\end{array} \\
\begin{array}{l}\text { Read simple words by how quickly you can say the sound when I show } \\
\text { sounding out and }\end{array} & \begin{array}{l}\text { Sou letter card. Pip will join in too! } \\
\text { Show each letter card in turn: y, z, zz, qu. Check that } \\
\text { children can say the right sound. }\end{array} \\
\text { blending the phonemes } \\
\text { all through the word } \\
\text { from left to right. }\end{array}
$$ \quad \begin{array}{l}Funny questions <br>
Pip has made up some funny questions for you to read today. <br>
You will be able to read all the words because we have <br>
learned all about these words during this week and last <br>
week. <br>
Display the first question: 'Can a duck quack?' Give time <br>
for pairs of children to read each word, decide whether <br>
the answer is yes or no and write it on the whiteboard. <br>
Invite one child to read the question out loud. Check that <br>

they all agree on the answer.\end{array}\right\}\)| Repeat with a further question if there is time: Can a web |
| :--- |
| buzz? |


| Learning objectives | Activities |
| :---: | :---: |
| Use 'talk for writing' to collect and refine ideas before writing. | Now we will think about the sentence that you want to write inside. Pip's sentence was 'Pip is on the swing.' Can you make up a sentence about yourself? It could start with 'I am on the...;Iam in the...;l am at the...'. Give time for the children to compose and rehearse their sentences orally, helping them if necessary. Go round the group and ask each child to say their sentence aloud. |
| Segment phonemes to spell phoneticallyregular words. | We will write our first word together. Remember to use a capital 'I'. Check that the children are starting to write in the correct place. |
|  | The next word is 'am'. You will be able to sound-talk that one and then write each letter. Try writing it on your own. |
|  | Read the first two words and then say your whole sentence aloud. Use sound-talk to help you spell the next word in the sentence. |
| Recall and spell highfrequency words correctly. | The next word is 'the' and you learned that one two weeks ago. Try writing it yourself. Remember that you need two letters to write the 'th' sound. |
|  | Reread your sentence to yourself. What was the last word that you wanted to write? Sound-talk your word and try writing letters for each phoneme. |
|  | Once they have tried, scribe the word underneath if necessary, talking to each child about which letters are right and so on. (Other children could be drawing a picture on the top side of the flap while they are waiting for you.) |
|  | When they have all finished, ask each child to take a turn to read their sentence. |
| Review learning and set independent task | TA: Who can remember some of the things we've learned this week? (The children recall what they have done. Pick up a particular aspect of the learning to explain how it can be used.) |
|  | TA: We've been able to use what we know about spelling words to help us to write our sentences. |
|  | Children: What will we take away? |
|  | TA: You can take away your 'Lift-the-flap' sentences. Find someone at home to listen to you reading it. You could add a picture to give them a clue about what is under the flap. |
| Resources | Letter cards: $\mathrm{y}, \mathrm{z}, \mathrm{zz}, \mathrm{qu}$ (used yesterday) |
|  | Funny questions (PCM 12) |
|  | Whiteboards and pens for each pair |
|  | Lift-the-flap paper for each child (A4 sheet of paper folded lengthways and Look at written on the front) |

## Module 2: Week 5

Sessions 21-25
Text focus: Traditional story
Example text: Goldilocks and the Three Bears by Janet Hillman, Kingscourt, ISBN 0732722888

Outcome: Speech bubble with a simple sentence 'This is a big bed.'
Focus for letters and sounds: Phase 3
Letter names: Alphabet song
Consonant digraphs: $s h$, th
Decodable HF words: this, then, with, that, them
Tricky HF words (reading): was, her
Tricky HF words (spelling): he, she, be

## General notes for teaching assistants: Week 5

This week the children will learn the consonant digraphs 'sh' and 'th' and apply them to reading and spelling CVC words. They will read the story of Goldilocks and the Three Bears and retell it in their own words. They will use their knowledge of letters and sounds and high-frequency words to write a simple sentence in a speech bubble for Goldilocks.

## Preparation for this week

## Session 21: Monday

Make a set of word cards (PCM 13): yell, buzz, yap, quack, puff, hiss.
Write the unfinished sentence on the whiteboard 'A duck can...'.
Select a big book version of Goldilocks. Read through and identify examples of the words 'was' and 'her'. Find two examples of CVC words that the children will be able to decode.

Prepare 1 set of magnetic letters: $w, a, s, h, e, r$.
Make copies of Goldilocks pictures for each child (PCM 14).

## Session 22: Tuesday

Enlarge a set of Goldilocks pictures (PCM 14).
Provide finger puppets and (or) props (for example, three bowls, three doll's house beds and chairs) to support retelling the story (optional).

Fill in Writing Flap cards with the tricky words 'he', 'she' and 'be'.

## Session 23: Wednesday

Write the sentence on the whiteboard and cover it: 'This is a thin fish.'
Draw a three-phoneme frame on the whiteboard and prepare a set of magnetic letters or graphemes: sh, th, w, a, i, p, n, t.

Enlarge one copy of the Goldilocks speech bubble picture (PCM 15).
Write the sentence 'This is a big bed.' Cut it up so that each word is on a separate piece of card.

Make three sets of the word game (PCM 16) from card for the Take Away activity. Cut up the Word Cards and make two playing boards.

## Session 24: Thursday

Make a set of large Word Cards: was, her, than (Resource PCM B).
Make A4 copies of a Goldilocks speech bubble picture for each child (PCM 15).
Make a sentence strip for each child: 'Goldilocks was not in her bed.'(PCM 17).

## Session 25: Friday

Prepare three sets of magnetic letters: sh, th, w, i, o, p, ck (stick the two-letter graphemes together as single units).

The class teacher will select a Guided Reading book at the appropriate level for the group.

## Session 21: Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn last week? <br> TA or Puppet: We learned the phonemes ' $y$ ', $z$ ' and qu' and how to use spelling that we know when we are writing words in a sentence. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to read some more tricky words and how to blend the phonemes to read words when we are reading a familiar story. |
| Letters and sounds <br> 5 minutes <br> Reinforce their knowledge of the letter names. | Alphabet song <br> We are going to sing the alphabet song every day this week to help us to remember the names of all the letters in the alphabet. <br> Sing the alphabet song together, pointing to the letters on the frieze as you sing. <br> Finish the sentence <br> Pip has started to write a sentence but he doesn't know how to finish it. Read the unfinished sentence as the children join in: A duck can... |
| Practise blending for reading (using Set 1-7 letters). | Pip has got six word cards but he doesn't know which word he should choose. You can help him because you have learned all the sounds in these words. Give a card to each child. Ask them to read their word and decide whether it is the correct one: yell, buzz, yap, quack, puff, hiss. Check that the children can sound-talk and then blend the phonemes to read their word. <br> Read the finished sentence together. |
| Reading, writing, talk 15 minutes | Shared Reading and reading tricky words <br> Shared Reading: Goldilocks and the Three Bears <br> Point to each word as you are reading to reinforce one-toone correspondence. Read at a brisk pace, stopping only where there is a teaching point. <br> (The following prompts refer to an example text: Goldilocks and the Three Bears by Janet Hillman, Kingscourt. They can be adapted to other versions of the story.) |


| Learning objectives | Activities |
| :--- | :--- |
| Listen with enjoyment <br> and respond to stories. | Today we are going to read a traditional story. Show the <br> cover of the book. Does anyone know the title? Look at <br> the cover together and invite the children to make <br> suggestions. Read the title. |
|  | How does a traditional story start? Where shall I start <br> reading? Begin the story and stop at the end of p. 2. How <br> do l know where to read next? |
| Read simple words by |  |
| sounding out and |  |
| blending the phonemes |  |
| all through the word |  |
| from left to right. | Read to the end of p. 6. Encourage the children to join in <br> with p. 7. After reading, point to the word 'bed' and ask: <br> How did you know that said 'bed'? Talk about blending the <br> phonemes to read the word. <br> Continue reading, encouraging the children to join in <br> with familiar or repeated phrases. <br> At the end of the story, ask: Do you think Goldilocks will <br> ever want to come back to the woods again? <br> Well done! We've read the whole book. We pointed to each |
| word as we were reading and we practised using sound-talk |  |
| and blending to read some of the words. |  |


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned how to read the tricky words 'was' and <br> 'her' and how to blend the phonemes to read words when we <br> were reading Goldilocks. <br> Children: What will we take away? |
| Resources | TA: You can take away a set of pictures from the Goldilocks <br> story. You can use them to help you to remember the story, so <br> that you can tell it to someone else. <br> Give each child a copy of the Goldilocks pictures. |
|  | Alphabet frieze and pointer <br> Big book version of Goldilocks <br> One set of magnetic letters: w, a, s, h, e, r <br> Copies of Goldilocks pictures for each child (PCM 14) |

## Session 22: Tuesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read the tricky words 'was' and 'her' and how to blend the phonemes to read words when we were reading the story of Goldilocks. <br> Children: What are we learning today? <br> TA or Puppet: We are learning two new sounds, how to spell some tricky words and how to retell a story. |
| Letters and sounds <br> 15 minutes <br> Reinforce their knowledge of the letter names. <br> Reinforce their learning of two letter GPCs: sh, th. | Alphabet song <br> Sing the alphabet song together, pointing to the letters on the frieze as you sing. <br> Introduce 'sh' and 'th' <br> We're going to help Pip with two new sounds today. He doesn't listen very well and then he gets into a muddle. Can you listen carefully and say the sound with me? <br> You can use the following ideas for actions or use some that the children have learned in class. <br> Say the sound 'sh' and put your finger to your lips. Ask the children to join in. Say some words with the 'sh' sound and ask the children to suggest others, for example sheep, brush, shut (include the children's names if applicable). <br> Write 'sh' on the whiteboard and draw a line under both letters. This sound needs two letters that you already know: the letters 's' and ' $h$ '. <br> Say the sound 'th'. You could say that you have to be a bit rude when you say this sound because you need to stick your tongue out between your teeth a little. Ask the children to join in and check that they are not saying ' $v$ ' instead of 'th'. <br> Say some words with the 'th' sound and ask the children to suggest others, for example thumb, thin, thick, with. <br> Write 'th' on the whiteboard, explaining that this is another sound that uses two letters. <br> Write some 'sh' and 'th' words on the whiteboard and ask each child to find one word with either of the graphemes and underline it, for example fish, she, wishes, them, tooth, thank. |


| Learning objectives | Activities |
| :---: | :---: |
| Learn to spell the tricky words: he, she, be. | Learning to spell a tricky word <br> We are going to learn to spell three words today. These words have something in common. They all have the same tricky bit! <br> Write 'he' on the whiteboard and check that they can all read it. Say a sentence, for example He can be the king. Emphasise the word 'he'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. <br> Talk about the letters needed for each phoneme and ask the children to trace the letters needed for ' $h$ ' on their first finger and ' e ' on their second finger. Rub the word off the board and ask the children to write it on their whiteboard. <br> Repeat for the word 'be' and point out that this word ends in 'e' as well. <br> Write the word 'she' on the whiteboard. Draw a line under 'sh' and a sound button under 'e'. Make the link with what they have just been learning about the sound 'sh' and how to spell it. Sound-talk the word and ask the children to raise a finger for each phoneme. <br> Ask the children to trace the letters needed for 'sh' on their first finger and ' e ' on their second finger. Rub the word off the board and ask the children to write it on their whiteboard. |
| Reading, writing, talk 5 minutes | Retelling the story <br> Today we are going to retell the story of Goldilocks together. Display pictures from the story and give out puppets and (or) props (if available). I will start and then I'll ask each of you to tell a little bit. |
| Respond to stories by retelling them using pictures or puppets or props. | Once upon a time there were three bears. One morning they went out for a walk because their porridge was too hot. A little girl called Goldilocks went into their house... <br> Encourage the children to take it in turns to continue the story,. Ask questions such as: |
| Use story language in their retelling. | What did she do with the porridge? <br> Where did she sit? <br> Where did she go next? <br> What did the bears say about the porridge...?...the chairs? ...the beds? |
| Order the events in the correct sequence when retelling a familiar story. | Well done! You have remembered the story really well. Praise the children for using story language or repeated refrains from the story. |


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned the sounds 'sh' and 'th', how to spell <br> the tricky words 'he', 'be', 'she' and how to retell a story. <br> Children: What will we take away? |
| Resources | TA: You are going to take away your Writing Flap cards and <br> practise writing the tricky words 'he', 'be', 'she'. <br> Give out Writing Flap cards to each child. |
|  | Individual whiteboards and pens <br> Set of Goldilocks pictures enlarged to A3 (PCM 13) |
| Finger puppets and (or) props (for example three bowls, <br> three doll's house beds and chairs) to support retelling <br> the story (optional) <br> Writing Flap cards with the tricky words 'he', 'be', 'she' |  |

## Session 23: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds 'sh' and 'th', how to spell the tricky words 'he', 'be', 'she' and how to retell a story. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read and spell words by blending and segmenting the phonemes and we are learning how to make a sentence. |
| Letters and sounds 15 minutes | Alphabet song |
|  | Sing the alphabet song together, pointing to the letters |
| Reinforce their knowledge of the letter names. | on the frieze as you sing. <br> Does it make sense? |
| Practise blending phonemes for reading. | Pip has got a challenge for you today. We will read a sentence together. Then the naughty puppet will rub out one of the words and change it. You will read the new sentence and decide whether you think that it makes sense. |
|  | Uncover the sentence and demonstrate how to soundtalk and blend the phonemes to read each word. Reread the sentence with everyone joining in: This is a thin fish. |
|  | Use the puppet to rub out 'this' and substitute 'that': That is a thin fish. Ask the children to work in pairs. They read the new sentence together and put up their hands if they think that it makes sense. Read it together and check that they all agree. |
|  | Substitute 'shop' for 'fish': That is a thin shop. Repeat the process above. |
|  | Substitute 'fish' for 'thin': That is a fish shop. Repeat the process above once more. |
| Practise segmenting phonemes for spelling. | Pip's phoneme frame |
|  | Pip has got into another muddle. He wants to write some words with these magnetic letters but he doesn't know how to do it. Can you help him? |
|  | Display a large three-phoneme frame and a selection of magnetic letters and graphemes: $s h, t h, w, a, i, p, n, t$. |
|  | Say the first word: than and then say it in sound-talk. Demonstrate finding the grapheme th and putting it into the first square of the phoneme frame. Ask the children which letters you need to put into the next two squares. Well done. Now Pip can spell 'than'. |


| Learning objectives | Activities |
| :---: | :---: |
|  | Give each child a turn to select the letters and graphemes to spell the following words: ship, shop, that, wish, thin, with. |
| Reading, writing, talk <br> 5 minutes <br> Rehearse the sentence orally. | Human sentence <br> Display the enlarged copy of the Goldilocks speech bubble picture. Look at this picture of Goldilocks. She is pointing at Papa Bear's bed and I think she might be saying 'This is a big bed.'I've got the words I need to write that sentence, but they are in a muddle. Let's say that sentence together and keep it in our heads. <br> Give one word to each child and ask the sixth child to work with Pip. Their job is to check that the sentence makes sense. |
| Understand that a sentence starts with a capital letter and ends with a full stop. | Can you make yourselves into the sentence? The children get up and sort themselves into the correct order. Support them if necessary. For example, Every sentence starts with a capital letter. Who has a capital letter at the beginning of their word? <br> Read out the human sentence with the sixth child. Ask: Does it sound right? Check with the whole group and make changes if necessary. |
| Model phrased reading of a sentence. | Pip is going to read the sentence that you have made. Listen carefully to the way he reads it. Read word by word in a stilted way. Shall we help him to read it more fluently? Read the whole sentence again. |
| Review learning and set independent task | TA: What did we learn today? <br> Children: We learned to read and spell words by blending and segmenting the phonemes and how to make a sentence. <br> Children: What will we take away? <br> TA: You have got a word game to take away and play with a partner. Turn the cards upside down and take it in turns to pick a card. Sound-talk the word and then read it. See whether the word has the two-letter grapheme that you are collecting (th or sh). Who will fill be the first to fill all four spaces? <br> Give out one word game for each pair. |
| Resources | Set of magnetic letters: sh, th, w, a, i, p, n, t <br> An A3 copy of Goldilocks speech bubble (PCM 15) <br> Word game for each pair (PCM 16) |

## Session 24: Thursday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read and spell words by blending and segmenting the phonemes and how to make a sentence. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to read words by blending the phonemes and how to write words in our own sentences. |
| Letters and sounds <br> 5 minutes <br> Reinforce their knowledge of the letter names. <br> Practise reading words with the new GPCs and high-frequency words. | Alphabet song <br> Sing the alphabet song together, pointing to the letters on the frieze as you sing. <br> Word Cards <br> We are going to practise reading some of the words we have been learning this week. Pip is going to help me by telling me some sentences that use the words we are learning. <br> Display the first word card 'than'. Remind the children that you need the letters ' $t$ ' and ' $h$ ' to write 'th'. Point to each grapheme in turn as the children sound-talk the graphemes and then blend the phonemes to read the word. <br> Pip says: 'Goldilocks is naughtier than me!' <br> Repeat with the word cards 'was' and 'her', using the word in a sentence each time, for example 'Goldilocks' $m$ um looked for her but she was not in her bed.' <br> Display each word card again and repeat the procedure more quickly and without giving a sentence. <br> Repeat once more and ask the children to say the word without sounding it out. |
| Reading, writing, talk 15 minutes <br> Think about what you want to write before you start writing. Rehearse orally. | Guided Writing <br> Give out pictures (with a speech bubble) of Goldilocks pointing to the bed. Talk about what they can see in the picture. <br> Can you remember what Goldilocks was saying? Let's all say it together, 'This is a big bed.' <br> You are going to write that sentence in the speech bubble. |

$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Segment phonemes to } \\ \text { spell phonetically } \\ \text { regular words. }\end{array} & \begin{array}{l}\text { The first word in the sentence is 'this'. Say the word together } \\ \text { and then ask the children to join in as you sound-talk the } \\ \text { word, raising a finger for each phoneme: /th/-/i/ -/s/. Talk } \\ \text { about the letters you need to write for each phoneme. } \\ \text { Which two letters do you need for the first phoneme? } \\ \text { Before you write 't' and 'h' can anyone remember what sort } \\ \text { of letter we use at the beginning of a sentence? } \\ \text { The children write 'This'. }\end{array} \\ \text { Ehat is the next word? Ask the children to sound-talk 'is' } \\ \text { and then write it. Don't forget to leave a space between } \\ \text { each word as you are writing. } \\ \text { Expect writing to make } \\ \text { sense. } & \begin{array}{l}\text { Which word do we need next? Read This is with the } \\ \text { children, encouraging them to point to each of the words } \\ \text { they have written. Now we need 'a'. Encourage the } \\ \text { children to write this from memory. } \\ \text { Reread the sentence so far and talk about what else they } \\ \text { need to write. We need to write 'big bed.' You can spell these } \\ \text { words using sound-talk and then write the letters that you } \\ \text { need for each phoneme. Support individuals as they do } \\ \text { this, praising them for leaving spaces between words and } \\ \text { spelling each word correctly. }\end{array} \\ \text { Write a complete } \\ \text { Eentence with a child reads back the whole sentence that they have } \\ \text { letter and full stop. } & \begin{array}{l}\text { written and checks that they are happy with it. We've finished } \\ \text { what we want to say. How do we show that it is the end ofa } \\ \text { sentence? Check that each child has used a full stop at the end. }\end{array} \\ \hline \begin{array}{l}\text { Review learning and } \\ \text { set independent task }\end{array} & \begin{array}{l}\text { TA: What did we learn today? } \\ \text { Children: We learned how to read words by blending the } \\ \text { phonemes and how to write words in our own sentences. } \\ \text { Children: What will we take away? }\end{array} \\ \text { Resources } \\ \text { TA: You will take away a sentence about Goldilocks that you } \\ \text { can read by yourself. You will be able to remember some of } \\ \text { the tricky words from today and you can sound-talk and } \\ \text { blend the phonemes to read all the other words. } \\ \text { Give each child a sentence strip 'Goldilocks was not in her } \\ \text { bed.' Look at the first word: 'Goldilocks', and read it with } \\ \text { the children. }\end{array}\right\} \begin{array}{l}\text { Set of large word cards: was, her, than (Resource PCM B) } \\ \text { Copies of the Goldilocks speech bubble picture for each } \\ \text { child (PCM 15) } \\ \text { Sentence strip for each child Goldilocks was not in her bed. } \\ \text { (PCM 17) }\end{array}\right\}$

## Session 25: Friday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read words by blending the phonemes and how to write words in our own sentences. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to apply what we know about letters and sounds when we are spelling words and reading a book. |
| Letters and sounds <br> 5 minutes <br> Reinforce their knowledge of the letter names. <br> Segment the phonemes to spell the words correctly. | Alphabet song <br> Sing the alphabet song together, pointing to the letters on the frieze as you sing. <br> Quick-make <br> Give each pair of children a set of magnetic letters: sh, th, w, i, o, p, ck and a three-phoneme frame. I am going to say a word. You need to say it in sound-talk, find the letters you need for each phoneme, then make the word on your phoneme frame. Pip will see which pair finishes their word first each time. <br> Words to call out: ship, shock, thick, wish, with, shop <br> Check that the children have spelt each word correctly before moving to the next one. |
| Reading, writing, talk 15 minutes | Guided Reading <br> The class teacher selects a Guided Reading book at the appropriate level for the group. Ideally this will be a book based on Goldilocks, or it will have the same repeated phrase: 'This is $a . .$. '. <br> The following example is based on Somebody's Been Eating My Porridge! by G. Budgell and K. Ruttle, Cambridge Reading, CUP. The notes can be adapted to other texts. |
| Support comprehension and vocabulary extension by 'walking through' the book before reading it. | Book introduction: Show the children a copy of the book. Look at the front cover. Do you remember what the Baby Bear said when he saw that the bowl was empty? Take the children's suggestions and then point to the words in the title: Somebody's Been Eating My Porridge! <br> Look at the back cover. Point to the speech bubble. We wrote in a speech bubble this week. Who's talking this time? (Baby Bear) <br> What did he say when he looked at his bed? Read and point to the words Somebody's been sleeping in my bed. |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Point while reading, } \\ \text { making one-to-one } \\ \text { correspondences } \\ \text { between spoken and } \\ \text { written words. } \\ \text { Use phonic knowledge } \\ \text { when reading. }\end{array} & \begin{array}{l}\text { Look at the first page together. The bears are coming back } \\ \text { after their walk. What has happened while they have been out? } \\ \text { Look through the book and talk about the words } \\ \text { porridge, chair, bed. } \\ \text { Strategy check: How can we check that we are reading } \\ \text { each word? We need to point to each word as we are reading. } \\ \text { Remember to sound-talk and then blend to read any words } \\ \text { that you are not sure about. } \\ \text { Independent reading: The children each have a copy of } \\ \text { the book. Encourage them to point to each word as they } \\ \text { read and to blend phonemes. Listen and offer support as } \\ \text { they read. } \\ \text { Return to the text: Comment on the children's reading } \\ \text { praising specific examples of children decoding words } \\ \text { successfully and recognising high-frequency words. }\end{array} \\ \hline \begin{array}{ll}\text { Review learning and } \\ \text { set independent task }\end{array} & \begin{array}{l}\text { TA: Who can remember some of the things we've learned } \\ \text { this week? (The children recall what they have done. The } \\ \text { TA picks up a particular aspect of the learning to explain } \\ \text { how it can be used.) } \\ \text { TA: You have learned how to read some more tricky words. } \\ \text { That is so useful because we find these words in lots of books } \\ \text { and you will be able to read them by yourselfnow. } \\ \text { Children: What will we take away? }\end{array} \\ \text { TA: You can take away the book you have been reading } \\ \text { today. Find someone at home and read it to them. You can } \\ \text { also take the speech bubble that you wrote yesterday. Read } \\ \text { your sentence to someone. You can colour in the picture too. }\end{array}\right\}$

## Module 2: Week 6

Sessions 26-30
Text focus: Rhymes or patterned text
Example text: Action rhyme: 'One, two, three, four, five, once I caught a fish alive' (poster included)
Outcome: A rhyming sentence
Focus for letters and sounds: Phase 3
Letter names: Alphabet song
Consonant digraphs: ch, ng
Tricky HF words (reading): you, my, so
Tricky HF words (spelling): her, so

## General notes for teaching assistants: Week 6

The children will learn two more consonant digraphs this week, 'ch' and 'ng', and apply them to reading and spelling CVC words. The children will sing counting rhymes that they know well and focus on finding rhyming words in 'One, two, three, four, five, once I caught a fish alive.' They will play with rhyme and write a simple rhyming sentence.

This is the last week of Module 2. In the next module the focus for learning will be key objectives from Year 1 rather than Foundation Stage. You need to work with the class teacher to assess the children's progress so far using the observation and assessment sheet on page 124.

## Preparation for this week

## Session 26: Monday

Make one A3 copy and six A4 copies of the rhyme 'One, two, three, four, five, once I caught a fish alive' (PCM 18).
Prepare a set of magnetic letters: $\mathrm{y}, \mathrm{o}, \mathrm{u}, \mathrm{s}, \mathrm{m}$.

## Session 27: Tuesday

Prepare a set of objects or picture cards with rhyming pairs (PCM 19): sock/ clock; fish/ dish; hat/ cat; bear/ chair; ring/king; bell/ shell.
Fill in Writing Flap cards with the tricky words 'her' and 'so'.

## Session 28: Wednesday

Copy a set of 'coin' cards (PCM 20) on to yellow card, cut them out and place them in a small bag.
Prepare a set of magnetic letters for each pair of children: $\mathrm{ch}, \mathrm{r}, \mathrm{h}, \mathrm{a}, \mathrm{o}, \mathrm{p}, \mathrm{t}, \mathrm{ng}$.
Make three copies of the word game (PCM 21) onto card for the Take Away activity. Cut up the word cards and make two playing boards.

## Session 29: Thursday

Make a 'journal' for Pip. Use an A4 ring file and stick a large label on the front saying 'Pip's Journal'.

Make an A3 copy of the sentence 'I was fishing and then the fish bit me.' (PCM 22) and make an A4 copy for each child for the Take Away activity.

## Session 30: Friday

Cut out the following words from the rhyme 'One, two, three, four, five' (PCM 18): fish, let, you, so, did, my. Keep the cut-out words to use in the activity.

## Session 26: Monday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn last week? <br> TA or Puppet: We learned the phonemes 'sh' and 'th' and <br> how to write a sentence for a speech bubble. <br> Children: What are we learning today? |
| TA or Puppet: We are finding out about words that rhyme |  |
| and learning how to read some more tricky words. |  |\(\left|\begin{array}{ll}Letters and sounds \& \begin{array}{l}Alphabet song <br>

5 minutes\end{array} <br>
$$
\begin{array}{l}\text { Reinforce their } \\
\text { knowledge of letter } \\
\text { names. }\end{array}
$$ \& $$
\begin{array}{l}\text { Now you know this song really well I am going to ask one of } \\
\text { you to come and point to the letters as we sing. Invite one } \\
\text { child to lead the singing while pointing to the letters. }\end{array}
$$ <br>
Review their knowledge <br>
of the consonant <br>
digraphs: sh, th. \& $$
\begin{array}{l}\text { Practise grapheme-phoneme correspondences } \\
\text { You used the letter names in the song. Now Pip is going to } \\
\text { point to some letters and I would like you to say the sound that } \\
\text { each letter stands for. Point to two or three different letters. } \\
\text { Last week we learned about sounds that need two letters }\end{array}
$$ <br>
\hline when we write them. Pip is having trouble remembering <br>
them. Let's see ifyou can helphim. Write 'sh' and 'th' on the <br>
board and ask what the sound is each time. Remind the <br>
children of the actions if they need help. We will be <br>
learning more sounds this week.\end{array}\right|\)

| Learning objectives | Activities |
| :---: | :---: |
| Continue a string of rhyming words. | Underline the word 'five' at the end of the first line. This word is 'five'. Can you remember which word rhymes with five? Underline the word 'alive'. Look, the first two words that rhyme are at the ends of the first two lines. Let's see if that is the same in the next two lines. Underline 'ten' and 'again'. <br> Reread the next line 'Why did you let it go?' Underline 'go', and ask children for the next rhyming word. Ask whether any of the children can point to the word that rhymes with 'go'. Well done. You found 'so' at the end of the next line. <br> There's one more pair of rhyming words. Can you remember what they are? Underline 'bite' and 'right'. Now we have found all the rhyming pairs in this rhyme. |
|  | Can you think of any more words that rhyme with 'bite'? Encourage the children to play with the rhymes, making up real and invented words that would rhyme, for example light, kite, fight, night, white. |
|  | Let's try out one of these words in the rhyme. Will it make sense? Sing the last two lines again, substituting 'right' with a word suggested by the children. Does it sound right with the new word? <br> Reading tricky words |
| Learn to read the tricky words: you, my, so. | There are three words in the rhyme that we've been singing today that we are going to learn to read this week. |
|  | Point to line five and read it, emphasising the word 'you': Why did you let it go? |
|  | Make 'you' with the magnetic letters on the board. Sound-talk the word and add sound buttons or lines under ' $y$ ' and 'ou'. Blend the phonemes to read the word. Talk about the tricky bit: the second phoneme is /oo/ and it rhymes with words like 'to' and 'moo'. We use two letters to write this sound 'o' and ' $u$ '. |
|  | There's another word we are learning in the next line. Point to line six and read, emphasising the word 'my': Because it bit my finger so. Make ' my ' with the magnetic letters. Sound-talk and add sound buttons under ' $m$ ' and ' $y$ '. Blend the phonemes to read the word. Talk about the tricky bit: the second phoneme sounds like the letter name ' $i$ ' but we use the letter ' $y$ ' when we write it. |
|  | The third word we are learning is in the same line. Point to line eight and read, emphasising the word 'so': Because it bit my finger so. |


| Learning objectives | Activities |
| :--- | :--- |
|  | Make 'so' with the magnetic letters. Sound-talk and add <br> sound buttons under 's' and 'o'. Blend the phonemes to <br> read the word. Talk about the tricky bit: the letter 'o' <br> doesn't represent the same sound as other words we <br> know like 'hot'. It is pronounced like the letter name. This is <br> the same as other tricky words they have learned (no, go). <br> Pip wants to sing the whole rhyme once more before we <br> finish today. Sing the song and do the actions together. |
| Review learning and |  |
| set independent task | TA: What did we learn today? <br> Children: We found out about words that rhyme and <br> learned how to read the tricky words: 'you', 'my' and 'so'. <br> Children: What will we take away? <br> TA: You can take a way your own copy of the words to help <br> you remember this rhyme. Sing it again to somebody else. <br> Give each child a copy of the words. |
| Resources | Alphabet frieze and pointer <br> An A3 copy of the action rhyme 'One, two, three, four, |
| five, once I caught a fish alive' (PCM 18) |  |
| A4 copies of the rhyme for each child (PCM 18) |  |
| Magnetic letters: y, o, u, s, m |  |

## Session 27: Tuesday

## Learning objectives <br> Introduce learning objectives

## Activities

## All: What did we learn yesterday?

TA or Puppet: We found out about words that rhyme and learned how to read the tricky words: 'you', 'my' and 'so'.

Children: What are we learning today?
TA or Puppet: We are learning two new sounds, how to spell two tricky words and we are finding out about rhyming words.

## Letters and sounds

15 minutes
Reinforce their
knowledge of letter names

Reinforce their learning of two-letter GPCs: ch, ng

## Alphabet song

Choose a different child to 'lead' the singing while pointing at the letters.

## Introduce 'ch' and 'ng'

Pip needs your help again! He's trying to learn two more sounds and he thinks it would be much easier if you were saying them. Listen carefully and then say each sound with me.

You can use the following ideas for actions or use some that the children have learned in class.

Say the sound 'ch, ch, ch'. Let's pretend that we're taking photos. Pretend to hold the camera in front of your eye. What do people say when they want you to smile in a photo? 'Say cheese!' Everyone needs to say 'ch, ch, ch, cheese'. Ask the children to join in and practise saying 'ch, ch, ch, cheese'. Say some words with the 'ch' sound and ask the children to suggest others, for example chip, chin, rich. (Include children's names if applicable.)

Write 'ch' on the whiteboard, reminding the children that sometimes we use two letters to stand for one sound. Draw a line under both letters. This sound needs two letters: 'c' and ' $h$ '.

Say the sound 'ng'. The next sound is a funny one. It's like the sound someone might make when they are stretching up as high as they can to reach something. Say 'ng, ng, ng' and mime stretching up on tiptoes to reach something on a high shelf. Ask the children to join in with the action as they practise saying the sound.

Say some words with the 'ng' sound and encourage the children to suggest theirs, for example string, song, bang.

Write ' $n g$ ' on the whiteboard and draw a line under both letters. This sound needs the letters ' $n$ ' and ' $g$ '.

| Learning objectives | Activities |
| :---: | :---: |
| Learn to spell the tricky words: her, so. | Write some 'ch' and ' ng ' words on the whiteboard and ask one child at a time to find either 'ch' or ' ng ' and underline it in that word: long, hang, singer, chug, chicken, much. <br> Learning to spell tricky words <br> We have got two tricky words to learn to spell today. <br> Write 'her' on the whiteboard and check that they can read it. Say a sentence, for example The teacher sat on her chair. Emphasise the word 'her'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. <br> Talk about the letters needed for each phoneme and ask the children to trace the letters needed for ' $h$ ' on their first finger and 'er' on their second finger. Rub the word off the board and ask the children to write it on their whiteboard. <br> Write 'so' on the whiteboard and remind the children that this was one of the words they were reading yesterday. Repeat the line from the song, emphasising 'so': Because it bit my finger so. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme and ask the children to trace the letter needed for 's' on their first finger and 'o' on their second finger. Rub the word off the board and ask the children to write it on their whiteboard. |
| Reading, writing, talk 5 minutes <br> Enjoy the rhyme and join in with actions. <br> Identify rhyming pairs. | Playing with rhymes <br> We are going to start with the action rhyme we sang yesterday. Point to the words as the children sing 'One, two, three, four, five,' with the actions. <br> Rhyming pairs <br> Put six picture cards on the table: sock, bear, dish, ring, cat, bell. Involve the children as you say the name for each thing. <br> Give each child a picture card: clock, chair, fish, king, hat, shell. Ask each child to name their object and to pick up the rhyming pair from the table. If they are having difficulty, ask other children to make suggestions. <br> Shuffle the cards and spread them out on the table. Play 'Pairs', matching the cards that rhyme. |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \text { set independent task }\end{array} \quad \begin{array}{l}\text { TA: What did we learn today? } \\ \text { Children: We learned the sounds 'ch' and 'ng', how to write } \\ \text { the tricky words 'her' and 'so' and we found out more about } \\ \text { rhyming words. } \\ \text { Children: What will we take away? } \\ \text { TA: You are going to take away your Writing Flap cards and } \\ \text { practise writing the tricky words 'her' and 'so'. } \\ \text { Give out a Writing Flap card to each child. }\end{array}\right\}$

## Session 28: Wednesday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \text { Introduce learning } & \text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned the sounds 'ch' and 'ng', how to } \\ \text { write the tricky words 'her' and 'so' and we found out more } \\ \text { about rhyming words. } \\ \text { Children: What are we learning today? }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Reading, writing, talk } & \begin{array}{l}\text { Talk for writing } \\ \text { Pip has really enjoyed listening to you singing the rhyme this } \\ \text { week. He thinks it would be great to have a rhyme that was } \\ \text { all about him! Shall we try making up a new rhyme? } \\ \text { We could start by thinking of lots different words that rhyme } \\ \text { with 'Pip'. Start a rhyming string and encourage the } \\ \text { children to suggest their ideas, for example Pip, lip, tip, } \\ \text { nip, hip, dip, chip, ship, trip, slip, drip, whip, flip. }\end{array} \\ & \begin{array}{l}\text { Make a list of these words so that you can use them in } \\ \text { other sessions. }\end{array} \\ & \begin{array}{l}\text { Can you finish this funny sentence about Pip? 'Pip had a chip } \\ \text { and bit his...'Take children's suggestions and select the } \\ \text { rhyming word that sounds best, for example '...bit his lip.' } \\ \text { Let's making up more rhyming sentences like that, for }\end{array} \\ \text { example 'Pip took a trip on a...'...ship.' } \\ \text { 'When it was icy outside, Pip had a slip and did a...'... flip!' } \\ \text { Pip says thank you for all the rhymes. We will use some of } \\ \text { these ideas when we are writing tomorrow. }\end{array}\right\}$

## Session 29: Thursday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read and spell words by } \\ \text { blending and segmenting the phonemes and we learned } \\ \text { how to make up a rhyming sentence. } \\ \text { Children: What are we learning today? }\end{array} \\ & \begin{array}{l}\text { TA or Puppet: We are learning to read words in a sentence } \\ \text { and how to write a rhyming sentence. }\end{array} \\ \hline \text { Letters and sounds } & \begin{array}{l}\text { Alphabet song } \\ \text { Chinutes }\end{array} \\ \begin{array}{l}\text { Reinforce their } \\ \text { knowledge of letter } \\ \text { names. }\end{array} & \begin{array}{l}\text { Pointing at the letters. }\end{array} \\ \text { Pip's Journal } \\ \text { Now that you are helping him so much with his reading and } \\ \text { writing, Pip has decided to start a journal. That's a book } \\ \text { where you keep a record of interesting things that have } \\ \text { happened to you. You can write, draw pictures and collect } \\ \text { photos. There is one sentence in the journal. Would you like } \\ \text { to read it with me? }\end{array}\right\}$

## Learning objectives

## Reading, writing, talk

15 minutes

Use 'talk for writing', thinking aloud about what you want to say before writing.

Segment phonemes to spell phonetically regular words.

Recall new GPCs and use these when spelling words.

Write sentences with a capital letter at the beginning and a full stop at the end.

Recall spelling the high-frequency word: he.

## Activities

## Shared Writing

Yesterday we made up some funny rhymes about Pip. Today we are going to write a rhyming sentence. Pip could keep the rhyme about him in his journal.

This is the rhyming sentence that I am going to write: 'Pip had a chat with a cat.' Say the rhyme with me.

Demonstrate how to write the sentence, involving the children by asking questions. Where shall I start writing? Ask a child to point to the correct place on the paper. What do I need to remember when I am starting a sentence? Use a capital 'P' and write 'Pip'.
What comes next? Say the sentence together: Pip had a chat with a cat. Sound-talk the word together and raise a finger for each phoneme. Ask one child to tell you the letters needed for each phoneme, using the letter names, and then demonstrate how to write the word. I am writing a new word so I must make sure I leave a space.
Continue this process for each word in the sentence. Reread what you have written and complete the sentence orally. Invite individual children to sound-talk a word, segment each phoneme and say the letter names. They will be able to do this for each word in the sentence. Praise the children for remembering and using the two-letter graphemes that they have been learning: 'ch' and 'th'.

Read through the finished sentence together. What do I need to remember when I have finished a sentence? I need to put a full stop at the end of the sentence.
We could add one more rhyming sentence. Say the sentence 'Then he had a nap on my lap.' Repeat with the children joining in.
Sound-talk, segment and spell the first word. This is the first word in a new sentence so what must I remember? A capital letter.

The next word I need to write is 'he'. You have learned how to spell this tricky word. Write it on your whiteboard and then hold it up. Children try writing it and then you write the word.

Continue rereading what you have written and complete the sentence orally. Involve individual children in spelling the words: had, a, nap, on. Read 'Then he had a nap on...' together. The next word I am going to write is 'my'.
\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
& \begin{array}{l}\text { Sound-talk the word and hold up a finger for each } \\
\text { phoneme. Say the letters needed for each phoneme, } \\
\text { explaining that we use the letter 'y' to write the second } \\
\text { phoneme in this word. } \\
\text { Reread the whole sentence and say the final word } \\
\text { together: 'lap'. Imust not forget the full stop at the end. } \\
\text { Now we have two rhyming sentences about Pip. Join in as we } \\
\text { read the sentences for Pip to listen to them: 'Pip had a chat } \\
\text { with a cat. Then he had a nap on my lap.' }\end{array} \\
\hline \text { Review learning and } \\
\text { set independent task } & \begin{array}{l}\text { TA: What did we learn today? } \\
\text { Children: We learned how to read words in a sentence and } \\
\text { how to write a rhyming sentence. }\end{array}
$$ <br>
Children: What will we take away? <br>
TA: You will take away a copy of the sentence that was in <br>
Pip's journal to practise reading by yourself: 'I was fishing and <br>

then the fish bit me.'\end{array}\right\}\)| Give each child a copy of the sentence. |
| :--- |

## Session 30: Friday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read words in a sentence } \\ \text { and how to write a rhyming sentence. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning to use what we know about } \\ \text { letters and sounds, to read the words in a song and to write } \\ \text { our own rhyming sentences. }\end{array}\right\}$
$\left.\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Segment phonemes to } \\ \text { spell phonetically } \\ \text { regular words. }\end{array} & \begin{array}{l}\text { You have learned so much about how to spell words that you } \\ \text { will be able to write this sentence by yourself! Say the word } \\ \text { you want to write, then sound-talk the word and write each } \\ \text { Eense. }\end{array} \\ \text { letter. Keep rereading what you have written to check that it } \\ \text { makes sense. Say the whole sentence to yourself so that you } \\ \text { know what to write next. } \\ \text { Support and encourage individuals as they write } \\ \text { independently. } \\ \text { Praise them for starting with a capital letter, leaving } \\ \text { spaces between words and spelling each word correctly. }\end{array}\right\} \begin{array}{l}\text { Each child reads back the whole sentence that they have } \\ \text { Write a complete } \\ \text { sentence with a capital } \\ \text { letter and full stop. } \\ \text { have finished yocks rhyming sentence, what do you need to } \\ \text { put at the end? Check that each child has used a full stop at } \\ \text { the end. }\end{array}\right\} \begin{array}{l}\text { Ithink that Pip would like to hear your rhyming sentences. } \\ \text { Can you all read together? }\end{array}\right\}$

## Observation and assessment: Module 2

To be used by the class teacher in discussion with the teaching assistant at the end of Week 6

\section*{| Key knowledge and skills | Comments |
| :--- | :--- |}

## Letters and sounds: Phase 3 (a)

- Name each letter of the alphabet
- Give the sound when shown any letter from Sets 1-7 and the consonant digraphs: $\mathbf{s h}, \mathbf{t h}, \mathbf{c h}, \mathbf{n g}$
- Find any Set 1-7 letter and the consonant digraphs: sh, th, ch, ng, from a display, when given the sound
- Be able to blend and read CVC words consisting of the Sets 1-7 graphemes and the consonant digraphs: sh, th, ch, ng
- Be able to segment and make a plausible, phonemic attempt at spelling CVC words consisting of the Sets 1-7 graphemes and the consonant digraphs: $\mathbf{s h}$, th, ch, $\mathbf{n g}$
- Read the tricky words: we, me, he, she, be, was, her, you, my so
- Spell the tricky words: no, go, I, we, me, he, she, her, so


## Reading, writing and talk

- Listen to a story and retell it simply in their own words
- Talk about something they have done, speaking clearly and audibly
- Take turns to speak and listen to others within the group
- Read and write their name
- Put a cut-up sentence together and reread it
- Make up a sentence and rehearse it orally before writing it
- Write a simple sentence
- Reread a sentence to check it for sense


## Module 3: Week 7

Sessions 31-35
Text focus: Environmental print
Example text: Examples of print from around the classroom and school
Outcome: Caption to use on a display
Focus for letters and sounds: Phase 3
Letter names: Practise letter names and sounds
Vowel digraphs: ai, ee, igh
Decodable HF words: see
Tricky HF words (reading): are, they
Tricky HF words (spelling): my, you, so

## General notes for teaching assistants: Week 7

This is the beginning of Module 3 and the focus for teaching is now on key objectives from Year 1. This week the children are learning vowel digraphs. They will start by learning one way to spell each of the long vowel sounds and using these to read and spell CVC words. They will be looking at examples of writing all around them, for example on labels, captions and signs (environmental print). They will write a sentence to use as a caption for a display.

## Preparation for this week

## Session 31: Monday

Look around the classroom and school for good examples of environmental print. Plan where you will take the group on their 'print walk'.
Make a caption to add to the display of children's photos (see Week 3): 'Can you see the children? They are in the ELS group.' (Substitute the name of your group if you are called something else).
Make a set of grapheme cards: 'sh', 'th', 'ch', 'ng' (Resource PCM C).
Make copies of 'Print I can see around me' sheets for each child (PCM 23).

## Session 32: Tuesday

If possible, have a digital camera ready to take photos of Pip in different hiding places around the room.

Hide the puppet in a bag or box for the children to find later in the session.
Fill in Writing Flap cards with the tricky words 'you' and 'my'.

## Session 33: Wednesday

Make one A3 set of picture and word cards and an A4 set for each child (for Take Away activity): rain, chain, teeth, sheep, feet, light. (PCM 24).
Prepare one set of magnetic letters: m, n, s, l, f, t, ee, ai, igh (stick the two-letter and three-letter graphemes together as single units).

Cut a strip of card or paper to use for Shared Writing.

## Session 34: Thursday

Write the sentence on a large sheet of paper 'Can you keep the light on tonight?' and fold it over ready to 'open' the message in the session.

Print photos of Pip hiding in different places in the room (taken on Tuesday).
Prepare strips of paper or card for the children to write on.
Check that each child has their copy of the sheet 'Print I can see around me' (PCM 23 used on Monday).

## Session 35: Friday

Prepare three sets of magnetic letters: ch, ee, k, w, ai, p, n (stick the two-letter graphemes together as single units).

The class teacher will select a Guided Reading book at the appropriate level for the group (ideally a non-fiction text that includes examples of captions).

## Session 31: Monday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn last week? } \\ \text { TA or Puppet: We learned the phonemes 'ch' and 'ng' and } \\ \text { how to write a rhyming sentence. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning to read some more tricky } \\ \text { words and to read the print that we see around us. }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
| Learn to read the tricky words: they, are. | There are two words in this caption that we are going to learn to read this week. Reread the caption, pointing to each word and emphasising the word 'they'. Read 'they' again and write it on the board. Sound-talk the word and add sound lines under the two phonemes 'th' and 'ey'. Blend the phonemes to read 'they'. Talk about the tricky bit: we use the letters ' $e$ ' and ' $y$ ' to write the second phoneme. We know some other words that have the same three letters at the beginning (the, then, them). <br> The other word we are learning is 'are'. Reread the caption, pointing to each word and emphasising the word 'are'. Write it on the board and add a single sound line under the whole word. The word 'are' has only one phoneme. We use the letters ' $a$ ', 'r', 'e' to write it. <br> Print walk |
| Read and use print from the environment of the school. | We've read one caption together. Now we are going to have a walk around the school to show Pip all the print we can find and read it to him. It could be on labels, notices, signs or displays of work. Off we go! |
| Read on sight highfrequency words. | Go around reading the print that you find together. Look out for any examples of words that the children already know and encourage them to read them for themselves. <br> Talk about the purpose of different types of print, for example labels on doors to tell you what different rooms are for: 'Staffroom', 'Office'; captions that tell you what to do, for example 'Put your lunch boxes here.' |
| Review learning and set independent task | TA: What did we learn today? <br> Children: We learned how to read the tricky words 'they' and 'are' and we read print that we could see around us in the school. <br> Children: What will we take away? <br> TA: You can take away this list. Look for examples of print that you see on labels, notices and signs in the classroom and then write them on your list. <br> Give each child a copy of the sheet 'Print I can see around me.' |
| Resources | Alphabet frieze and pointer <br> Set of grapheme cards: sh, th, ch, ng (Resource PCM C) <br> Copies of 'Print I can see around me' for each child (PCM 23) <br> Caption: Can you see the children? They are in the ELS group. |

## Session 32: Tuesday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read the tricky words <br> 'they' and 'are' and we read print that we could see around us <br> in the school. <br> Children: What are we learning today? |
|  | TA or Puppet: We are learning three new sounds, how to <br> spell some tricky words and how to make up sentences for a <br> caption. |
| Letters and sounds | Letter names and sounds <br> Point to about three or four different letters on the <br> 15 minutes <br> alphabet frieze. Say the letter name and then its sound. |
| Practise quick |  |
| recognition of letter |  |
| names and sounds. | Introduce 'ai', 'ee' and 'igh' <br> We are going to help Pip with three new sounds today. The only <br> problem is, I can't find him anywhere! We'll look for him later. <br> Listen carefully, watch the action and then join in with me. <br> You can use the following ideas for actions or use some <br> that the children have learned in class. <br> Say the sound 'ai, ai, ai'. Let's pretend we have got a bow <br> and arrow and we are aiming at a target. Pretend to hold a <br> bow and close one eye as if focusing on a target, saying |
| Reinforce their learning |  |
| of two- and three-letter |  |
| GPCs. | 'ai, ai, ai, aim!' Ask the children to join in and practise <br> saying the 'ai' sound. <br> Say some words with the 'ai' sound, for example rain, |
| pain, wait. |  |
| Write 'ai' on the whiteboard and draw a line under the |  |
| letters. Explain that this is another time when we use two |  |
| letters to stand for one sound. |  |
| Say the sound 'ee' and ask children join in by pretending to |  |
| be a mouse making a little squeaking sound. They could |  |
| use their fingers as pretend whiskers. Say some words with |  |
| the 'ee' sound, for example see, week, feet. Write 'ee' on |  |
| the whiteboard and draw a line under the letters. |  |
| Say the sound 'igh'. Pretend that you are on a pirate ship. |  |
| When the pirate captain gives an order, you have to salute |  |
| and say 'aye-aye captain!'Ask the children to join in and |  |
| practise saying the 'igh' sound. Say some words with the |  |
| 'igh' sound, for example high, light, night. Write 'igh' on |  |
| the whiteboard and draw a line under the letters. Explain |  |
| that we use three letters to write this sound. |  |$|$


| Learning objectives | Activities |
| :--- | :--- |
|  | Write some 'ai', 'ee' and 'igh' words on the whiteboard and <br> ask pairs of children to find the words that have one of the <br> three phonemes that they have been learning, for <br> example see, deep, main, tail, light, right. |
| Learn to spell the tricky |  |
| words: my, you. | Learning to spell tricky words <br> We are going to learn to spell two tricky words today. <br> Write 'you' on the whiteboard and check that they can <br> read it. Say a sentence, for example You are my best friend. <br> Emphasise the word 'you'. Sound-talk the word and raise <br> a finger for each phoneme. Ask the children to do this too. <br> Talk about the letters needed for each phoneme and ask <br> the children to trace the letters needed for 'y' on their first <br> finger and 'ou' on their second finger. Rub the word off <br> the board and ask the children to write it on their <br> whiteboard. <br> Write the word 'my' on the whiteboard and check that <br> they can read it. Repeat the sentence, for example You are <br> my best friend. Emphasise the word 'my'. Sound-talk the |
| word and raise a finger for each phoneme. Ask the |  |
| children to do this too. Talk about the letters needed for |  |
| each phoneme and ask the children to trace the letters |  |
| needed for 'm' on their first finger and 'y' on their second |  |
| finger. Rub the word off the board and ask the children to |  |
| write it on their whiteboard. |  |


| Learning objectives | Activities |
| :--- | :--- |
|  | Hide the puppet once more and take another photo (if <br> you have time). <br> During the rest of the week we will add the photos of Pip to <br> the display and we will write our own captions. |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned the sounds 'ai', 'ee' and 'igh', how to <br> write the tricky words 'you' and 'my' and how to make up <br> sentences for a caption. <br> Children: What will we take away? |
| TA: You are going to take away your Writing Flap cards and |  |
| practise writing the tricky words 'you' and 'my'. |  |
| Give out Writing Flap cards to each child. |  |

## Session 33: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds 'ai', 'ee' and 'igh', how to write the tricky words 'you' and 'my' and how to make up sentences for a caption. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read and spell words by blending and segmenting the phonemes and how to write a question. |
| Letters and sounds <br> 15 minutes <br> Practise quick recognition of letter names and sounds. | Letter names and sounds <br> Point to about three or four different letters on the alphabet frieze. Say the letter name and then its sound. <br> Sort it out! <br> Display the picture cards stuck on to the whiteboard. <br> Pip has been naughty again! He was supposed to help us to stick up the pictures that go with these words on the board. But he threw them all up in the air and now they are muddled up! I'm going to need your help. |
| Practise blending phonemes for reading. | Spread the picture cards out on the table. Choose a word, say it in sound-talk and draw a sound button or line under each grapheme. Remind the children that we use two letters for the sounds 'ai' and 'ee' and three letters for the sound 'igh'. Blend the phonemes to read the word. Is there a picture that matches that word? Stick the picture next to the word. <br> Give each child a turn to choose a word, read it using sound-talk and blend (with your help if necessary) and then find the correct picture to stick on the board. <br> Quickwrite words |
| Practise segmenting phonemes for spelling. | Draw a three-box phoneme frame on the whiteboard and display the magnetic letters: $m, n, s, l, f, t, e e, ~ a i, ~ i g h . ~$ <br> Can you help me to spell a word? I want to write 'main'. Sound-talk the word, holding up three fingers and pointing to a finger for each phoneme. Ask the children to do the same. <br> Look at the magnetic letters. They will help me know which letter to write for each phoneme. Write the letters of the word in the phoneme frame. Remind the children that the second phoneme needs two letters 'ai'. Now, |

$\left.\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { working with your partner, I'd like one of you to write 'main' } \\ \text { on your phoneme frame and then the other child can check it. } \\ \text { Say the next word, 'feel', and ask the children to sound- } \\ \text { talk it to their partners using their fingers. Can you all } \\ \text { sound-talk 'feel' together? Then I will be able to write it in my } \\ \text { phoneme frame. Refer to the magnetic letters as you write. } \\ \text { The next word I'd like to spell is 'sail'. Sound-talk it with your } \\ \text { partner and then one ofyou can write it on your phoneme } \\ \text { frame. Ask the children to hold up their frames, check they } \\ \text { are correct and then write the word in the frame on the } \\ \text { whiteboard. }\end{array} \\ \text { Repeat with the word 'seem' and ask the other child to do }\end{array}\right\} \begin{array}{l}\text { Re writing this time. } \\ \text { the }\end{array}\right\} \begin{array}{l}\text { Repeat with the word 'might'. Remind the children that } \\ \text { the second phoneme needs the three letters 'igh'. } \\ \text { Well done, we've segmented the phonemes and spelt five } \\ \text { different words together. }\end{array}\right\}$
$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Review learning and } \\ \text { set independent task } \\ \text { his name. Write the word and read the sentence together. } \\ \text { lam not going to use a full stop at the end because this is a } \\ \text { question. Do you know what we put at the end of a question? } \\ \text { That's right. A question mark. }\end{array} \\ \hline \text { TA: What did we learn today? } \\ \text { Children: We learned how to read and spell words by } \\ \text { blending and segmenting the phonemes and how to write a } \\ \text { question. } \\ \text { Children: What will we take away? }\end{array}\right\} \begin{array}{l}\text { TA: You each have a set of jumbled pictures and word cards. } \\ \text { You need to read each word and then match it with the } \\ \text { correct picture. } \\ \text { Give out pictures and word cards. }\end{array} \left\lvert\, \begin{array}{l}\text { One A3 set of picture and word cards and an A4 set for } \\ \text { each child (for Take Away activity): rain, chain, teeth, } \\ \text { sheep, feet, light (PCM 24) } \\ \text { One set of magnetic letters: } m, n, s, l, f, t, \text { ee, ai, igh (Stick } \\ \text { the two-letter and three-letter graphemes together as } \\ \text { single units.) } \\ \text { Strip of card or paper to use for Shared Writing }\end{array}\right.\right\}$

## Session 34: Thursday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read and spell words by blending and segmenting the phonemes and how to write a question. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to read words in a sentence by blending the phonemes and how to write our own captions. |
| Letters and sounds | Letter names and sounds |
| 5 minutes | Point to about three or four different letters on the |
| Practise quick recognition of the letter names and sounds. | alphabet frieze. Say the letter name and then its sound. <br> Pip's message |
|  | Pip has left me a message. Can you help me to read what it says? Unfold the message and display it for the children to see. |
| Practise reading sentences containing words with the new GPCs. | Look, can you see the question mark at the end of the sentence? That means that Pip is asking me a question. I wonder what he is asking. |
| Read high-frequency words. | Point to each word and read it together, using sound-talk and then blending the phonemes and reminding the children of what they have learned already about tricky bits in particular words. Keep rereading the words to keep the sense of the sentence. |
| Read two-syllable words. | When you reach the word 'tonight', remind the children how to read a word with two syllables. Put a slash between the first and second syllables (to/night). Involve the children in recognising and reading the first syllable 'to'. Sound-talk the second syllable and blend it (n-igh-t). Say the whole word as the children join in. |
| Use syntax and context when reading for meaning. | Read the whole question through together: 'Can you keep the light on tonight?' Oh, now lunderstand. Pip gets a bit scared when it is dark. He wants me to leave the light on when he goes to bed tonight. I'll keep this message to remind me to do that. |


\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \begin{array}{l}\text { Review learning and } \\
\text { set independent task }\end{array} & \begin{array}{l}\text { TA: What did we learn today? } \\
\text { Children: We learned how to read words in a sentence by } \\
\text { blending the phonemes and how to write our own captions. } \\
\text { Children: What will we take away? }\end{array} \\
\text { TA: You can take away the 'Print I see around me' list that } \\
\text { you started on Monday. Look for more examples of signs, } \\
\text { labels and captions that you can see in different places, for } \\
\text { example around the school, at home and on the way to } \\
\text { school. Read and write them down on the list. } \\
\text { Check that each child has their copy of the sheet 'Print I } \\
\text { can see around me' (used on Monday). }\end{array}
$$\left|\begin{array}{l}Sentence on a large sheet of paper Can you keep the light <br>
on tonight? <br>

Strips of paper or card for children's sentences\end{array}\right| $$
\begin{array}{l}\text { Individual whiteboards and pens }\end{array}
$$\right\}\)| Resources |
| :--- |
| Copies of the sheet 'Print I can see around me' (PCM 23 |
| used on Monday) |

## Session 35: Friday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read words in a sentence by blending the phonemes and how to write our own captions. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to use what we know about letters and sounds to spell words and to read a book. |
| Letters and sounds <br> 5 minutes <br> Practise quick recognition of letter names and sounds. <br> Segment phonemes to spell words correctly. | Letter names and sounds <br> Point to about three or four different letters on the alphabet frieze. Say the letter name and then its sound. <br> Quick-make <br> Give each pair of children a set of magnetic letters - ch, ee, k, w, ai, p, n - and a three-phoneme frame. I am going to say a word. You need to say it in sound-talk, find the letters you need for each phoneme, then make the word on your phoneme frame. Pip will see which pair finishes their word first each time. <br> Words to call out: cheek, cheep, week, weep, pain, chain. <br> Check that each word is correct before moving to the next one. |
| Reading, writing, talk 15 minutes | Guided Reading <br> The class teacher selects a Guided Reading book at the appropriate level for the group. Ideally this will be a non-fiction text that has captions. |
| Begin to recognise features of fiction and non-fiction texts. | Book introduction: Look at the cover and title. Predict whether it will be a story or information book. Have you read any other books like this? <br> 'Walk through' the book, talking about the subject of the book and the sorts of things they will find out by reading it. Introduce any new vocabulary to help the children to understand the new words in the context of the text. Look for examples of captions in the book. |
| Apply phonic knowledge as the prime approach to reading unfamiliar words. | Strategy check: Remind the children to blend the phonemes as their first strategy when they are reading unfamiliar words. Remind them to check that what you are reading makes sense. You can reread words if you think you may have read something wrongly. |

\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \begin{array}{l}\text { Follow print with eyes } \\
\text { only }\end{array} & \begin{array}{l}\text { Encourage children to 'point with their eyes', pointing } \\
\text { with their finger only when they are pausing to decode } \\
\text { an unfamiliar word. } \\
\text { Independent reading: The children have a copy of the } \\
\text { book each to read quietly to themselves as you listen and } \\
\text { offer support. Encourage them to use independent } \\
\text { strategies to problem-solve as they are reading. Praise the } \\
\text { children's use of specific strategies: blending phonemes, } \\
\text { recognising tricky words, rereading to check } \\
\text { comprehension. } \\
\text { Return to the text: Help the children to reflect on their } \\
\text { successful problem solving by talking about what you } \\
\text { have observed. For example, lliked the way that you used } \\
\text { sound-talk to say each phoneme and then blended the } \\
\text { phonemes to read the word. } \\
\text { You recognised the word 'they'.. That's one of the tricky } \\
\text { Reflect on their } \\
\text { successful problem- } \\
\text { solving strategies. }\end{array} \\
\hline \begin{array}{l}\text { Find information in a been learning this week. } \\
\text { non-fiction text. }\end{array} & \begin{array}{l}\text { Check on the children's comprehension of the text by } \\
\text { asking them to find an example of a caption in the book } \\
\text { and taking turns to explain what they found out. }\end{array} \\
\hline \text { Review learning and } \\
\text { set independent task } & \begin{array}{l}\text { TA: Who can remember some of the things we've learned } \\
\text { this week? (The children recall what they have done. The } \\
\text { TA picks up a particular aspect of the learning to explain } \\
\text { how it can be used.) } \\
\text { TA: We learned to read the print all around us on notices, } \\
\text { labels, signs and displays. This helps us to learn all sorts of } \\
\text { important information. }\end{array}
$$ <br>

Children: What will we take away?\end{array}\right\}\)| TA: You can take away the book you have been reading |
| :--- |
| today. Read it to someone at home. |

## Module 3: Week 8

Sessions 36-40
Text focus: Instructions
Example text: Poster 'How to make a jam sandwich' (included as PCM)
Outcome: Children will make jam sandwiches
Focus for letters and sounds: Phase 3
Letter names: Practise writing letters in response to letter names
Vowel digraphs: oa, oo, ow
Decodable HF words: too, look, now, down
Tricky HF words (reading): said, all
Tricky HF words (spelling): they, are

## General notes for teaching assistants: Week 8

The children are practising the grapheme-phoneme correspondences (GPCs) that they have learned already and are learning three new vowel digraphs. They are applying this knowledge as they read and spell CVC words and read and write simple sentences.
They will be reading a set of instructions for making a sandwich and learning how to write a simple instruction. At the end of the week they will follow the instructions to make and eat their sandwich.

## Preparation for this week

## Session 36: Monday

Make a set of grapheme cards: 'ai', 'ee', 'igh' (Resource PCM C).
Before the session, write the following sentence on the whiteboard and cover it. 'Pip said "You all look happy today."'
Make an A3 copy of the 'Jam Sandwich' poster (PCM 25) and cover the instructions, just leaving the pictures visible.
Make a set of pictures for each child of someone making a jam sandwich (PCM 26).

## Session 37: Tuesday

Fill in the Writing Flap cards with the tricky words 'they' and 'are'.

## Session 38: Wednesday

Make an A3 copy of PCM 27. Prepare a set of Word Cards and put the picture cards (or objects) in a box: coat, goat, foot, moon, book, cow, owl (PCM 27).
Make six A4 copies of PCM 27 and prepare sets of picture and word cards for each child to take away.

Prepare a set of magnetic letters for each pair of children: $h, b, c, o w, o o, o a, k, l, t$ (stick the two-letter graphemes together as single units).

## Session 39: Thursday

Make an A3 copy of the Jam Sandwich poster (PCM 28) (ready to cut into sentences in the session).

Make A4 versions of the Jam Sandwich poster (PCM 28) and cut them into separate pieces (title, 'you need' list, separate instructions) for each child.

## Session 40: Friday

Note: 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.

Make an A3 copy of the sentence and place it in Pip's Journal I got soaking wet in the rain. Mum said 'You need a towel now!' (PCM 29)

Prepare Pip's Journal (A4 ring binder - see Week 5, Session 29).
Prepare everything you need to make jam sandwiches with the group.
Cover the final sentence on the A3 poster (used in previous sessions this week).
Copy an A4 version of the Jam Sandwich poster for each child (PCM 25).

## Session 36: Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn last week? <br> TA or Puppet: We learned the phonemes 'ai', 'ee' and 'igh', how to read print all around us and how to write a caption for a display. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read some more tricky words and how to read instructions. |
| Letters and sounds <br> 10 minutes <br> Practise writing the letter that represents a particular phoneme. | Letter names: hearing and writing <br> Today we will play a quick game to practise our letter names. When I say a letter name you write that letter on your whiteboard. When I say 'Show me' you can hold it up for me to see. <br> Call out a letter for the children to write. Check that they have written the correct letter. Demonstrate how to write the letter as the children watch. Ask them to write it again and check that they are forming the letter correctly. <br> Practise GPCs |
| Reinforce the recognition of two-and three-letter GPCs: ai, ee, igh. | Last week we learned three different sounds. I am going to show you a card with the letters for one of the sounds. Can you say the sound and do the action? <br> Show each card in turn and check that the children can say the sound as they do the correct action (for example ai: pretend to be aiming arrow at target; ee: squeaking like a mouse; igh: saluting the pirate captain). <br> Repeat and ask the children to say the sound without the action. <br> Reading tricky words |
| Learn to read the tricky words: said, all. | Pip has been watching you work this morning and he has whispered a message that he wants me to give you. Uncover the sentence on the whiteboard and read it to the children: 'Pip said "You all look happy today."' Yes I agree. You do look happy! <br> There are two words in Pip's sentence that we are going to learn to read this week. Reread the sentence, pointing to each word and emphasising the word 'said'. Read 'said' again, sound-talk the word and add sound buttons or lines under the three phonemes: 's', 'ai', 'd'. Blend the |


| Learning objectives | Activities |
| :---: | :---: |
|  | phonemes to read 'said'. Talk about the tricky bit: we use the letters 'a' and 'i' to write the second phoneme, but it sounds like the short 'e' sound in other words we know like 'bed'. <br> The other word we are learning is 'all'. Reread the sentence, pointing to each word and emphasising the word 'all'. Read 'all' again, sound-talk the word and add sound buttons or lines under the two phonemes 'a' and 'Il'. Talk about the tricky bit: the letter 'a' in this word does not represent the same sound as it does in other words we know such as 'at'. |
| Reading, writing, talk 10 minutes | Shared Reading: using 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. |
| Identify the features of instructional text. | I've got a poster for us to read today. It tells us how to do something. What do we call information that tells us how to do something? We call this type of text 'instructions'. |
|  | This type of text always has a section at the beginning to tell you what you need to use. Look with the children at the pictures and labels in the 'You need' section. Can you predict what these instructions are going to be for? Encourage the children to make predictions and then check by looking together at the title. |
| Read fluently, not word by word. | Read the title together, pointing at each word and reading word by word. Reread, sliding the pointer under the whole title and reading it fluently with the children joining in. The title tells us exactly what these instructions are for. Was your prediction correct? |
|  | Uncover the text and look together at the picture for Step 1. Discuss what is happening and then read the sentence: First put the butter on the bread. |
|  | Repeat with the next two lines. So what have we found out about these instructions? They tell us how to make a jam sandwich. The last instruction is missing. We are going to write it later in the week. |


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned how to read the tricky words 'said' <br> and 'all' and we learned how to read instructions. <br> Children: What will we take away? |
| Resources | TA: You can take away a set of pictures of someone making <br> a jam sandwich. You need to put them into the right order. <br> Give each child a set of four pictures to sequence. |
|  | Individual whiteboards and pens <br> Grapheme cards: ai, ee, igh (Resource PCM C) <br> An A3 copy of the 'Jam Sandwich' poster (PCM 25) |
|  | Set of pictures for each child of someone making a jam <br> sandwich (PCM 26) |

## Session 37: Tuesday

| Learning objectives | tivities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read the tricky words 'said' and 'all' and we learned how to read instructions. <br> Children: What are we learning today? <br> TA or Puppet: We are learning three more sounds, how to spell some tricky words and how to say instructions. |
| Letters and sounds <br> 15 minutes <br> Practise writing the letter that represents a particular phoneme. | Letter names: hearing and writing <br> Today I am going to say some more letter names for you to write on your whiteboard. When I say 'Show me' you can hold it up for me to see. <br> Call out a letter for the children to write. Check that they have written the correct letter. Demonstrate how to write the letter as the children watch. Ask them to write it again and check that they are forming the letter correctly. <br> Introduce 'oa', 'oo' and 'ow' |
| Reinforce their learning of two-letter GPCs. | We are going to help Pip learn three new sounds today. They can be a bit tricky, so make sure that you are listening carefully, then join in with the action and say each sound with me. <br> You can use the following ideas for actions or some that the children have learned in class. <br> Say the sound 'oa, oa, oa'. I'm pretending that something has just smashed on the floor. Mime holding your head in your hands, shaking your head and saying 'oh no!' Ask the children to join in and practise saying the 'oa' sound. <br> Say some words with the 'oa' sound, for example coat, loaf, toad. Write 'oa' on the whiteboard and draw a line under the letters. Explain that each of the sounds that you are learning today needs two letters when we write them. <br> Say the sound 'oo'. Let's pretend that we have just opened a wonderful present and we are looking at something fantastic. Mime opening your eyes wide and holding out your hands in amazement while saying 'oo!'. Ask the children to join in. Say some words with the 'oo' sound, for example look, zoo, moon. Write 'oo' on the whiteboard and draw a line under the letters. <br> Say the sound 'ow'. I'm pretending that I just stubbed my toe! Hop up and down holding your foot and saying 'ow, ow, ow!' Ask the children to join in. Say some words with |


| Learning objectives | Activities |
| :--- | :--- |
|  | the 'ow' sound, for example now, down, towel. Write 'ow' <br> on the whiteboard and draw a line under the letters. <br> Write some 'oa', 'oo' and 'ow' words on the whiteboard <br> and ask pairs of children to find the words that have one <br> of the three phonemes you have been learning, for <br> example oak, load, root, wool, how, town. |
|  | Learning to spell tricky words <br> Learn to spell the tricky |
| words: they, are. | We are going to learn to spell two tricky words today. <br> Write 'they' on the whiteboard and check that the <br> children can read it. Say a sentence, for example Where <br> are my glasses? Here they are! emphasising the word 'they'. <br> Sound-talk the word and raise a finger for each phoneme. <br> Ask the children to do this too, Talk about the letters <br> needed for each phoneme and ask the children to trace <br> the letters needed for 'th' on their first finger and 'ey' on <br> their second finger. Rub the word off the board and ask <br> the children to write it on their whiteboard. <br> Write the word' 'are' on the whiteboard and check that <br> they can read it. Repeat the sentence, for example Where <br> aremy glasses? Here they are! Sound-talk the word and <br> remind the children that this word has only one phoneme <br> and we use three letters 'a-r-e' to write it. Ask the children |
| to trace the letters on their hand. Rub the word off the |  |
| board and ask the children to write it on their whiteboard. |  |$|$


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> Children: We learned the sounds 'oa', 'oo' and 'ow', how to <br> spell 'said' and 'all' and how to give instructions. |
|  | Children: What will we take away? |
|  | TA: You will take away your Writing Flap cards and practise <br> writing the tricky words 'they' and 'are'. <br> Give out Writing Flap cards to each child. |
| Resources | Individual whiteboards and pens <br> Writing Flap cards with the tricky words 'they' and 'are' |

## Session 38: Wednesday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned the sounds 'oa', 'oo' and 'ow', } \\ \text { how to spell 'said' and 'all' and how to give instructions. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning how to read and spell words } \\ \text { by blending and segmenting the phonemes and how to } \\ \text { write an instruction. }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { Words to be used are: cow, how, bow, boo, book, cook, } \\ \text { cool, coal, coat, boat, boot. } \\ \text { Say the first word 'cow' and ask the children to spell it } \\ \text { with their magnetic letters. Say each word in turn and ask } \\ \text { the children to change one grapheme to spell the new } \\ \text { word each time. } \\ \text { Well done. You changed a cow into a boot! }\end{array} \\ \hline \text { Reading, writing, talk } & \begin{array}{l}\text { Shared Writing } \\ \text { 5 minutes }\end{array} \\ \hline \begin{array}{l}\text { Look at the Jam Sandwich poster again, and reread it } \\ \text { quickly. The last instruction is missing. What do you think it } \\ \text { could be? Look at the picture of the boy eating the } \\ \text { sandwich. We could write the instruction 'Now eat the } \\ \text { sandwich.'Say the sentence together. }\end{array} \\ \text { Segment phonemes to }\end{array} \quad \begin{array}{l}\text { The first word is 'now'. Sound-talk the word and hold up a } \\ \text { finger for each phoneme. Write the letters needed for } \\ \text { each phoneme, involving the children in recalling that } \\ \text { sou need two letters to write the 'ow' sound. }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Resources | Individual whiteboards and pens |
|  | Set of word cards and picture cards (in a box): coat, goat, <br> foot, moon, book, cow, owl (PCM 27) |
|  | Set of magnetic letters for each pair: h, b, c, ow, oo, oa, k, l, t <br> 'How to make a jam sandwich' poster (used on Monday) |
|  | Set of word and picture cards for each child for Take Away <br> activity (PCM 27) |

## Session 39: Thursday

$\left.\begin{array}{|l|l}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read and spell words by } \\ \text { blending and segmenting the phonemes and how to write } \\ \text { an instruction. }\end{array} \\ & \begin{array}{l}\text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning how to spell words with two } \\ \text { syllables and how to put an instruction text into the right order. }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk 15 minutes | Making a set of instructions <br> Reread the Jam Sandwich poster, including the final sentence that you wrote yesterday. <br> Use another copy of the poster. Now I am going to cut this up into pieces. The first part of the instructions is the title. I will start by cutting it off. Where shall I cut? Cut off the title. <br> The next part of the instructions has the list of things we need. Where shall I cut? Cut off the list. <br> 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? Pip points to the capital letter and full stop. Cut off the first instruction. <br> Can someone show me where the first instruction starts and ends? Ask a child to point to this. Cut out the sentence. <br> Repeat for the last two sentences. <br> Give the children one part of the instructions each and ask them to sort themselves into the correct order. Pip checks and helps to sort them out. Draw attention to the version of the poster that has not been cut up, so that the children can check that they are in the right place. <br> Now we will read the whole text again. Check that it makes sense and is in the right order. <br> 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 they give a list of the things that you need. Then there are step-by-step instructions written in sentences. Point to the parts of the poster as you speak. |
| Review learning and set independent task | TA: What did we learn today? <br> Children: We learned how to spell words with two syllables and how to put an instruction text in the right order. <br> Children: What will we take away? <br> TA: You can take away a cut-up poster of 'How to make a jam sandwich' and practise putting it into the correct order. |
| Resources | Individual whiteboards and pens <br> An A3 copy of the Jam Sandwich poster (PCM 28) - ready to cut into sentences in the session <br> An A4 version of the Jam Sandwich poster (PCM 28) cut into separate pieces (title, 'You need' list, separate instructions) for each child |

## Session 40: Friday

$\left.\begin{array}{l|l}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to spell words with two } \\ \text { syllables and how to put an instruction text in the right order. } \\ \text { Children: What are we learning today? }\end{array} \\ \hline \begin{array}{l}\text { TA or Puppet: We are learning to use what we know about } \\ \text { letters and sounds to read a sentence and to write an } \\ \text { instruction. }\end{array} \\ \hline \text { Letters and sounds } & \begin{array}{l}\text { Letter names: hearing and writing } \\ \text { Today I am going to say some more letter names for you to }\end{array} \\ \text { write on your whiteboard. When I say 'Show me'you can } \\ \text { hold it up for me to see. }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk 15 minutes | Guided Writing: make the sandwich <br> Before the session, assemble the ingredients and equipment to make a jam sandwich. |
| Read and follow simple instructions. | Today we're going to make jam sandwiches for everybody. Shall we read through the instructions to check what to do? <br> Look at the poster (with the final step masked). Give each child an A4 version without the final sentence. <br> Read the 'You need' section and check that you have everything. <br> Read Step 1. Follow the instruction, with you and the children actually putting butter on the bread. <br> Read Steps 2 and 3, following the instructions each time so that each child makes their own sandwich. |
| Rehearse sentence orally before writing. | When the sandwiches have been made, talk about the final step. What do we need to do now? First we are going to write the instruction and then we are going to do it! <br> Agree the sentence: Now eat the sandwich. Say it together. How many words are there in that sentence? You will need to check that you have written four words in your sentence. |
| Segment phonemes to spell words. <br> Recall new GPCs and use them when spelling words. <br> Recall the spelling of the high-frequency word: the. | Each child writes the sentence on their poster, using sound-talk to segment the phonemes and then writing the letters for each one. Support the children as they write, prompting them to apply what they know to enable them to work more independently. Encourage them to use the sound they have learned this week when they are spelling 'now'. Sound-talk 'eat' and tell the children that they need two letters, 'e' and 'a', to write the first phoneme. Remind them that the already know how to spell the high-frequency word 'the'. Remind them to look at the title of the poster when they are attempting to write 'sandwich'. |
| Write a complete sentence with a capital letter and a full stop. | Read through your finished sentence to check that you are happy with it: Has it got four words? Did you start with a capital letter and finish with a full stop? Well done! <br> Read the finished sentences together and then eat! |

$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Review learning and } & \begin{array}{l}\text { TA: Who can remember some of the things we've learned } \\ \text { this week? (The children recall what they have done. The } \\ \text { TA picks up a particular aspect of the learning to explain } \\ \text { how it can be used.) }\end{array} \\ \text { TA: We learned how to read and follow instructions. It is very } \\ \text { useful to be able to read instructions for all sorts of things, like } \\ \text { recipes, instructions for making models and other things too. } \\ \text { Children: What will we take away? }\end{array}\right\} \begin{array}{l}\text { TA: You will take away your jam sandwich poster. You could } \\ \text { read the instructions to someone at home and try making } \\ \text { your own sandwich at home, following the instructions. }\end{array} \left\lvert\, \begin{array}{ll}\text { Individual whiteboards and pens } \\ \text { Ingredients and equipment for making jam sandwiches } \\ \text { Resources } & \begin{array}{l}\text { Pip's Journal with A3 copy of the sentence I got soaking } \\ \text { wet in the rain. Mum said 'You need a towel now!' (PCM 29) } \\ \text { Pip's Journal (A4 ring binder - see Week 5, Session 29) } \\ \text { Ingredients and equipment for making jam sandwiches } \\ \text { An A3 Jam Sandwich poster with the final sentence }\end{array} \\ \text { covered (used in previous sessions this week) }\end{array}\right.\right\}$

## Module 3: Week 9

Sessions 41-45
Text focus: Patterned language text
Example text: Polar Bear, Polar Bear, What Do You Hear? by Eric Carle, Puffin, ISBN 0140545190 (big book version ISBN 0582362881 ).
Outcome: Innovation on a patterned language text: question and answer card
Focus for letters and sounds: Phase 3
Vowel digraphs: ar, or, ear
Decodable HF words: for
Tricky HF words (reading): have, like
Tricky HF words (spelling): was, all

## General notes for teaching assistants: Week 9

The children are continuing to practise the GPCs that they have already learned and they will learn three new vowel digraphs. They will apply this knowledge as they read and write sentences.

The focus for reading is on a patterned language text. The children will use a pattern from the text as a model for their writing.

## Preparation for this week

## Session 41: Monday

Select a book for Shared Reading that has patterned language and a simple repeated phrase used throughout the book, for example Polar Bear, Polar Bear, What Do You Hear? by Eric Carle.
Set of cards with the two- and three-letter GPCs that the children have been learning in previous sessions (to use throughout the week): ch, sh, th, ng, ai, ee, igh, oa, oo, ow (Resource PCM C).
Collect some toy animals (or pictures) to use for this session and again tomorrow when retelling the story, for example polar bear, lion, hippo, zebra, snake, elephant, leopard, monkey, cow, duck. Hide one animal with the puppet.

Write the following sentence on the whiteboard and cover it with a sheet of paper: 'Have you seen a toy like this?'

## Session 42: Tuesday

Fill in Writing Flap cards with the tricky words 'was' and 'all'.

## Session 43: Wednesday

Write the sentence on the whiteboard and cover it: 'Mark did not like the dark.'

Prepare a set of magnetic letters for each pair of children: ear, ar, or, d, f, c, k (two- and three-letter graphemes to be stuck together as units).

Make a large (A3) set of word cards for each pair and a small (A4) set for each child for a Take Away activity (PCM 30).

## Session 44: Thursday

Enlarge one copy of the questions (PCM 31).
Fold a large piece of card (A3 or bigger) in half to make a question and answer 'lift the flap' card and write the question 'Pip, Pip, what can you hear?' on the front.

Fold a piece of card (A4) in half lengthways for each child. Write the question on the front of the card using this pattern: [child's name, child's name] what do you hear?

## Session 45: Friday

The class teacher will select a Guided Reading book at the appropriate level for the group (ideally a patterned text with repeated words or phrases).

## Session 41: Monday

## Activities

| Learning objectives |
| :--- |
| Introduce learning <br> objectives |
|  |
| Letters and sounds |
| 10 minutes |
| Reinforce the children's |
| recognition of two-letter |
| GPCs: oa, oo, ow. |

All: What did we learn last week?
TA or Puppet: We learned the phonemes 'oa', 'oo' 'and' 'ow' and how to read and write instructions.

Children: What are we learning today?
TA or Puppet: We are learning to read some more tricky words and how to read a patterned text together.

## Practise GPCs

At the start of each session last week you practised writing letter names when I called them out. This week we will practise saying some of the new sounds that we have been learning. I will show you some cards with the letters that we use to write different sounds.
We'll start today with the sounds we were learning last week. Can you say the sound and do the action? Show each card in turn and check that the children can say the sound as they do the correct action (for example for 'oa' pretend to drop something and shake your head, saying 'oh no'; 'oo' pretend to exclaim 'oo!' when you open a present; for 'ow' pretend to hold your foot calling 'ow, ow!' after stubbing your toe). Repeat and ask the children to say the sound without the action.

## Reading tricky words

Learn to read the tricky words: was, all.

Pip has been up to his tricks again! I have been collecting some toy animals because we need them tomorrow, but one of them is missing. I think Pip may have borrowed it. Please can you help me to read this question? We'll learn some of the words and then we'll all be able to read it out loudly for Pip. Put some of the toy animals (or pictures) on the table. Uncover the question on the whiteboard and read it to the children: 'Have you seen a toy like this?'
There are two words in this question that we are going to learn to read this week. Reread the sentence, pointing to each word and emphasise the word 'have'. Read 'have' again, sound-talk the word and add sound buttons or lines under the three phonemes ' $h$ ', ' a ', 've'. Blend the phonemes to read 'have'. Talk about the tricky bit: we use the letters ' $v$ ' and 'e' to write the third phoneme.

The other word we are learning is 'like'. Reread the sentence, pointing to each word and emphasise the word 'like'. Read 'like' again, sound-talk the word and add sound
Learning objectives

## Activities

|  |
| :--- |
| Reading, writing, talk |

buttons under the three phonemes. Blend the phonemes to read 'like'. Talk about the tricky bit: we use the letters 'i' and ' $e$ ' to write the second phoneme, but it is split by the letter ' $k$ '.

Now that we've worked out all the words, we can read out the question really loudly! Read it together and then get Pip to produce the missing toy animal. Thank you Pip. We'll use that a bit later.

## Reading, writing, talk

10 minutes

Reinforce the correspondence between the words read and said.

Draw attention to punctuation and how it is used.

Recognise repeated words, patterns and high-frequency words in text.

Develop comprehension by looking at words in context.

## Shared Reading

Before the session, select a patterned text that uses a simple repeated phrase throughout. This example is based on Polar Bear, Polar Bear, What Do You Hear? by Eric Carle.

Look at the cover of the book together. Talk about the title and the illustration. 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. Pip is going to show me where to start reading.
Pip points to the end of the first line. Is that right? Should we start reading there? Ask a child to point to the correct place.
Start reading, encouraging the children to join in with the repeated phrases. As you read, draw attention to the punctuation (for example the use of question marks in Polar Bear, Polar Bear). 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 book.
Go back to the beginning. Talk to the children about phrases that were repeated. Choose one page to look at in more detail. Can you see any words or phrases that are repeated on this page? Invite the children to point to the words 'of', 'to' and run their finger under the examples of phrases, for example '...what do you hear? I hear a...in my ear.'
Draw attention to words that they have been learning to read, for example 'you' and 'my'.
Talk about the pattern in the text and the way that this can help them to understand the words that they are reading, for example in Polar Bear the name of a new animal is used in the sentence 'I hear a....in my ear.'
\(\left.\left.\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \begin{array}{l}\text { When you turn the page you can see a picture of the new } \\
\text { animal. You can check that what you read was correct. Talk } \\
\text { about the sound that each animal makes in the story. The } \\
\text { children could try adding sound effects as you reread the } \\
\text { book together. }\end{array} \\
\hline \text { Review learning and } & \text { TA: What did we learn today? } \\
\text { set independent task } & \begin{array}{l}\text { All: We learned to read the tricky words 'was' and 'all' and } \\
\text { how to read a patterned text together. } \\
\text { Children: What will we take away? }\end{array} \\
\hline \text { Resources } & \begin{array}{l}\text { TA: You are going to take away the book we have been } \\
\text { reading. You can read the story again together. See ifyou can } \\
\text { remember the names of the different animals and the }\end{array} \\
\text { sounds that they make. }\end{array}
$$ \right\rvert\, $$
\begin{array}{l}\text { Shared Reading book, for example Polar Bear, Polar Bear, } \\
\text { What Do You Hear? by Eric Carle }\end{array}
$$\right\} \begin{array}{l}Set of cards with the two- and three-letter GPCs: ch, sh, th, <br>

ng, ai, ee, igh, oa, oo, ow (Resource PCM C)\end{array}\right\}\)| Collection of toy animals (or pictures), for example polar |
| :--- |
| bear, lion, hippo, zebra, snake, elephant, leopard, monkey, |
| cow, duck |

## Session 42: Tuesday

| Learning objectives | ivities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read the tricky words 'have' and 'like' and how to read a patterned text together. <br> Children: What are we learning today? <br> TA or Puppet: We are learning three more sounds, how to spell some tricky words and how to make up new ideas for a story. |
| Letters and sounds 15 minutes <br> Practise their recognition of two-and three-letter GPCs. | Practise grapheme-phoneme correspondences <br> Today we will practise saying some more of the new sounds that we have been learning. I will show you some cards with the letters that we use to write different sounds. <br> Show several cards in turn and check that the children can say the sound as they do the correct action. Repeat with the same cards and ask the children to say the sound without the action. <br> Introduce 'ar', ‘or' and 'ear' |
| Reinforce the children's learning of the GPCs: ar, or and ear. | We are going to help Pip learn three more sounds today. Listen carefully and then join in with the action and say each sound with me. <br> You can use the following ideas for actions or use some that the children have learned in class. <br> Say the sound 'ar, ar, ar'. If you have a sore throat, the doctor asks you to open your mouth wide and say 'ahh'. Can you do that with me? Practise saying the 'ar' sound together. <br> Say some words with the 'ar' sound, for example car, bark, market. Write 'ar' on the whiteboard and draw a line under the letters. How many letters do I need to use when I write this sound? <br> Say the sound 'or, or, or'. I'm pretending to choose what to wear today. Will it be this or that? Mime holding out your hands, palms up, and look from one to the other as you say 'this or that'. Ask the children to join in and practise saying the 'or' sound. <br> Say some words with the 'or' sound, for example fork, born, cord. Write 'or' on the whiteboard and draw a line under the letters. This sound needs two letters when we write it, just like the last sound. |


| Learning objectives | Activities |
| :---: | :---: |
| Learn to spell the tricky words: was, all. | Say the sound 'ear, ear, ear' and point to your ear. This sound is the same as a part of your body! Ask the children to point to their ears and join in as you say the sound together. <br> Say some words with the 'ear' sound, for example hear, near, beard. Write 'ear' on the board and draw a line under the letters. This sound needs three letters when we write it. <br> Write some 'ar', 'or' and 'ear' words on the whiteboard and ask pairs of children to find the words that have one of the three phonemes that they have been learning, for example jar, hard, worn, cornet, year, gear. <br> Learning to spell tricky words <br> We are going to learn to spell two tricky words today. <br> Write 'was' on the whiteboard and check that the children can read it. Say a sentence, for example I was feeling tired. Emphasise the word 'was'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme and ask the children to trace each letter on one finger. Rub the word off the board and ask the children to write it on their whiteboard. <br> Write 'all' on the whiteboard and check that the children can read it. Say a sentence, for example We are all feeling happy today. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme, reminding the children that some words need two letter 'I's when this phoneme is at the end of the word. Ask the children to trace the letter 'a' on their first finger and 'll' on their second finger. Rub the word off the board and ask the children to write it on their whiteboard. |
| Reading, writing, talk 5 minutes | Retelling the story and innovating on the text <br> Display the shared text from yesterday. Do you remember the repeated question and answer that we read in 'Polar Bear, Polar Bear'yesterday? Say the opening sentences together: Polar Bear, Polar Bear what do you hear? I hear a lion roaring in my ear. <br> Put the toy animals (or pictures) on the table. Ask the children to work in pairs. Give them a pair of animals (from the story) and challenge them to say the question and answer like the ones in the book, for example polar bear and lion, zebra and snake, elephant and leopard. Praise them when they use the repeated phrase from the book. |

$\left.\begin{array}{l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Innovate on patterned } \\ \text { text using language play. } & \begin{array}{l}\text { We are going to play with the words in the book and make } \\ \text { up our own version. Instead of 'Polar bear, Polar bear'let's } \\ \text { put one of your names in, for example 'Sarah, Sarah, what } \\ \text { do you hear?' We will use the toy animals to give us some } \\ \text { ideas. Point to the duck. You could say I hear a duck } \\ \text { quacking in my ear. }\end{array} \\ \text { Repeat this, using different children's names, and } \\ \text { encourage them to suggest an alternative animal and } \\ \text { verb when they answer the question. }\end{array}\right\}$

Session 43: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds 'ar', 'or' and 'ear', how to spell 'was' and 'all' and how to make up new ideas for a story. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to read and spell words by blending and segmenting the phonemes and how to make up sentences like the ones that we have read. |
| Letters and sounds <br> 15 minutes <br> Practise their recognition of two- and three-letter GPCs. | Practise GPCs <br> Today we will practise saying some more of the new sounds that we have been learning. I will show you some cards with the letters that we use to write different sounds. <br> Show several cards in turn and check that the children can say the sound as they do the correct action. Repeat with the same cards and ask the children to say the sound without the action. |
| Practise blending phonemes for reading. | Does it make sense? <br> We are going to play a game with Pip today. We played it a little while ago so I'll remind you of what to do. We will read a sentence together. Then Pip will rub out one of the words and change it. You will read the new sentence with your partner and decide whether it makes sense. <br> Uncover the sentence and demonstrate how to soundtalk and blend the phonemes to read each word. Reread the sentence with everyone joining in: Mark did not like the dark. <br> Use the puppet to rub out 'like' and substitute 'hear': Mark did not hear the dark. Ask the children to work in pairs. They read the new sentence together and decide whether it makes sense. If they agree that it does, they put up their hands. Read it together and check that they all agree. <br> Substitute 'car' for 'dark': Mark did not hear the car. Repeat the process above. <br> Substitute 'dog barking' for 'car'. Repeat the process above once more. |
| Practise segmenting phonemes for spelling. | Change the word <br> This is another game that we've played before. Your challenge today is to change an ear into a car! You are going |


| Learning objectives | Activities |
| :---: | :---: |
|  | to change one grapheme each time to make a new word. We will start with the word 'ear' and see how many steps it takes to make the word 'car'. <br> Pairs of children have a whiteboard and a set of magnetic letters: ear, ar, or, d, f, c, k. <br> Words to be used: ear, dear, fear, far, for, fork, cork, cord, card, car. <br> Say the first word 'ear' and ask the children to spell it with their magnetic letters. Say each word in turn and ask the children to change one grapheme to spell the new word each time. <br> Well done! You changed an ear into a car! |
| Reading, writing, talk | Making sentences |
| Understand that a sentence starts with a capital letter, ends in a full stop and that it makes sense. | Do you remember the new sentences that we made up yesterday that were like the ones in the book? Ask the children to recall examples, for example Sarah, Sarah, what do you hear? I hear a crocodile snapping in my ear. |
|  | You are going to work with a partner to make one of those sentences today. I will give you a set of word cards. You need to read the words and then decide what order they should go in. Put them on the table in front of you. Pip and I will check that your sentence makes sense. |
|  | Give out sets of cards to make the sentences: 'I hear a duck quacking in my ear.' 'I hear a cow mooing in my ear.' 'I hear a dog barking in my ear.' What does a sentence start with and what do we put at the end? |
|  | Encourage pairs of children to work together, using sound-talk and blending to read the words. Praise their recognition of the 'tricky' word 'my'. |
|  | Ask each pair to read out their completed sentence. |
| Review learning and set independent task | TA: What did we learn today? |
|  | All: We learned how to read and spell words by blending and segmenting the phonemes and how to make up sentences like the ones that we have read. |
|  | Children: What will we take away? |
|  | TA: You can take away a set of word cards to practise making sentences like the ones we have worked on today. |
|  | Give each child a set of word cards in an envelope (PCM 30). |


| Learning objectives | Activities |
| :--- | :--- |
| Resources | Set of cards with the two and three letter GPCs: ch, sh, th, <br> ng, ai, ee, igh, oa, oo, ow |
|  | Set of magnetic letters and whiteboard for each pair: ear, <br> ar, or, d, f, c, k |
|  | A set of large (A3) word cards for each pair and a set of <br> small (A4) cards for each child for the Take Away activity <br> (PCM 30) |

## Session 44: Thursday

$\left.\begin{array}{l|l}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read and spell words by } \\ \text { blending and segmenting the phonemes and how to make } \\ \text { up sentences like the ones that we have read. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning how to read words in a } \\ \text { sentence by blending the phonemes and how to write } \\ \text { sentences like the ones we have read. }\end{array}\right\}$

\(\left.\begin{array}{|l|l|}\hline Learning objectives \& Activities <br>
set independent task \& TA: What did we learn today? <br>
All: We learned how to read words in a sentence by blending <br>
the phonemes and how to write our own sentences like the <br>
ones we have read. <br>

Children: What will we take away?\end{array}\right\}\)| TA: You will take away your question and answer card. Read |
| :--- |
| it to someone else. You could add a picture of the animal that |
| you can hear. |
| Give each child their completed question and answer |
| cards. |

## Session 45: Friday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Introduce learning } & \text { All: What did we learn yesterday? } \\ \text { objectives } & \begin{array}{l}\text { TA or Puppet: We learned how to read words in a sentence } \\ \text { by blending the phonemes and how to write our own } \\ \text { sentences like the ones we have read. } \\ \text { Children: What are we learning today? }\end{array} \\ \hline \text { TA or Puppet: We are learning to apply what we know } \\ \text { about letters and sounds when we are spelling words and } \\ \text { reading a book. }\end{array}\right\}$
$\left.\begin{array}{l|l}\text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Use information on the } \\ \text { cover to predict what } \\ \text { type of book they are } \\ \text { reading. }\end{array} & \begin{array}{l}\text { Book introduction: Look together at the cover and the } \\ \text { title. Predict what type of story it is likely to be, for } \\ \text { example The title has rhyming words in it and there is a } \\ \text { funny picture on the cover. Information books don't look like } \\ \text { this. }\end{array} \\ \text { 'Walk through' the book, talking about the pictures and } \\ \text { picking out examples of repeated words or phrases. } \\ \text { Introduce any new vocabulary to help the children } \\ \text { understand new words in the context of the text. Draw } \\ \text { attention to illustrations that will help the children to }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
|  | Children: What will we take away? <br> TA: You can take away the book you have been reading <br> today. Read it to someone at home. |
| Resources | Set of cards with the two- and three-letter GPCs: ch, sh, th, <br> ng, ai, ee, igh, oa, oo, ow <br> Individual whiteboards and pens |
| Guided Reading books (selected by class teacher) |  |

## Module 3: Week 10

Sessions 46-50
Text focus: Story with a familiar setting
Example text: Suddenly! by Colin McNaughton, Anderson Press, ISBN 1842706213
(big book: Collins Educational, ISBN 0003015130)
Outcome: Zigzag book (based on the story and the children's experience)
Focus for letters and sounds: Phase 3
Vowel digraphs: ur, oi, air
Tricky HF words (reading): some, come
Tricky HF words (spelling): said

## General notes for teaching assistants: Week 10

The children will be learning three more vowel digraphs this week. They are continuing to practise the grapheme-phoneme correspondences that they have learned already. They will have opportunities to apply this knowledge as they read and spell CVC words, two-syllable words and read and write sentences.

The focus for reading is a story with a familiar setting. They will respond to the story, identifying the characters, the setting and the main events, and then retell it in their own words. They will use ideas from the story to compose and write two sentences to recount an event.

## Preparation for this week

## Session 46: Monday

Set of grapheme cards 'ar', 'or', 'ear' (Resource PCM C)
Write a 'message' on A3 paper and stick it on the front of the shared reading text: 'Come and read this book. It has some funny pictures.'
Select a story with a familiar setting for shared reading. Ideally it should have a repeated word or phrase on each page, for example Suddenly! by Colin McNaughton.

## Session 47: Tuesday

Add last week's GPCs to the set of GPC cards used last week (Resource PCMC).
Copy a set of pictures to represent settings in the story or write words on cards: street, shop, school, park, home. Put these around the edge of the room.
Fill in Writing Flap card with the tricky word 'said'.

## Session 48: Wednesday

Make an A3 copy of a word list for the Countdown game (PCM 32) and an A4 copy for each child (for a Take Away activity).

Collect a set of magnetic letters for each pair of children: $c, b, t, o i, u r, l, n$ (two-letter graphemes to be stuck together as units).

## Session 49: Thursday

Make copies for each child of a picture sheet with sentences at the top and space for drawing: I was going to the park. Then I met a big bad wolf. What happened next? (PCM 33)

## Session 50: Friday

Make a simple zigzag book for each child by folding A4 paper into three.

## Session 46: Monday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn last week? } \\ \text { TA or Puppet: We learned the phonemes 'ar', 'or' and 'ear' } \\ \text { and how write sentences that follow the same pattern as a } \\ \text { book we have read. } \\ \text { Children: What are we learning today? }\end{array} \\ & \begin{array}{l}\text { TA or Puppet: We are learning to read some more tricky } \\ \text { words and we will enjoy listening to a story. }\end{array} \\ \hline \begin{array}{ll}\text { Letters and sounds } \\ \text { 10 minutes } \\ \text { Reinforce their } \\ \text { recognition of two- and } \\ \text { three-letter GPCs: ar, or, } \\ \text { ear. }\end{array} & \begin{array}{l}\text { Practise grapheme-phoneme correspondences }\end{array} \\ \hline \text { Last week we learned three more sounds. Can you remember } \\ \text { them? Say the sound and do the action when I show you a } \\ \text { card with the letters we use to write that sound. } \\ \text { Show each card in turn and check that the children can } \\ \text { say the sound as they do the correct action (for example } \\ \text { 'or': hold out their palms and look from one to the other } \\ \text { as if choosing between this or that; 'ar': open mouth wide } \\ \text { as though doctor is checking their throat; 'ear': point to } \\ \text { your ear). Repeat and ask the children to say the sound } \\ \text { without the action. }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
|  | sound buttons and lines as before. Blend the phonemes to read 'some'. What do you notice about this word? The tricky bits are the same as the word 'come'. |
| Reading, writing, talk 10 minutes | Shared Reading <br> Before the session, select a story with a familiar setting. This example is based on Suddenly! by Colin McNaughton, but it could be adapted to other books. |
| Make predictions about the characters and events in stories. | Look at the cover together, read the title and talk about what type of book it is. Talk about the title. We will see this word all through the book. You can join in each time I read it. <br> Help the children to think about the main characters and the types of things that they expect to happen, for example Who can you see on the front cover? Do you know this character's name? Have you read any other stories about him? Who is sneaking up on him? What do you think might happen? |
| Comment on events and characters. | Read the story as the children listen. Encourage them to join in with the repeated word 'suddenly'. Give them time to enjoy the illustrations and to spot the difference between what we expect the wolf to do and what actually happens each time. <br> At the end of the story, use three questions to help the children to recall the characters and the main events. Return to the book and encourage them to look back at particular pages as they think about their answers. <br> Who was in the story? Identify the main characters (Preston and the wolf) and talk about what they were like. <br> What happened? Ask the children to recall the main events (all the different ways that the wolf tried to catch Preston and what actually happened each time). <br> Where did the story take place? Identify the different places that Preston visits with the wolf following (street, shop, school, park, shop, home). |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned to read the tricky words 'some' and 'come' and we enjoyed listening to a story. <br> Children: What will we take away? <br> TA: You can take away the book we have been reading to share again. Tell someone at home or at school about the story you have heard: who it is about, what happens and where the story takes place. |


| Learning objectives | Activities |
| :--- | :--- |
| Resources | A set of grapheme cards 'ar', 'or', 'ear' (Resource PCM C) |
|  | 'Message' stuck to the front of a Shared Reading text: |
| Come and read this book. It has some funny pictures. |  |
|  | A story with a familiar setting for Shared Reading, for <br> example Suddenly! by Colin McNaughton, Anderson <br> Press, ISBN 1842706213 (big book: Collins Educational, <br> ISBN 0003015130) |

## Session 47: Tuesday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read the tricky words 'some' <br> and 'come' and we enjoyed listening to a story. |
|  | Children: What are we learning today? <br> TA or Puppet: We are learning three more sounds, how to <br> spell a tricky word and how to retell a story. |
| Letters and sounds <br> 15 minutes | Practise grapheme-phoneme correspondences <br> Practise their recognition <br> of two- and three-letter <br> GPCs. |
| Last week we practised saying the sound and doing the <br> action each timel showed you a card with the letters that we <br> use to write each sound. This week l'm going to show you the <br> card and see whetheryou can say the sound really quickly, <br> without the action. |  |
|  | Show several cards in turn and check that the children can <br> say the correct sound each time. |
| Reinforce learning the |  |
| GPCs: ur, oi, air. | Introduce 'ur', 'oi' and 'air' <br> We are going to help Pip to learn another three sounds today. <br> Listen carefully and then join in with the action and say each <br> sound with me. |
| You can use the following ideas for actions or some that |  |
| the children have learned in class. |  |


| Learning objectives | Activities |
| :---: | :---: |
| Learn to spell the tricky word: said. | Say the sound 'air'. We breathe air in and out all the time. Take a big breath and then breathe out and say 'air'. Put your hand just in front of your mouth so that you can feel the air coming out. Ask the children to join in and practise saying the 'air' sound together. <br> Say some words with the 'air' sound, for example air, hair, pair. Write 'air' on the whiteboard and draw a line under the letters. How many letters does this sound need when we write it? <br> Write some 'ur', 'oi' and 'air' words on the whiteboard and ask pairs of children to find the words that have one of the three phonemes you have been learning, for example burp, surf, join, tinfoil, fair, chair. <br> Learning to spell tricky words <br> We are learning to spell just one tricky word today. It's a word we use a lot and it's very easy to make a mistake when we write it. Write 'said' on the whiteboard and check that the children can read it. Say a sentence, for example 'How are you today?' I said. Emphasise the word 'said'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme and ask the children to trace the letter 's' on their first finger, 'ai' on their second finger and 'd' on their third. Rub the word off the whiteboard and ask the children to write it on their whiteboard. |
| Reading, writing, talk 5 minutes | Retelling the story <br> Before the session, put the pictures or word cards with the different story settings on the walls around the room. <br> Display the book that you read yesterday so that you can refer to it if you need to. The following example is based on Suddenly! by Colin McNaughton but it could be adapted for other texts. |
| Retell a story. Identify the main characters and events. | Do you remember the story we read yesterday? What was the name of the main character? Who was following him all through the story? We are going to retell the story in our own words as we walk to each of the places that Preston went to on his way home from school. |
| Respond imaginatively to a story. | Walk with the children over to the 'street' (sign or picture). The story started in the street. What was Preston doing? What was the wolf trying to do? Where did Preston go next? What happened to the wolf? |

\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \begin{array}{l}\text { Review learning and } \\
\text { set independent task }\end{array} & \begin{array}{l}\text { Go to each story location in turn and use the same } \\
\text { questions, encouraging different children each time to } \\
\text { describe what happens to Preston and the wolf. }\end{array}
$$ <br>
\hline TA: What did we learn today? <br>
All: We learned the sounds 'ur', 'oi' and 'air', how to spell the <br>
tricky word 'said' and how to retell a story. <br>

Children: What will we take away?\end{array}\right\}\)| TA: You will take away your Writing Flap cards and practise |
| :--- |
| writing the tricky word 'said'. |
| Give out Writing Flap cards to each child. |$|$| Ses of GPC cards: ch, sh, th, ng, ai, ee, igh, oa, oo, ow, ar, or, |
| :--- | :--- |
| ear (Resource PCM C) |
| Set of pictures or Word Cards to represent settings in the |
| story: street, shop, school, park, home |
| Writing Flap cards with the tricky word 'said' |

## Session 48: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds 'ur', 'oi' and 'air', how to spell the tricky word 'said' and how to retell a story. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to read and spell words by blending and segmenting the phonemes and how to make up funny sentences to use in a story. |
| Letters and sounds <br> 15 minutes <br> Practise their recognition of two- and three-letter GPCs. | Practise grapheme-phoneme correspondences <br> I'm going to show you some cards like I did yesterday. Let's see if you can say the sound really quickly, without the action. <br> Show several cards in turn and check that the children can say the correct sound each time. <br> Countdown |
| Practise blending phonemes for reading. | We are going to see how many words we can read in two minutes. Pip will keep an eye on the timer and tell us when to stop. Display the list of words and explain that they will each take it in turns to sound-talk and then blend the phonemes to read a word. Start the timer, call out one child's name and point to the first word on the list. Repeat with another child reading the next word until the time runs out. |
| Practise segmenting phonemes for spelling. | Words: fur, boil, air, curl, join, fair, burn, soil, chair, turn, oil, pair, burp, hair, coin, hurt, coil, surf, tinfoil, turnip |
|  | Check the total. Well done. We'll see if we can beat that number of words the next time we play this game. <br> Phoneme frame |
|  | Give each pair of children a three-phoneme frame and a set of magnetic letters: $c, b, t, o i, u r, l, n$. |
|  | I am going to say some words. I want you and your partner to sound-talk the word and then agree on which magnetic letters you need to put in each box of the phoneme frame. <br> Words: coil, curl, boil, turn, coin, burn, toil |
|  | Check the children's answers each time before moving to the next word. |


| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk <br> 5 minutes <br> Make imaginative links between stories and their experiences. | Talk for writing <br> Select pages in the book that you have been reading to display, for example in Suddenly! by Colin McNaughton, show Preston at the park. Do you remember what was happening in this part of the story? What do you think Preston would say? Give time for the children to think of their ideas and talk to a partner. <br> Introduce the sentence structure that you will be using when you are writing tomorrow. Preston might say 'I went to the park on the way home from school. Then I met Billy the Bully.' <br> Imagine that you were going to the park one day and met something or someone unexpected. Talk to your partner about your ideas. |
| Explore ideas and rehearse sentences orally before writing. | Ask each child to share their idea with the group. Help them to organise their ideas into two sentences orally. For example, I was going to the park. Then I met a . . (child's idea). <br> You have some great ideas. We will be able to use these ideas when we are writing later this week. |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned how to read and spell words by blending and segmenting the phonemes and how to make up funny sentences to use in a story. <br> Children: What will we take away? <br> TA: You will take away the Countdown word list. See how many words you can read in two minutes. Can you beat today's total? |
| Resources | Set of GPC cards: ch, sh, th, ng, ai, ee, igh, oa, oo, ow, ar, or, ear <br> Word list for Countdown game (PCM 32); one A3 and one A4 copy for each child for their Take Away activity. <br> Timer (two-minute sand timer, stop watch or clock) <br> Set of magnetic letters for each pair of children: (twoletter graphemes to be stuck together as units) trs, c, b, t, oi, ur, l, n <br> A three-phoneme frame for each pair of children |

## Session 49: Thursday

$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read and spell words by } \\ \text { blending and segmenting the phonemes and how to make } \\ \text { up funny sentences to use in a story. }\end{array} \\ \text { Children: What are we learning today? }\end{array}\right\} \begin{array}{ll}\text { TA or Puppet: We are learning how to spell words with two } \\ \text { syllables and how to use ideas from stories when we are } \\ \text { writing our sentences. }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk 15 minutes | Shared Writing <br> Do you remember the sentences you made up yesterday where you imagined who you might meet on the way to the park? Give time for the children to recall their ideas with a partner. <br> Today I am going to show you how to use your ideas to write two sentences. Tomorrow it will be your turn to write! |
| Rehearse orally before writing. | The focus for their writing is to demonstrate how to write two sentences, with the sentence stems / was... Then I..., and on the difference between a sentence and a line of writing. <br> Decide on the sentences that you will write and then say them with the children, for example 'I was going to the park. Then I met a big bad wolf.'I am writing two ideas and that is why I am putting my ideas in two sentences. |
| Use a capital letter for the personal pronoun 'I'. | I will start by writing the first sentence. The first word is 'I'. What is special about this word? We always use a capital letter when we write the word 'I'. Write the word 'I'. |
| Spell high-frequency words correctly: was, to. | Say the whole sentence again. The next word is 'was'. We were learning how to spell that tricky word last week. Write it on your whiteboard for me and then hold it up. Check that spellings are correct, then write the word 'was'. <br> Continue writing the rest of the first sentence, involving the children in suggesting how to spell each word based on their previous learning. Practise using sound-talk and segmenting the phonemes to spell words. Read the sentence through together. That's the end of my first sentence. How am I going to show that I've finished writing that idea? Add the full stop. |
| Know that a line of writing is not necessarily the same as a sentence. | I've got another idea to write so I will start a new sentence now. Say the second sentence together and encourage the children to join in. This sentence tells us what happened next. Write the second sentence as before. (Try to make sure that the first sentence does not finish at the end of the first line, see example below.)Talk about why you are using a capital 'I' even though it is not at the beginning of the sentence. Whenever we are using I' 'to write about ourselves, we use a capital letter, not lower case. <br> Read through the two completed sentences together and talk about the fact that a sentence does not always fit on just one line. |


| Learning objectives | Activities |
| :---: | :---: |
|  | For example <br> I was going to the park. Then I saw a big bad wolf. <br> These two sentences sound like the beginning of a story. I wonder what will happen next'. What sort of things happened to the wolf in 'Suddenly!'? <br> Give the children time to think about what might happen and share ideas with a partner. Ask a couple of children to make suggestions. |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned how to spell words with two syllables and how to use ideas from stories when we are writing our sentences. <br> Children: What will we take away? <br> TA: You will take away this picture sheet. I would like you to think more about what might happen next in our story and draw a picture showing your ideas. <br> Give each child a sheet with the sentences: I was going to the park. Then I met a big bad wolf. What happened next? |
| Resources | Set of GPC cards: ch, sh, th, ng, ai, ee, igh, oa, oo, ow, ar, or, ear <br> Individual whiteboards and pens <br> Copies of the picture sheet for each child (PCM 33) |

## Session 50: Friday

## Learning objectives <br> Introduce learning objectives

## Letters and sounds

5 minutes
Practise their recognition of two-and three-letter GPCs.

Blend phonemes to read words in a sentence.

Identify features of sentences: capital letters at the beginning and full stops at the end.

Understand the difference between a line of writing and a sentence.

## Activities

## All: What did we learn yesterday?

TA or Puppet: We learned how to spell words with two syllables and how to use ideas from stories when we are writing our own sentences.

Children: What are we learning today?
TA or Puppet: We are learning the difference between a sentence and a line and how to write sentences to start our stories.

Practise grapheme-phoneme correspondences
I'm going to show you some cards like I did yesterday. Let's see if you can say the sound really quickly without the action.
Show several cards in turn and check that the children can say the correct sound each time.

## Reading words in sentences

Display the Shared Writing words from yesterday and read through as the children join in. How many sentences are there? Yes, there are two ideas, so there are two sentences. I want you to hold these sentences in your mind.

Now I am going to cut the sentences into individual words. Watch to see where I cut. Cut the sentences into individual words, but leave the full stops with the final words in each sentence.

Pip throws the words into the air to muddle them. The children sit on the carpet. Put a large sheet of paper in the centre (portrait).


Oh no, Pip has muddled up the words. We are going to put the sentences back together. We'll put them on this sheet of paper. Work together as a group to rearrange the words into two sentences. Find the capital 'I' to start the first sentence. Encourage the children to blend the phonemes to read each word. Look for the words with the full stops at the end. When all the words have been placed in order, read what you have made. Does it make sense? Draw attention to the fact that the end of a line of writing is not necessarily the end of the sentence.

Learning objectives
Reading, writing, talk

15 minutes

Write a simple chronological text using ideas from stories and their experiences.
Rehearse and refine their ideas orally before writing.

Segment phonemes and use knowledge of high-frequency words to spell words accurately.
Write simple sentences with capital letters and full stops.

## Activities

## Guided Writing

Today you are going to make your own zigzag book using ideas that we've been talking about this week. Show the children the format of the book and talk about each section:


On the first page you are going to write a sentence about where you were going. On the second page you are going to write a sentence about whom or what you met. On the third page you can draw a picture to show what happened next.
Give time for the children to recall the ideas that they discussed on Wednesday by talking to a partner. Now try saying your ideas as two separate sentences. Take it in turns to say your sentences to one another.

Now you are going to use those ideas as you write your sentences. Start with page 1. The first sentence you are going to write starts with 'I was going...' What sort of letter do you use when you are writing 'I'?
Prompt and support the children as they write independently. Encourage them to sound-talk and then segment the phonemes as they are spelling words, and to recall the spelling of high-frequency words. Check that they have used a capital letter and a full stop for each sentence.

When they have finished, ask them to read through their finished sentences and check that they are happy with them. If there is time, ask each child to read their sentences aloud to the group.
Well done! You have written your ideas in sentences. The final page is for a picture. Imagine what will happen next in your story.
\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\text { Review learning and } & \begin{array}{l}\text { TA: Who can remember some of the things we've learned } \\
\text { this week? (The children recall what they have done. The } \\
\text { TA picks up a particular aspect of the learning to explain } \\
\text { how it can be used.) }\end{array}
$$ <br>
TA: We have used ideas from a book to help us make up our <br>
own stories. This will help you to think of more ideas when <br>
you are doing your story-telling and writing. <br>

Children: What will we take away?\end{array}\right\}\)| TA: You will take away your zigzag books. You can draw the |
| :--- |
| picture on the final page to show what happens next. Read |
| your book to somebody else. |$|$| Set of GPC cards: ch, sh, th, ng, ai, ee, igh, oa, oo, ow, ar, or, |  |
| :--- | :--- |
| ear |  |
| Resources | Shared Writing from yesterday to be cut into individual <br> words during the session |
| Large sheet of paper for attaching the cut-up words |  |
| Zigzag book for each child |  |

## Module 3 Week 11

Sessions 51-55
Text focus: Information text
Example text: Whose Baby? by Jason Amber, Rigby, ISBN 0433037237
Outcome: New page for the information book with simple factual sentences
Focus for letters and sounds: Phase 3
Vowel digraphs: ure, er
Tricky HF words (reading): there, were
Tricky HF words (spelling): come, some

## General notes for teaching assistants: Week 11

The children will learn two more vowel digraphs this week. They will continue to practise the grapheme-phoneme correspondences they have already learned, with the emphasis on quick recognition and application to read and spell words correctly.

The focus for reading and writing is on an information text this week. The children will read a non-fiction text, learn about its key features and practise finding information. They will use this text as a model for writing a simple information page.

This is the last week of Module 3. At the end of the week you need to work with the class teacher to assess the children's progress so far using the observation and assessment sheet on page 207.

## Preparation for this week

## Session 51: Monday

Make a set of grapheme cards 'ur', 'oi' and 'ear'. (Resource PCM C)
Make an A3 copy of the sentence 'Once upon a time there were six lion cubs.' (PCM 34)
Select a book for shared reading: a simple information book which has a clear layout, for example Whose Baby? by Jason Amber. If possible, have further copies available for the Take Away activity.

## Session 52: Tuesday

Add last week's GPC s to the set of GPC cards used last week (Resource PCM C).
Fill in Writing Flap cards with the tricky words 'some' and 'come'.

## Session 53: Wednesday

Make an A3 copy of a word list for a Countdown game (PCM 35) and an A4 copy for each child (for a Take Away activity).
Prepare a set of magnetic letters for each pair of children: oo, oa, ure, b, t, a, m, n (twoand three-letter graphemes to be stuck together as units).

Plan a new page for the information book you are reading, for example for Whose Baby? add a page about kittens and cats. If possible, find a picture of a cat and a kitten to show the children.

## Session 54: Thursday

Make an A3 copy of the sentence and place it in Pip's Journal: There was a burn on my finger. My Nan said 'Put some butter on to cure it.' (PCM 36)

Pip's Journal (A4 ring binder)
Stick the picture from yesterday's session to a large sheet of paper (kitten picture).
Copy sentences onto card; cut them into individual Word Cards and place in an envelope for each child: This is a kitten. It has fur. (PCM 37)

## Session 55: Friday

The class teacher will select a Guided Reading book at the appropriate level for the group (ideally a non-fiction book with a clear layout repeated on each page, for example heading, picture and facts).

## Session 51: Monday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn last week? } \\ \text { TA or Puppet: We learned the phonemes 'ur', 'oi' and 'air' } \\ \text { and how to use ideas from a story to write our own stories. } \\ \text { Children: What are we learning today? }\end{array} \\ & \begin{array}{l}\text { TA or Puppet: We are learning to read some more tricky } \\ \text { words and how to find facts in an information book. }\end{array} \\ \hline \text { Letters and sounds } & \begin{array}{l}\text { Practise grapheme-phoneme correspondences }\end{array} \\ \text { 10 minutes } & \begin{array}{l}\text { Last week we learned three more sounds. Can you remember } \\ \text { Reinforce their learning } \\ \text { of two- and three-letter } \\ \text { GPCs: ur, oi, air. }\end{array} \\ \begin{array}{l}\text { them? Say the sound and do the action when Ishow you a } \\ \text { card with the letters we use to write that sound. }\end{array} \\ \text { Show each card in turn and check that the children can } \\ \text { say the sound as they do the correct action (for example, } \\ \text { 'ur': finger on chin and looking puzzled; 'oi': shaking fist } \\ \text { and shouting; 'air': hand in front of mouth and breathe } \\ \text { out). Repeat and ask the children to say the sound } \\ \text { without the action. }\end{array}\right\}$
$\left.\begin{array}{l|l}\text { Learning objectives } & \text { Activities } \\ \hline \text { Reading, writing, talk } & \begin{array}{l}\text { Shared Reading } \\ \text { 10 minutes } \\ \text { Before the session, select an information book. The ideas } \\ \text { below are based on Whose Baby? by Jason Amber but } \\ \text { they could be adapted for other information books. It is } \\ \text { not necessary to read the whole book during this session. } \\ \text { Introduce the book by looking at the cover (front and } \\ \text { back) and reading the title and blurb. Flick through } \\ \text { (without reading) and note the contents, index, use of } \\ \text { photographs and other things. }\end{array} \\ \text { Distinguish between } \\ \text { fiction and non-fiction } \\ \text { texts. } & \begin{array}{l}\text { What type ofbook is this? Give the children time to talk to } \\ \text { one another and then talk about features of information } \\ \text { books (for example, photographs instead of pictures, title, }\end{array} \\ \text { layout, contents, index). Could the sentence that we read } \\ \text { earlier have come from this book? No. This isn't a story about } \\ \text { lion cubs; it is an information book about baby animals. } \\ \text { What sorts of thing do you think we might find out when we } \\ \text { Ure reading this book? If you are reading Whose Baby?, read }\end{array}\right\}$
\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline & \begin{array}{l}\text { Have you learned any new facts from this book? (For } \\
\text { example puppies are blind when they are born; baby fish } \\
\text { are called 'fry'.) }\end{array}
$$ <br>
\hline Review learning and <br>
set independent task \& TA: What did we learn today? <br>
All: We learned to read the tricky words 'were' and 'there' <br>
and how to find facts in an information book. <br>

Children: What will we take away?\end{array}\right\}\)| TA: You will take away the book that we have been reading. |
| :--- |
| Take it in turns to look through the book with a partner. See if |
| you can match all the babies with their parents. Talk about |
| what you have found out about animals and their babies. |$|$| Set of grapheme cards 'ur', 'oi' and 'ear' (Resource PCM C) |  |
| :--- | :--- |
| Resources | A3 copy of the sentence Once upon a time there were six <br> lion cubs. (PCM 34) |
| Shared reading book, for example Whose Baby? by Jason <br> Amber and further copies for a Take Away activity (if <br> possible) |  |

## Session 52: Tuesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read the tricky words 'were' and 'there' and how to find facts in an information book. <br> Children: What are we learning today? <br> TA or Puppet: We are learning two more sounds, how to spell two tricky words and we will learn how to find out facts and put them into sentences. |
| Letters and sounds 15 minutes <br> Practise their recognition of two- and three-letter GPCs. | Practise grapheme-phoneme correspondences <br> You are getting very good at saying the correct sound when I show you a card with the letters that we use to write that sound. We will practise saying the sounds again this week. Show several cards in turn and check that the children can say the correct sound each time (without using the action). <br> Introduce 'ure' and 'er' |
| Reinforce their learning of the GPCs: ure, er. | We are going to help Pip with two more sounds today. They are quite tricky to hear and say, so you will need to listen carefully! Join in with the action and say each sound with me. <br> You can use the following ideas for actions or some that the children have learned in class. <br> Say the sound 'ure' (as in pure). I'm pretending that I've just smelt some smelly manure! Hold your nose and make a face, then say 'ure - manure' several times. Ask the children to join in and practise saying the 'ure' sound together. <br> Say some words with the 'ure' sound, for example pure, cure, manure. Write 'ure' on the whiteboard and draw a line under the letters. This sound needs three letters when we write it. <br> Say the sound 'er'. Have you heard the sound an electric toothbrush makes? (You could bring one to demonstrate!) I'm pretending to clean my teeth with an electric toothbrush. It makes a sound like this 'errrr'. Move your finger up and down in front of your mouth, pretending to clean your teeth whilst you say the sound. Ask the children to join in. <br> Say some words with the 'er' sound, for example her, letter, summer. Write 'er' on the whiteboard and draw a line under the letters. This is another sound that needs two letters when we write it. We use it at the end of words. |


| Learning objectives | Activities |
| :---: | :---: |
| Learn to spell the tricky words: some, come. | Write some 'ure' and 'er' words on the whiteboard. Ask each child to find a word with a particular phoneme and to underline it in that word, for example secure, mature, cure, better, summer, boxer. <br> Learning to spell tricky words <br> We are learning to spell two tricky words today. <br> Write 'come' on the whiteboard and check that the children can read it. Say a sentence, for example Come and read some books with me. Emphasise the word 'come'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme and ask the children to trace ' $c$ ' on their first finger, ' o ' on their second finger and ' m -e' on their third. Rub the word off the whiteboard and ask the children to write it on their whiteboard. <br> Write 'some' on the whiteboard and check that the children can read it. Say a sentence, for example Come and read some books with me. Emphasise the word 'some'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme and the similarities with the word 'come'. Ask the children to trace 's' on their first finger, 'o' on their second finger and ' m -e' on their third. Rub the word off the whiteboard and ask the children to write it on their whiteboard. |
| Reading, writing, talk <br> 5 minutes <br> Identifying specific information in the text. <br> Composing simple factual sentences orally. | Returning to the text <br> Display the shared text from yesterday. Do you remember what sort of information we read in this book? Encourage the children to share information that they recall or have found out from sharing the text with a friend. <br> We are going to use the book to find out some more information about particular animal babies today by answering questions. Choose a page (for example pp.1415 about a bear cub) and ask What is this? (Point to the heading.) Does it have fur, feathers or scales on its body? (Read the sentence describing its appearance and use the picture.) What does it feed on? (Read the relevant sentence and explain that the question is asking what the animal eats.) Identify the information and help the children to frame a series of sentences orally, for example We have found out three facts. We can put this information into three complete sentences: 'This is a cub. It has fur. It feeds on milk from its mother.' |


| Learning objectives | Activities |
| :--- | :--- |
|  | If you have time, repeat this asking the same questions <br> about another animal. For example, pp. 20-21 is about an <br> eaglet: This is an eaglet. It has feathers. It feeds on meat. |
| Review learning and <br> set independent task | TA: What did we learn today? <br> All: We learned the sounds 'ure' and 'er', how to spell the <br> tricky words 'some' and 'come' and how to find out facts and <br> put them into sentences. <br> Children: What will we take away? |
| Resources | TA: You will take away your Writing Flap cards and practise <br> writing the tricky words 'some' and 'come'. |
| Set of GPC cards: ch, sh, th, ng, ai, ee, igh, oa, oo, ow, ar, or, <br> ear, ur, oi, air (Resource PCM C) <br> Individual whiteboards and pens <br> Shared text (used yesterday) <br> Writing Flap cards with the tricky words 'some' and |  |
| 'come'. |  |

## Session 53: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds 'ure' and 'er', how to spell the tricky words 'some' and 'come' and how to find out facts and put them into sentences. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read and spell words by blending and segmenting the phonemes and how to make up new sentences for an information book. |
| Letters and sounds <br> 15 minutes <br> Practise their recognition of two- and three-letter GPCs. | Practise grapheme-phoneme correspondences <br> I'm going to show you some cards like I did yesterday. Let's see whether you can say the sound really quickly each time, without the action. Show several cards and check that the children can say the correct sound each time. <br> Countdown <br> Pip has a challenge for you today. You are going to see how many words you can read in two minutes. Can you beat last week's total? This time the list has words with lots of different sounds that we've been learning over the last few weeks. Pip |
| Practise blending phonemes for reading. | will tell us when to stop. Display the list of words and explain that the children will each take it in turn to soundtalk and then blend the phonemes to read a word. Start the timer, call out one child's name and point to the first word on the list. Repeat with another child reading the next word until the time runs out. <br> Words: surf, hammer, pure, dear, dinner, town, summer, manure, coin, cure, hard, letter, chair, butter, turnip, near, right, wood, boxer, turning. <br> Change the word |
| Practise segmenting phonemes for spelling. | Your challenge today is to change a boot into a bat! You are going to change one grapheme each time to make a new word. We will start with the word 'boot' and make ten new words until we reach 'bat'. Pairs of children have a whiteboard and a set of magnetic letters: $o o, o a, ~ u r e, ~ b, t, a, m, n$. <br> Words to be used: boot, boat, moat, moan, moon, man, manure, mature, mat, bat. Say the first word 'boot' and ask the children to spell it with their magnetic letters. Say each word in turn and ask children to change one grapheme to spell the new word each time. <br> Well done. You changed a boot into a bat! |


| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk 5 minutes | Talk for writing <br> Before the session, decide on an extra page for the book you have been reading. Find pictures to stimulate the children's talk. For example, a kitten for the book Whose Baby?. |
| Explore ideas orally ahead of writing. | Pip and I have been having a look at the 'Whose Baby?' book and Pip says that one of his favourite animals is missing. There isn't any information about kittens. I thought we could write a new page and add it to the book. |
| Identify specific items of information. | Display the picture of the kitten. What do you know about kittens? Give the children time to talk in pairs and take suggestions. |
|  | You have told me all sorts of things about kittens. Now we need to organise what we have said. Do you remember the sentences we made up yesterday? We will use the same structure. Ask the questions below and help the children to compose sentences orally that 'sound like an information book'. For example: |
| Rehearse and refine sentences orally. | What is this? This is a kitten. Does it have fur, feather or scales? It has fur. What does it feed on? It feeds on milk from its mother. |
|  | I am going to make a note of what we have said so that we can use these ideas tomorrow when we write the new page. Write the key words, for example 'kitten', 'fur', 'milk from mother'. |
| Review learning and set independent task | TA: What did we learn today? |
|  | All: We learned to read and spell words by blending and segmenting the phonemes and how to make up new sentences for an information book. |
|  | Children: What will we take away? |
|  | TA: You will take a way the Countdown word list. See how many words you can read in two minutes. Can you beat today's total? Give each child a copy of the word list. |
| Resources | Set of GPC cards: ch, sh, th, ng, ai, ee, igh, oa, oo, ow, ar, or, ear, ur, oi, air |
|  | An A3 copy of a word list for the Countdown game (PCM 35) and an A4 copy for each child (for a Take Away activity) |
|  | Timer (two-minute sand timer, stopwatch or clock) |
|  | Set of magnetic letters and a whiteboard for each pair of children: oo, oa, ure, $\mathrm{b}, \mathrm{t}, \mathrm{a}, \mathrm{m}, \mathrm{n}$ (two- and three-letter graphemes to be stuck together as units) |
|  | Picture of a kitten (if possible) |

## Session 54: Thursday

| Le | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read and spell words by blending and segmenting the phonemes and how to make up new sentences for an information book. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to use what we know about letters and sounds to read words in a sentence and how to write new sentences that give information about something. |
| Letters and sounds <br> 5 minutes <br> Practise their recognition of two- and three-letter GPCs. | Practise grapheme-phoneme correspondences <br> I'm going to show you some cards like I did yesterday. Let's see if you can say the sound really quickly each time, without the action. Show several cards and check that the children can say the correct sound each time. <br> Pip's Journal |
| Practise reading sentences containing words with the new GPCs. | Pip has written some new sentences for his journal. He says that we can read what it says. Take the A3 copy of the sentences out of the file and display it on the board. There was a burn on my finger. My Nan said 'Put some butter on to cure it.' |
| Blend phonemes to read words in a sentence. <br> Recognise and read high-frequency words: there, said, some. | Point to each word and read it together. If they are confident, ask individual children to use sound-talk and then blend the phonemes in a word. Involve all of the children in checking that the word makes sense. Remind the children about what they have learned already about the tricky bits, in particular high-frequency words. Talk about the two-syllable words and remind the children how to sound-talk and then blend the phonemes in each syllable. |
| Read two-syllable words. | Keep rereading the words to keep the sense of each sentence. Point to the speech marks in the second sentence and ask the children what they mean. Ask a child to explain who is speaking the words in the second sentence. |
| Use syntax and context when reading for meaning. | Read the sentences through once again; demonstrate how to add expression for speech. Poor Pip! I wonder if he put butter on his finger to cure his burn. I think that it is better to run it under the cold tap! We'll see how he is tomorrow. | letters and sounds to read words in a sentence and how to write new sentences that give information about something.

## Practise grapheme-phoneme correspondences

I'm going to show you some cards like I did yesterday. Let's see if you can say the sound really quickly each time, without the action. Show several cards and check that the children can say the correct sound each time.

## Pip's Journal

Pip has written some new sentences for his journal. He says that we can read what it says. Take the A3 copy of the sentences out of the file and display it on the board. There was a burn on my finger. My Nan said 'Put some butter on to cure it.'

Point to each word and read it together. If they are confident, ask individual children to use sound-talk and then blend the phonemes in a word. Involve all of the children in checking that the word makes sense. Remind the children about what they have learned already about the tricky bits, in particular high-frequency words. Talk about the two-syllable words and remind the children how to sound-talk and then blend the phonemes in each syllable.

Keep rereading the words to keep the sense of each sentence. Point to the speech marks in the second sentence and ask the children what they mean. Ask a child to explain who is speaking the words in the second sentence.
Read the sentences through once again; demonstrate how to add expression for speech. Poor Pip! I wonder if he put butter on his finger to cure his burn. I think that it is better to run it under the cold tap! We'll see how he is tomorrow.
$\left.\begin{array}{l|l}\text { Learning objectives } & \text { Activities } \\ \hline \text { Reading, writing, talk } & \begin{array}{l}\text { Shared Writing } \\ \text { 15 minutes }\end{array} \\ \begin{array}{l}\text { Display the picture from yesterday's session on a large } \\ \text { Wheet of paper attached to the whiteboard. Display the } \\ \text { chronological report. }\end{array} & \begin{array}{l}\text { notes alongside it. } \\ \text { Yesterday we planned a new page for our information book. } \\ \text { Today we are going to work together to make that new page. }\end{array} \\ \text { The information book that we have been reading has a } \\ \text { heading, a picture and sentences with facts on each page. } \\ \text { We will do the same. }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Check that their writing } \\ \text { makes sense. }\end{array} & \begin{array}{l}\text { the 'ee' in 'feeds'. Complete the sentence and check with } \\ \text { the children that you have written the correct number of } \\ \text { words and finished with a full stop. } \\ \text { Now we have written a whole new page for the information } \\ \text { book. Read it through with me. Pip is very pleased that his } \\ \text { favourite animal is going to have a page in the book now! }\end{array} \\ \hline \begin{array}{l}\text { Review learning and } \\ \text { set independent task }\end{array} & \begin{array}{l}\text { TA: What did we learn today? } \\ \text { All: We learned to use what we know about letters and } \\ \text { sounds to read words in a sentence and how to write new } \\ \text { sentences that give information about something. } \\ \text { Children: What will we take away? }\end{array} \\ \hline \text { Resources } \\ \text { TA: You will take away an envelope with two cut-up } \\ \text { sentences like the ones that we have been writing today. } \\ \text { Read the words and then put them into the correct order to } \\ \text { make two sentences: 'This is a kitten. It has fur.' } \\ \text { Give each child an envelope with cut-up sentences to sort } \\ \text { into order. }\end{array}\right\}$

## Session 55: Friday

$\left.\left.\begin{array}{l|l}\text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned to use what we know about } \\ \text { letters and sounds to read words in a sentence and how to } \\ \text { write new sentences that give information about something. }\end{array} \\ \text { Children: What are we learning today? }\end{array} \right\rvert\, \begin{array}{ll}\text { TA or Puppet: We are learning to apply what we know } \\ \text { about letters and sounds when we are spelling words and } \\ \text { reading a book and how to read an information book by } \\ \text { ourselves. }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \text { index, headings, photos, facts rather than feelings. What } \\ \text { sorts of thing do you expect to find out about from this book? } \\ \text { Understand how to read } \\ \text { non-fiction (dipping in, } \\ \text { locating specific } \\ \text { information rather than } \\ \text { whole book). } & \begin{array}{l}\text { Walk through' the book and draw attention to features } \\ \text { that will help them to read it. For example locate the } \\ \text { contents and index, and point out features of the layout } \\ \text { and any introductory information that explains how to } \\ \text { use the book. Introduce new vocabulary to help the } \\ \text { children understand new words in the context of the text. }\end{array} \\ \text { Apply phonic } \\ \text { knowledge as the prime } \\ \text { approach to reading } \\ \text { unfamiliar words. } & \begin{array}{l}\text { Strategy check: Remind the children to blend the } \\ \text { phonemes as their first strategy when they are reading } \\ \text { unfamiliar words. Remind them that they have been } \\ \text { learning to read lots of 'tricky words' and they are likely to } \\ \text { recognise and be able to read many of these words as } \\ \text { they are reading. Remind them to check that what they } \\ \text { are reading makes sense and to reread words if they think } \\ \text { that they have read them wrongly. }\end{array} \\ & \begin{array}{l}\text { Independent reading: You are each going to choose part } \\ \text { of the book to read on your own and then tell us all one fact }\end{array} \\ \text { that you have found. The children each have a copy of the } \\ \text { book to read quietly to themselves as you listen and offer } \\ \text { support. Encourage them to use independent strategies }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
|  | Children: What will we take away? <br> TA: You can take away the book you have been reading <br> today. You could find out more facts by reading the rest of <br> the book. Read it to someone at home. |
| Resources | Set of GPC cards: ch, sh, th, ng, ai, ee, igh, oa, oo, ow, ar, or, <br> ear, ur, oi, air (Resource PCM C) <br> Individual whiteboards and pens <br> Guided Reading texts (selected by the class teacher) |

## Observation and assessment: Module 3

To be used by the class teacher in discussion with the teaching assistant at the end of Week 11

## Key knowledge and skills

## Letters and Sounds: Phase 3(b)

- Give the sound when shown any letter from Sets 1-7, the consonant digraphs: sh, th, ch, ng and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er
- Find any Set 1-7 letter, the consonant digraphs: sh, th, $\mathbf{c h}, \mathbf{n g}$, and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er from a display, when given the sound
- Be able to blend and read CVC words consisting of the Set 1-7 graphemes, the consonant digraphs: sh, th, ch, ng and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er
- Be able to segment and make a plausible, phonemic attempt at spelling CVC words consisting of the Set 1-7 graphemes, the consonant digraphs: $\mathbf{s h}, \mathbf{t h}, \mathbf{c h}, \mathbf{n g}$ and the vowel digraphs: ai, ee, igh, oa, oo, ow, or, ear, ur, oi, air, ure, er
- Be able to blend and read, and segment and spell two-syllable words consisting of the GPCs they have learned
- Read the tricky words: are, they, said, all, have, like, some, come, were, there
- Spell the tricky words: my, you, they, are, was, all, said, some, come


## Reading, writing and talk

- Ask and answer questions within the group
- Describe an incident from their experiences in an audible voice
- Listen to and follow a simple sequence of instructions
- Identify the main character and talk about the main events in a story
- Know the difference between a fiction and a non-fiction book
- Write two simple sentences on the same subject
- Use a capital letter and full stop when writing a sentence


## Module 4: Week 12

Sessions 56-60
Text focus: Patterned language text
Example text: This is the Bear by Sarah Hayes and Helen Craig, Walker Books, ISBN 0744594812 (big book ISBN 0744536219 )
Outcome: Simple retelling of a story in two to three sentences
Focus for letters and sounds: Phase 4
Adjacent consonants: CVCC words
Decodable HF words: went, it's, just, help
Tricky HF words (reading): little, one, do
Tricky HF words (spelling): were, there

## General notes for teaching assistants: Week 12

This is the first week of Module 4 and the focus for the next three weeks is on 'Phase 4' of Letters and Sounds: reading and spelling words with adjacent consonants. During this week the children will learn about CVCC words and how to blend phonemes at the end of a word. When they hear the phoneme being spoken, they will practise writing the graphemes that they have already learned.

The focus for reading is a story with patterned language which the children retell in their own words. They will use this as a model for writing a simple chronological narrative in a sequence of sentences based on their experiences.

## Preparation for this week

## Session 56: Monday

Make a set of grapheme cards 'ure' and 'er' (Resource PCM C).
Make a large copy of the sentences 'One day a little bear fell in the bin. He did not know what to do.' (PCM 38)
Select a story with a clear sequence of events for shared reading, for example This is the Bear by Sarah Hayes and Helen Craig.
Make copies of the bear picture for each child (PCM 39).

## Session 57: Tuesday

Write the following words on the whiteboard and cover the final consonant in each one with a piece of paper: tent, wind, bunk, paint.
Fill in Writing Flap cards with the tricky words 'were' and 'there'.

## Session 58: Wednesday

Prepare a set of word and picture cards and put the pictures into a box: tent, belt, hand, lamp, nest, milk, toast, paint (PCM 40).

Make a set of word and picture cards for each child to take away (PCM 40).
Prepare a set of magnetic letters for each pair of children: $h, a, n, d, u, t, s, e$.
Write four sentences summarising the shared story. For example, for 'This is the Bear': One day a little bear got lost. The boy went to the dump to look for him. Then the dog found him. They were all happy in the end.

## Session 59: Thursday

Cut words out of the story sentences (from yesterday). For example, for This is the Bear cut out the underlined words: One day a little bear got lost. The boy went to the dump to look for him. Then the dog found him. They were all happy in the end.

Make a set of story summary sentence strips for each child: One day a little bear got lost. The boy went to the dump to look for him. Then the dog found him. They were all happy in the end. (PCM 41)

## Session 60: Friday

Divide a sheet of paper into three sections for each child to use for their story writing.

## Session 56: Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn last week? <br> TA or Puppet: We learned the phonemes 'ure' and 'er' and how to write sentences for an information book. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read some more tricky words and we will enjoy listening to a story. |
| Letters and sounds 10 minutes Reinforce their learning two- and three-letter GPCs: ure, er. | Practise grapheme-phoneme correspondences <br> Last week we learned two more sounds. Can you remember them? Say the sound and do the action when I show you a card with the letters that we use to write that sound. <br> Show each card in turn and check that the children can say the sound as they do the correct action (for example 'ure': hold nose, make a face and say 'ure - manure'; 'er': mime using an electric toothbrush and saying 'errrr'.) Repeat and ask the children to say the sound without the action. <br> Reading tricky words |
| Learn to read the tricky words: little, one, do. | We are going to read a story a bit later. I have some sentences for us to look at first that will tell us a little bit about the book. Display the sentences on the whiteboard and read: 'One day a little bear fell in the bin. He did not know what to do.'I wonder what will happen to the bear. We will read all about it soon, but first there are three words to look at that we are learning to read this week. <br> Reread the first sentence and emphasise the word 'one'. Read 'one' again and sound-talk the word. This is a really tricky word. The letters that we use to write it down are very different from the sounds, and I can't add any sound buttons to this word to help us to blend and then read the word! We just have to remember that when we see the letters ' 0 ', ' $n$ ' and 'e' we read the word 'one'. <br> The next word we are learning is 'little'. Reread the first sentence. Emphasise the word 'little'. Read 'little' again, sound-talk the word and add sound buttons under ' 1 ' and ' i ' and sound lines under ' tt ' and 'le'. Blend the phonemes to read the word 'little'. There are two tricky bits in this word. The second phoneme has the two letters 'ts'. The third phoneme sounds like /// in other words we know like 'pull' but we use the letters 'I' and 'e' when we write it in this word. |


|  | The third word that we are learning is 'do'. Reread the second sentence. Emphasise the word 'do'. Read 'do' again, sound-talk the word and add sound buttons under ' d ' and ' o '. The second phoneme is the tricky bit in this word. It sounds like the/oo/ in words we know like 'boo' and 'moo' but we only use one letter 'o' when we write this word. It's like another tricky word you know: 'to'. |
| :---: | :---: |
| Reading, writing, talk 10 minutes <br> Enjoy listening to stories with patterned language. | Shared Reading <br> Before the session, select a story with a clear sequence of events for Shared Reading. This example is based on This is the Bear by Sarah Hayes and Helen Craig, but it could be adapted to other books. <br> We have already read a little bit about today's story. Now we'll have a look at the book! This is a story that you may have heard before. Look together 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 story and you can join in with the parts you know. I want you to remember what happens to the bear, so that we can talk about it afterwards. <br> Read the story as the children follow. Encourage them to join in. For example reading the repeated words: 'This is the...' and reading rhyming words. Give the children time to look at the pictures. Demonstrate how to use expression when reading the speech bubbles. |
| Identify the main events in a story. | After reading, use questions to help the children to recall the key events. What was the first thing that happened to the bear? Where did the boy go? Who helped to look for the bear? How did they get home again? |
| Comment on events in stories, making links with their experiences. | Encourage the children to make links with their experiences. For example Have you ever lost a special toy? Or have you been lost? How did you feel? |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned to read the tricky words 'one', little' and 'do' and we enjoyed listening to a story. <br> Children: What will we take away? <br> TA: You will take away a picture of a bear. You can think about what might happen to him and tell someone your ideas. You can draw pictures around the outside to remind you. |


| Resources | Set of grapheme cards 'ure' and 'er' (Resource PCM C) |
| :--- | :--- |
| Large copy of the sentences One day a little bear fell in the |  |
| bin. He didn't know what to do. (PCM 38) |  |
| Story for Shared Reading, for example This is the Bear by |  |
| Sarah Hayes and Helen Craig |  |
| Copies of a bear picture for each child (PCM 39) |  |

## Session 57: Tuesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read the tricky words 'one', 'little' and 'do' and we enjoyed listening to a story. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to read and spell words that have two consonants next to each other, how to spell two more tricky words and how to retell a story in our own words. |
| Letters and sounds 15 minutes <br> Recall two- and threeletter graphemes for spelling. | Quickwrite graphemes <br> You have become very good at saying the sounds when I show you a card with the letters. This week we are going to try something a bit different. I am going to say a sound and I want you to write the letters that we use to write that phoneme. So ifl say 'ch' you need to write the letters ' $c$ ' and ' $h$ ' (say the letter names) on your whiteboards. Say a sound, for example 'th' and check that the children have written the correct letters on their whiteboards. <br> Introduce CVCC words |
| Reinforce learning of CVCC words. | We are going to help Pip read some words that he's been having trouble with. Join in with me as I sound-talk and then blend the phonemes to read the word. Then I will reveal what's hiding under the paper! <br> Point to the first word: 'ten'. Sound-talk and then blend the first three phonemes to read the word. Ask the children to join in and do the same. I'm going to sound-talk this word again, but watch and listen carefully. Sound-talk 't-e-n' and as you say the ' $n$ ', take off the paper and say the final consonant ' t ' and then the new word 'tent'. Ask the children to do the same. We have read the word 'tent' by blending the final consonants. <br> Now we will do the same for the next word on the list. Point to the word 'win'. Repeat the steps above to reveal the word 'wind' and read it together. <br> Pip is getting the idea now! We'll read the other words on the list in the same way. Repeat for the words 'bun(k)' and 'pain(t)'. All the words that we have read today have two consonants next to one another at the end of the word. You have read them well. |


| Learning objectives | Activities |
| :--- | :--- |
| Learn to spell the tricky | Learn to spell tricky words <br> werds: were, there. |
| We are learning to spell two tricky words today. <br> Write 'were' on the whiteboard and check that the <br> children can read it. Say a sentence, for example There <br> were four words on the whiteboard for us to read today. <br> Emphasise the word 'were'. Sound-talk the word and raise <br> a finger for each phoneme. Ask the children to do this too. <br> Talk about the letters needed for each phoneme and ask <br> the children to trace 'w' on their first finger and 'ere' on <br> their second finger. Rub the word off the whiteboard and <br> ask the children to write it on their whiteboard. <br> Write 'there' on the whiteboard and check that the <br> children can read it. Repeat the sentence. For example, <br> There were four words on the whiteboard for us to read |  |
| today. Emphasise the word 'there'. Sound-talk the word |  |
| and raise a finger for each phoneme. Ask the children to |  |
| do this too. Talk about the letters needed for each |  |
| phoneme and ask the children to trace 'th' on their first |  |
| finger and 'ere' on their second finger. Draw attention to |  |
| the similarity between the two words. They both have the |  |
| letter string 'e-r-e'. Rub the word off the whiteboard and |  |
| ask the children to write it on their whiteboard. |  |$|$


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> All: We learned how to read and spell words that have two <br> consonants next to each other, how to spell the tricky words <br> 'were' and 'there' and how to retell a story in our own words. <br> Children: What will we take away? |
| TA: You will take away your Writing Flap cards and practise |  |
| writing the tricky words 'were' and 'there'. |  |$|$| Individual whiteboards and pens |
| :--- | :--- |
| Writing Flap cards with the tricky words 'were' and 'there' |
| Shared text (from yesterday) |

## Session 58: Wednesday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We learned how to read and spell words that } \\ \text { have two consonants next to each other, how to spell the } \\ \text { tricky words 'were' and 'there' and how to retell a story in our } \\ \text { own words. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning to read and spell words by } \\ \text { blending and segmenting the phonemes and how to put } \\ \text { some sentences in order to retell a story. }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk <br> 5 minutes <br> Understand the structure of a simple story. <br> Order the events in a story. | Sort out the sentences <br> Before the session write four sentences summarising what happened in the story you read together on Monday. Write each sentence on a separate strip of paper, for example for This is the Bear: One day a little bear got lost. The boy went to the dump to look for him. Then the dog found him. They were all happy in the end. <br> Keep the first sentence strip and give one of the other sentences to each pair of children. <br> Do you remember that we retold the story yesterday in our own words? I wrote some sentences to help me remember what happened, but they are all muddled up. Display the first sentence on the board and read it as the children follow: 'One day a little bear got lost.' This sounds like the beginning of the story. Stories often start like this and we know that the bear got lost right at the beginning. <br> Ask each pair to work together to read their sentence, offering support if necessary. What happened next, who has the next sentence? Talk about the sequence of events in the story. Put the sentences in order by sticking them to the whiteboard. Read through the completed story summary with the children joining in. |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned to read and spell words by blending and segmenting the phonemes and how to put sentences in order to retell a story. <br> Children: What will we take away? <br> TA: You will take away a set of word cards like the ones we used earlier. Read each word and match it with the correct picture. <br> Give each child a set of word and picture cards. |
| Resources | Individual whiteboards and pens <br> One large set of word and picture cards and individual sets for a Take Away activity: tent, belt, hand, lamp, nest, milk, toast, paint (PCM 40) <br> Pip's box <br> A set of magnetic letters for each pair of children: $h, a, n, d$, $\mathrm{u}, \mathrm{t}, \mathrm{s}, \mathrm{e}$ <br> A four-box phoneme frame for each pair of children <br> One set of story summary sentence strips |

## Session 59: Thursday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read and spell words by blending and segmenting the phonemes and how to put some sentences in the right order to retell a story. <br> Children: What are we learning today? <br> TA or Puppet: We are using what we know about letters and sounds to read words in a sentence and to write a story. |
| Letters and sounds <br> 5 minutes <br> Recall two- and threeletter graphemes for spelling. | Quickwrite graphemes <br> I am going to say some more sounds and I want you to write the letters that we use to write the phoneme each time. Say two different sounds, for example 'sh' and 'ee', and check that the children have written the correct letters on their whiteboards. <br> Read the missing words |
| Recognise and read the high-frequency words: one, little, were. <br> Blend phonemes to read the CVCC words. | Display the story sentences from yesterday with the following words cut out: One, little, lost, went, dump, were. Spread the 'missing' words out on the table. <br> Pip has been up to his tricks again! He used his scissors to cut out some of the words from the story sentences that we read yesterday. Can you help me to put the words back into the right places? Involve the children in reading each of the words and deciding where they need to go to complete the sentences. Remind them about the tricky words they have been learning (one, little, were) and how to blend the phonemes to read the CVCC words (lost, went, dump). <br> When the words have all been put into the correct places, reread the completed sentences together. |
| Reading, writing, talk 15 minutes <br> Compose a simple narrative based on the children's reading. | Shared Writing <br> Pip loves it when we write about him. Today I am going to make up a story about Pip that is like the story we have read. You can help me with the ideas. The first thing that is going to happen is Pip gets lost. I'll just make a note of that. Write 'lost' on the whiteboard. |
| Use talk to compose and refine ideas before writing. | Where could he get lost? Give the children time to talk with a partner and then take their suggestions. I am going to use the idea of him getting lost at the shops. I'll make a note of that. Write 'shops' on the whiteboard. |

\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
& \begin{array}{l}\text { Has that ever happened to you? I wonder how he would feel. } \\
\text { Give time for the children to talk and make suggestions. I } \\
\text { think that he would feel scared so I will make another note. } \\
\text { I want my story to have a happy ending. Who might find Pip? }\end{array}
$$ <br>
And where do you think he would be? Give further time for <br>
talk, take suggestions, and make brief notes, for example I <br>
think that his mum would find him near the bookshop <br>

because he likes going there.\end{array}\right\}\)| Rewearse sentences I am ready to start my story. I am going to write three |
| :--- |
| orally before writing. |
| sentences and I will use my notes to remind me of the ideas |
| we have talked about. My first sentence is going to be 'One |
| day Pip got lost at the shops.' What do I need to remember |
| when I start writing? That's right; my sentence must start with |
| a capital letter. |
| Segment the phonemes |
| to spell words. |
| Write the sentence and involve the children in using |
| sound-talk and segmenting the phonemes to spell 'lost' |
| and 'shops.' Read the finished sentence together to check |
| that it makes sense. |
|  |
| My next sentence is going to be a short one to describe how |
| Pip felt when he was lost. I am going to write 'He felt scared.' |
| What must I remember to use at the beginning and end of |
| the sentence? |


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> All: We used what we know about letters and sounds to read <br> words in a sentence and we learned how to write a story. <br> Children: What will we take away? |
| Resources | TA: You will take away a set of sentences like the ones we <br> read earlier. You can work with a partner. Read the sentences <br> and then put them into the right order to retell the story. |
|  | Individual whiteboards and pens <br> Story sentences (from yesterday) with words cut out: one, <br> little, lost, went, dump, were <br> Set of sentence strips for each child for the Take Away <br> activity (PCM 41) |

## Session 60: Friday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday? } \\ \text { TA or Puppet: We used what we know about letters and } \\ \text { sounds to read words in a sentence and we learned how to } \\ \text { write a story. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning to use what we know about } \\ \text { telling stories, spelling words and writing in sentences so that } \\ \text { we can write our own stories. }\end{array}\right\}$

$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Review learning and } \\ \text { set independent task }\end{array} & \begin{array}{l}\text { TA: Who can remember some of the things we've learned } \\ \text { this week? (The children recall what they have done. The } \\ \text { TA picks up a particular aspect of the learning to explain } \\ \text { how it can be used.) }\end{array} \\ \text { TA: We have learned about words with two consonants at } \\ \text { the end. That will help you to read and spell lots ofnew } \\ \text { words. } \\ \text { Children: What will we take away? }\end{array}\right\} \begin{array}{l}\text { TA: You will take away your story to read to someone at } \\ \text { home. You can add pictures to each part of your story. }\end{array} \left\lvert\, \begin{array}{ll}\text { Individual whiteboards and pens } \\ \text { Shared story written yesterday } \\ \text { Sheet of paper divided into three sections for each child }\end{array}\right.\right\}$

## Module 4: Week 13

Sessions 61-65
Text focus: Non-fiction: simple dictionary
Example text: Look for Me in this ABC by Monica Hughes, Rigby Red Giant, ISBN 0433037245

Outcome: Dictionary of people in the class: two- or three-sentence description of themselves

Focus for letters and sounds: Phase 4
Adjacent consonants: CCVC words
Decodable HF words: from
Tricky HF words (reading): when, what, out
Tricky HF words (spelling): like, have

## General notes for teaching assistants: Week 13

The children will continue to focus on words with adjacent consonants and will learn to blend and segment phonemes to read and spell CCVC words. They will continue practising the grapheme-phoneme correspondences they have already learned, by writing graphemes when they hear the phoneme being spoken.

The focus for reading and writing this week is on making a simple dictionary of names (people in the group, their class and the school) with pictures and captions. They will learn about alphabetically ordered texts and how to use them. They will write a description of themselves using two or three sentences and this will form their entry for the class dictionary.

## Preparation for this week

Make the following preparations for the class dictionary:

- Either take photos of the children before the session, or find time for the children to draw individual pictures of themselves. You will also need a picture of yourself, the puppet and the class teacher.
- 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 and put in entries for yourself and the class teacher. The page will include the name, picture and three sentences following the structure: My name is..., I have..., I like...
- You will complete an entry for Pip on Tuesday and add entries for each child at the end of the week. The children could continue to add to the dictionary by collecting entries from the rest of the class and other adults in the school (for example headteacher, the secretary, the cook and others).


## Session 61: Monday

Select a big book dictionary. It needs to be simple, have a theme, and to have a blurb on the back cover, for example: Look for Me in this ABC by Monica Hughes.

Make a large copy of the questions: 'What is your name?' 'When is your birthday?' 'Do you like going out?' (PCM 42)

Find a set of simple picture dictionaries for the children to use in pairs for the Take Away activity.

## Session 62: Tuesday

Write the following words on the whiteboard and cover the initial consonant in each one with a piece of paper: stop, spin, slip, clap, trip, train, bring.

Prepare the 'Dictionary of People in our School' (see Monday) with entries for yourself and the class teacher. Begin writing Pip's entry on a sheet to be added to the book later: 'My name is Pip. I have green hair. I like...'

Fill in Writing Flap cards with the tricky words 'like' and 'have'.

## Session 63: Wednesday

If possible, have a digital camera available to take photos of the children pretending to do different actions. These pictures could be added to the dictionary entries that they will write tomorrow.

Make word cards: clap, skip, swim, sniff, brush, trip, frown (PCM 43).
Make a set of word cards for each child for the Take Away activity: frog, flag, star, train, spoon, tree (PCM 44).

## Session 64: Thursday

Write out the following sentence on a strip of card: 'I like jumping up high.' Cut it into individual words, jumble them up and attach them to the whiteboard.
Make a list of the first names of the children in the group. Copy them for each pair for a Take Away activity.

## Session 65: Friday

The class teacher will select a Guided Reading book at the appropriate level for the group (ideally a simple themed dictionary). Select between six and 12 words from the book and write them on cards for the children to find later.

## Session 61: Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn last week? <br> TA or Puppet: We learned how to read and spell words that have two consonants next to each other and how to write our own stories. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read some more tricky words and how to find information in a dictionary. |
| Letters and sounds 10 minutes <br> Recall two- and threeletter graphemes for spelling. | Quickwrite graphemes <br> I am going to say some phonemes today and I want you to write the letters that we use to write the phoneme each time. Say two different sounds, for example 'oo' and 'ow', and check that the children have written the correct letters on their whiteboards. |
| Learn to read the tricky words: when, what, out. | Reading tricky words <br> Pip wants me to ask you some questions today. He's a bit forgetful and he wants to find out some things about each of you. Display the list of questions and read the first one: 'What is your name?' That's an easy one to answer. Take it in turns to tell Pip your name. <br> Read the second question: 'When is your birthday?' You can tell Pip the date of your birthday. Read the third question: 'Do you like going out?' You can tell Pip about something that you like doing when you go out. <br> Each of these questions has a word that we are learning to read this week. Reread the first question and emphasise the word 'what'. Read 'what' again; sound-talk the word and add a sound line under 'wh' and sound buttons under ' $a$ ' and ' $t$ '. Blend the phonemes to read the word 'what'. There are two tricky bits in this word. We use two letters, ' $w$ ' and 'h' to write the first phoneme. The second phoneme sounds like the/o/sound in other words we know such as 'not' but we use the letter 'a' when we write it. <br> The next word we are learning is 'when'. Reread the second question. Emphasise the word 'when'. Read 'when' again, sound-talk the word and add a sound line under 'wh' and sound buttons under ' e ' and ' n '. Blend the phonemes to read the word 'when'. This word is like the word 'what'. We use two letters, ' $w$ ' and 'h' to write the first phoneme. |


| Learning objectives | Activities |
| :---: | :---: |
|  | The third word we are learning is 'out'. Reread the third question. Emphasise the word 'out'. Read 'out' again; sound-talk the word and add a sound line under 'ou' and a sound button under ' t '. Blend the phonemes to read the word 'out'. The first phoneme/ow/ is the tricky bit in this word. It sounds the same as words we know like 'cow' but we use the letters ' $o$ ' and ' $u$ ' when we write this word. |
| Reading, writing, talk 10 minutes | Shared Reading |
|  | Before the session, select a big book dictionary. It needs to be simple and to have a blurb on the back. Try to find a themed dictionary, for example children's names, food, animals. The following example is based on Look for Me in this $A B C$ by Monica Hughes, but it could be adapted for other dictionaries. |
| Predict what a book will be about by looking at the cover, the blurb and so on. | Show the children the cover of the book. Read the title. What do you think this book is going to be about? Prompt for: alphabet, non-fiction or information, not a story book. We can find out more by reading the blurb on the back. Read this as the children follow and ask the children to make further predictions. |
|  | Now we are going to look inside the book and see if we are right. Draw attention to the alphabet (usually displayed down the side of the page or across the top). |
| Understand the alphabetical organisation of dictionaries. | Why do you think these letters are here? What order are they in? Prompt for: alphabetical order or that the entries on each page relate to a specific letter. |
|  | Choose two or three pages to read together. For example in Look for Me in this $A B C$, read the first page as the children follow: This page has a letter at the top. The heading is a girl's name beginning with ' $A$ ' and then there is a sentence about her. |
|  | What do you think will be on the 'F' page? Turn to that page, using the alphabet tabs at the side to help you. This girl's name is 'Frankie'. Can you find any other words beginning with ' $f$ '? Read the sentence: Frankie has freckles on her face. Point out the words beginning with ' f '. |
| Locate information in a dictionary. | Use the children's knowledge of the alphabet to find a particular word. Now we are going to look for a boy called 'Tom'. Where shall we look? Is the letter 't' near the beginning of the alphabet or the end? Help the children |

\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline & \begin{array}{l}\text { to locate the 't' on the alphabet tabs, rather than reading } \\
\text { all through the book. Turn to Tom's page and read the } \\
\text { sentence as the children follow. } \\
\text { If you have time, look at further pages together. You could } \\
\text { set a challenge, for example Who can find the page with... } \\
\text { on it? Who can find something beginning with...? }\end{array} \\
\hline \begin{array}{l}\text { Review learning and } \\
\text { set independent task }\end{array} & \begin{array}{l}\text { TA: What did we learn today? } \\
\text { All: We learned to read the tricky words 'when', 'what' and } \\
\text { 'out' and how to find information in a dictionary. } \\
\text { Children: What will we take away? }\end{array}
$$ <br>
TA: You will take away a dictionary to look at with a partner. <br>
Find out how it is organised and try looking in it for particular <br>
words. <br>

Give a simple picture dictionary to each pair of children.\end{array}\right\}\)| Individual whiteboards and pens |
| :--- |
| Large copy of the questions: What is your name? When is |
| your birthday? Do you like going out? (PCM 42) |
| Shared reading text, for example Look for Me in this ABC |
| Set of simple picture dictionaries for pairs to use for the |
| Take Away activity |$|$

## Session 62: Tuesday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read the tricky words 'when', <br> 'what' and 'out' and how to find information in a dictionary. <br> Children: What are we learning today? |
|  | TA or Puppet: We are learning to read and spell words that <br> have two consonants next to each other, how to spell two <br> more tricky words and how to make up new ideas for our <br> dictionary. |
| Letters and sounds | Quickwrite graphemes <br> 15 minutes <br> Recall two- and three- <br> letter graphemes for <br> spelling. |
| Iam going to say some phonemes today and I want you to <br> write the letters that we use to write the phoneme each time. <br> Say two different sounds, for example 'ar' and 'or', and <br> check that the children have written the correct letters on <br> their whiteboards. |  |
| of CCVC words. | Introduce CCVC words <br> We are going to learn to read another set of words today. |
|  | Join in with me as I sound-talk and then blend the phonemes <br> to read the word, then I will reveal what's hiding under the |
| paper. |  |
| Point to the first word 'pot'. Sound-talk and then blend |  |
| the phonemes to read the word. Uncover the first letter, |  |
| point to it and say it together: 'sss'. Hold the sound and |  |
| point to the next consonant and slide the two sounds |  |
| together: 'sp'. Continue to sound-talk and blend the rest |  |
| of the word. Ask the children to join in as you sound-talk |  |
| and blend the word again. |  |
| Learn to spell the tricky |  |
| words: like, have. | Now we will do the same for the other words on this list. <br> Repeat the process with the next two words: 'spin' and <br> 'slip'. Move to the other words where the initial letter's <br> sound cannot be sustained: clap, trip, train, bring. <br> Well done! All the words that you have read today have two <br> consonants next to one another at the beginning of the <br> word. <br> Learn to spell tricky words <br> We are learning to spell two tricky words today. <br> Write 'like' on the whiteboard and check that the children <br> can read it. Say a sentence, for example Illike reading. <br> Emphasise the word 'like'. Sound-talk the word and raise a |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { finger for each phoneme. Ask the children to do this too. } \\ \text { Talk about the letters needed for each phoneme and } \\ \text { remind them that the second phoneme uses two letters, } \\ \text { 'i' and 'e', and that they are split by the letter 'k'. Rub the } \\ \text { word off the whiteboard and ask the children to write it } \\ \text { on their whiteboard. } \\ \text { Write 'have' on the whiteboard and check that the } \\ \text { children can read it. Say a sentence, for example I have } \\ \text { brown hair. Emphasise the word 'have'. Sound-talk the } \\ \text { word and raise a finger for each phoneme. Ask the } \\ \text { children to do this too. Talk about the letters needed for } \\ \text { each phoneme and ask them to trace 'h' on their first } \\ \text { finger, 'a' on their second finger and 've' on their third } \\ \text { finger. Rub the word off the whiteboard and ask the } \\ \text { children to write it on their whiteboard. }\end{array} \\ \hline \text { Reading, writing, talk } & \begin{array}{l}\text { Reading and writing } \\ \text { This week we are going to make a Dictionary of People in our } \\ \text { School. Display the book that you have already made and } \\ \text { draw attention to the features such as the alphabet across }\end{array} \\ \text { minutes } \\ \text { the top of the page and a heading that tells you which } \\ \text { letter of the alphabet appears on each page. }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> All: We learned to read and spell words that have two <br> consonants next to each other, how to spell two more tricky <br> words and how to make up new ideas for our dictionary. <br> Children: What will we take away? |
| TA: You will take away your Writing Flap cards and practise |  |
| writing the words 'have' and 'like'. |  |
| Give out Writing Flap cards with the words 'have' and |  |
| 'like'. |  |

## Session 63: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read and spell words that have two consonants next to each other, how to spell two more tricky words and how to make up new ideas for our dictionary. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read and spell words by blending and segmenting the phonemes and how to make up sentences. |
| Letters and sounds 15 minutes <br> Recall two- and threeletter graphemes for spelling. | Quickwrite graphemes <br> I am going to say some phonemes today and I want you to write the letters that we use to write the phoneme each time. Say two different sounds, for example 'ear' and 'ur', and check that the children have written the correct letters on their whiteboards. <br> Read the word and do the action |
| Practise blending phonemes for reading. | We have a new game to play today. I am going to show you a word card. I want you to read the word on the card and then do the action. We'll do the first one together. Hold up the first word card, for example 'clap'. Sound-talk the word together ' $c-l-a-p$ ' and then blend the phonemes to read the word 'clap'. Let's do this action together: everybody claps their hands. <br> Hold up the next card and ask the children to sound-talk and blend to read the word quietly to themselves. When I say 'Action!' everybody can do the action that they have read. Pip and I will check that you are right. <br> Word cards: skip, swim, sniff, brush, trip, frown <br> Quickwrite words |
| Practise segmenting phonemes for spelling. | Draw a four-box phoneme frame on the whiteboard and give each child a four-box phoneme frame to write on. <br> Can you help me to spell a word? I want to write 'glad'. Sound-talk the word, hold up four fingers and point to a finger for each phoneme. Ask the children to do the same. Write the letters of the word in the phoneme frame. Read the word together and then rub it off. Now I'd like you to write 'glad' on your phoneme frame. When you have finished, hold it up so that Pip and I can see what you have written. |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { Say the next word, 'clown', and ask the children to sound- } \\ \text { talk the word and count the phonemes on their fingers. } \\ \text { Now I'm going to write the letters that I need for each } \\ \text { phoneme to spell 'clown'. Write the letters of the word in } \\ \text { the phoneme frame and read the word together. Remind } \\ \text { them that you need two letters, 'o' and 'w', when you } \\ \text { write the /ow/ sound. } \\ \text { Now it's your turn! I am going to say some words for you to } \\ \text { sound-talk and then spell on your phoneme frames. Call out } \\ \text { one word at a time and give the children time to sound-talk } \\ \text { and then write the letters on their phoneme frames. Check } \\ \text { that they are correct before moving to the next word. } \\ \text { Words to use: drop, trick, smell, crash, spark }\end{array} \\ \hline \begin{array}{ll}\text { Reading, writing, talk }\end{array} & \begin{array}{l}\text { Talk for writing } \\ \text { If possible, use a digital camera to take a photo of each child } \\ \text { during this activity and print them for tomorrow's session. }\end{array} \\ 5 \text { minutes } & \begin{array}{l}\text { Display the Dictionary of People in our School. Do you } \\ \text { remember the dictionary entry we wrote for Pip? Read it } \\ \text { through together. Tomorrow you will be writing your own } \\ \text { dictionary entries. Today we will play a game where you } \\ \text { have to pretend to do different actions. You can choose one } \\ \text { of those and make up a sentence about it. } \\ \text { Call out a series of different actions for the children to do } \\ \text { (or pretend to do): kick a football, sing a song, jump up high, } \\ \text { do a handstand, brush your hair, brush your teeth. } \\ \text { Can you choose one action to do? If possible, take a photo } \\ \text { writing through actions } \\ \text { of each child doing their chosen action. } \\ \text { Can you make up a sentence about your action? Start with '/ } \\ \text { like...'Support the children as they compose their } \\ \text { sentences orally, for example 'Ilike singing a song' or 'llike } \\ \text { kicking a football' and so on. } \\ \text { Well done. You will be able to use these ideas when you are } \\ \text { doing your writing tomorrow. }\end{array} \\ \text { Compose sentences } \\ \text { orally before writing } \\ \text { them. } & \begin{array}{l}\text { TA: What did we learn today? } \\ \text { All: We learned how to read and spell words by blending and } \\ \text { segmenting the phonemes and how to make up sentences. } \\ \text { Children: What will we take away? }\end{array} \\ \text { Review learning and } \\ \text { set independent task } \\ \text { TA: You will take away some word cards. You need to read } \\ \text { the word on the card and then draw a picture of that thing. } \\ \text { Give each child a set of word cards (PCM 44). }\end{array}\right\}$

| Learning objectives | Activities |
| :--- | :--- |
| Resources | Individual whiteboards and pens <br> Word cards: clap, skip, swim, sniff, brush, trip, frown (PCM <br> 43) <br> Four-box phoneme frame for each child <br> Dictionary of People in our School (see Monday) <br> Digital camera (if possible) <br> Word cards for a Take Away activity: frog, flag, star, train, <br> spoon, tree (PCM 44) |

## Session 64: Thursday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read and spell words by blending and segmenting the phonemes and how to make up sentences. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to use what we know about letters and sounds to read words in sentences and how to write sentences about ourselves. |
| Letters and sounds 5 minutes <br> Recall two- and threeletter graphemes for spelling. | Quickwrite graphemes <br> I am going to say some phonemes today and I want you to write the letters that we use to write the phoneme each time. Say two different sounds, for example 'oi' and 'air' and check that the children have written the correct letters on their whiteboards. <br> Jumbled sentence |
| Apply their knowledge of letters and sounds and high-frequency words to read words in a sentence. | Display jumbled words on the whiteboard for the sentence I / like / jumping / up / high. <br> Pip has been up to his tricks again! I wrote a sentence about one of the actions that you did yesterday and now it is all muddled up. Can you help me to sort them into the correct order so that the sentence makes sense? |
| Understand that a sentence starts with a capital letter and ends with a full stop. | Read each word, using sound-talk and blend the phonemes, and remind the children how to read each syllable in the word 'jumping'. Remind them to look for a word with a capital letter for the beginning of the sentence and a word with full stop after it for the end of the sentence. Read the finished sentence together. Well done. Now this sentence makes sense! |
| Reading, writing, talk 15 minutes | Guided Writing <br> You will need photos of each child or pictures that they have drawn of themselves for this activity, and the additional photos of children's actions taken yesterday. <br> Display the Dictionary of People in our School. There are three people in this dictionary at the moment. Can you remember how to find the right page for your teacher? Involve the children in identifying the first letter of their teacher's name and turning to the correct page. Read through the entry. |

## Learning objectives

Rehearse complete sentences before writing them.

Recall the spelling of high-frequency words.

Write in complete sentences that start with a capital letter and end with a full stop.
Reread their writing to check for accuracy and sense.

Apply phonic knowledge when spelling two-syllable words.

## Activities

Today you are each going to write three sentences about yourselves and we will add your writing and pictures to our dictionary.

Give out the children's pictures and paper for writing. The first sentence will tell people your name. It will just have four words: 'My name is ... (add your own name)'. Can you say your sentence? Give the children time to say their sentence aloud and then offer support as they write it, for example What do you need to remember about the first letter? You have been learning how to spell 'my'; can you remember which two letters you need?

The next word, 'name', has a tricky bit. Let's sound-talk it together and hold up a finger for each phoneme. The second phoneme needs an ' $a$ ' and an ' $e$ ' when we write it, and these two letters are split by the letter ' $m$ '. Write 'name' on the whiteboard.
Encourage the children to read through their sentence when they have finished writing.
The second sentence is going to tell people what you look like, such as the colour of your eyes or your hair. Your sentence will start I I have. ..' and then you can finish it with two more words. Give the children time to choose their ideas and then say their sentence aloud.

Offer support as they write, for example 'Have' is one of the words we are learning this week. Can you remember how to spell it? Encourage the children to sound-talk words that they are unsure of, giving support with 'tricky' bits as needed.
The third sentence is going to be about an action that you like doing. Your sentence will start with 'I like. ..'. Say the sentence that you made up yesterday and count how many words there are.

Give time for each child to say their sentence aloud.
Remind them to keep rereading and saying the whole sentence as they are writing to keep track of what they want to say next.
Offer individuals support as they write, for example The next word has two syllables. Start by saying the first syllable, using sound-talk and then write the letter or letters that you need for each phoneme. Then do the same for the second syllable.
\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline & \begin{array}{l}\text { When you have finished, read through your three sentences } \\
\text { and check that you are happy with them. Can you see three } \\
\text { capital letters and three full stops? Does the writing make } \\
\text { sense? } \\
\text { Well done. Tomorrow we will put your writing into our } \\
\text { dictionary. }\end{array} \\
\hline \begin{array}{l}\text { Review learning and } \\
\text { set independent task }\end{array} & \begin{array}{l}\text { TA: What did we learn today? } \\
\text { All: We learned to use what we know about letters and } \\
\text { sounds to read words in sentences, and how to write } \\
\text { sentences about ourselves. } \\
\text { Children: What will we take away? }\end{array}
$$ <br>
TA: You will take away a list of names of the children in this <br>
group and an alphabet strip. You can work with a partner <br>
and sort the names into alphabetical order. <br>

Give pairs of children a list of names and an alphabet strip.\end{array}\right\}\)| Individual whiteboards and pens |
| :--- |
| Jumbled words attached to the whiteboard for the |
| sentence ‘l like jumping up high.' |
| Dictionary of People in our School (see Monday) |
| Paper for each child to write their dictionary entry |
| List of first names of the children in the group, copied for |
| each pair |
| Alphabet strips for each pair |

## Session 65: Friday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to use what we know about letters and sounds to read words in sentences, and how to write sentences about ourselves. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to put words into alphabetical order, how to find words in a dictionary and how to apply what we know about letters and sounds when we are reading a book. |
| Letters and sounds <br> 5 minutes <br> Recall two- and threeletter graphemes for spelling. | Quickwrite graphemes <br> I am going to say some phonemes today and I want you to write the letters that we use to write the phoneme each time. Say two different sounds, for example 'ure' and 'er', and check that the children have written the correct letters on their whiteboards. <br> Alphabetical order <br> Before the session, stick the children's photos on the correct pages in the Dictionary of People in our School. You will add the children's writing during this session. |
| Understand alphabetical order. | Yesterday you all wrote your sentences for our dictionary. Today we are going to put them into the book in the correct places. Let's practise getting into alphabetical order! Give out yesterday's writing and ask the children to stand in a line. Which name comes first in the alphabet? Can we sort ourselves into the correct order? Give the children time to do this, helping if necessary. |
| Find the correct place in a dictionary. | Now we know the order, we need to put each person's writing on the correct page. Ask each child in turn to find the correct page for the initial letter of their first name. Check if they can use their knowledge of alphabetical order to help them turn quickly to the correct page. Stick their work on that page (with the photo or picture that you stuck in earlier). <br> Now we've got a brilliant dictionary to share with the class. We will see if the rest of the children in your class would like to put their entries into the dictionary. |

TA or Puppet: We are learning to put words into alphabetical order, how to find words in a dictionary and how to apply what we know about letters and sounds when we are reading a book.

## Quickwrite graphemes

I am going to say some phonemes today and I want you to write the letters that we use to write the phoneme each time. Say two different sounds, for example 'ure' and 'er', and check that the children have written the correct letters on their whiteboards.

## Alphabetical order

Before the session, stick the children's photos on the correct pages in the Dictionary of People in our School. You will add the children's writing during this session.

Yesterday you all wrote your sentences for our dictionary. Today we are going to put them into the book in the correct places. Let's practise getting into alphabetical order! Give out yesterday's writing and ask the children to stand in a line. Which name comes first in the alphabet? Can we sort ourselves into the correct order? Give the children time to do this, helping if necessary.

Now we know the order, we need to put each person's writing on the correct page. Ask each child in turn to find the correct page for the initial letter of their first name. Check if they can use their knowledge of alphabetical order to help them turn quickly to the correct page. Stick their work on that page (with the photo or picture that you stuck in earlier).

Now we've got a brilliant dictionary to share with the class. We will see if the rest of the children in your class would like to put their entries into the dictionary.

| Learning objectives | Activities |
| :---: | :---: |
| Reading, writing, talk 15 minutes | Guided Reading <br> The class teacher will select a Guided Reading book at the appropriate level for the group. Ideally this will be a simple themed dictionary. Select between six and twelve words from the book and write them on cards for the children to find later. |
| Recognise the features of alphabeticallyordered texts. | Book introduction: Look at the cover, the title and the blurb and encourage the children to talk about what sort of book they expect it to be. Is this like the big book we've been reading this week? What do we expect to find when we start reading? <br> Draw out: entries arranged in alphabetical order; each entry has a picture and information about a specific thing. <br> 'Walk through' the book to get an overall impression of the layout and theme and draw attention to features that will help the children, for example the alphabet printed along the top or down the side of the page with a particular letter highlighted. Introduce new vocabulary to help the children to understand any new words in the context of the text. |
| Apply their phonic knowledge as the prime approach to reading unfamiliar words. | Strategy check: Remind the children to blend phonemes as their first strategy when they are reading unfamiliar words. Remind them that they have been learning to read lots of 'tricky words' and they are likely to recognise these words when they see them in this book. Remind them to check that what they are reading makes sense and to reread words if they think they have read them wrongly. |
| Use simple dictionaries. | Independent reading: Put a pile of word cards in the middle of the table. 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 the word in the dictionary and read what it says. When you have finished, put the word back and choose another one. <br> The children each have a copy of the book to read quietly to themselves as you listen and offer support. Encourage them to use independent strategies to problem-solve as they read. |
| Demonstrate comprehension by explaining what has been found out. | Return to the text: Help the children to reflect on the strategies they used successfully as they were reading. What did you find out from this book? Check the children's comprehension by asking each child to tell you something about the words they looked up. |


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: Who can remember some of the things we've learned <br> this week? (The children recall what they have done. The <br> TA picks a particular aspect of the learning to explain how <br> it can be used.) <br> TA: We have learned how to use what we know about <br> alphabetical order to help us find words in a dictionary. This <br> is very useful and it will help us to read other books that are <br> organised in this way. <br> Children: What will we take away? <br> TA: You will take away the book you have been reading <br> today. You could find out more by looking up different words <br> and reading the information about them. Read it to <br> someone at home. |
| Resources | Individual whiteboards and pens <br> Dictionary of People in our School (see Monday) and the <br> children's dictionary entries (written yesterday) <br> Guided Reading books selected by the class teacher <br> Word cards (six to twelve key words selected from the |
| Guided Reading text) |  |

## Module 4: Week 14

## Sessions 66-70

Text focus: Fairy story
Example text: Cinderella by Stan Cullimore and Wendy Body, Pelican Big Books, Longman, ISBN 0582333652
Outcome: Retelling of Cinderella, zigzag book
Focus for letters and sounds: Phase 4
Adjacent consonants: CCVCC words and two-syllable words
Decodable HF words: children
Tricky HF words (reading): called, asked, looked
Tricky HF words (spelling): little, one, do

## General notes for teaching assistants: Week 14

The children will focus on reading and spelling words with adjacent consonants, including CCVCC words and two-syllable words. They will practise quick identification of graphemes and phonemes and saying the phoneme correctly.
The focus for reading and writing is a well-known fairy tale. The children will read the story and retell it in their own words, putting the events into the correct order. They will each write their version in a series of complete sentences.
This is the last week in Module 4. At the end of the week you need to work with the class teacher to assess the children's progress so far using the observation and assessment sheet on page 259.

## Preparation for this week

## Session 66: Monday

Select six grapheme cards from the sets used in previous sessions (Resource PCM A and C) and place the cards in unexpected places around the room for the children to discover, for example under a chair, on the windowsill and other places.
Select a big book version of Cinderella for Shared Reading. It should be a fairly simple and traditional retelling, for example Cinderella by Stan Cullimore and Wendy Body.

Put together a set of four objects or pictures to give clues about the story: glass slipper, clock at midnight, magic wand, pumpkin (PCM 45).

Make a set of word cards: 'beginning', 'middle' and 'end' (PCM 46).
Make a set of Cinderella picture cards for each child, cut them up and put them in an envelope (PCM 47a and b).

## Session 67: Tuesday

Select three grapheme cards from the sets used in previous sessions (Resource PCM A and C ) and place them in different places around the room for the children to discover.

Collect a set of magnetic letters and place them on the whiteboard: $r, u, n, c, c h, s, t, k, a, d$.
Fill in Writing Flap cards with the tricky words 'little' 'one' and 'do'.
Make one A3 set of picture cards (PCM 47a and b).

## Session 68: Wednesday

Select three grapheme cards from the sets used in previous sessions (Resource PCM A and C ) and put them in different places around the room for the children to discover.

Make a set of instruction cards: stamp one foot; do a jump and a twist; blink three times (PCM 48).

Prepare a set of magnetic letters for each pair: s, t, r, i, o, er, ck, ng (two-letter graphemes to be stuck together as units).

Make a copy of the 'Read and Draw' sheet for each child for a Take Away activity (PCM 49).

## Session 69: Thursday

Select three grapheme cards from the sets used in previous sessions (Resource PCM A and C ) and put them in different places around the room for the children to discover.

Write the heading Word Bank on a large sheet of paper.
Prepare the Cinderella books for each child: make simple zigzag books by folding a strip of paper into four sections. Stick in the Cinderella pictures in the correct order, using the front and back of the zigzag book. Ensure that the children have space to write a sentence below each picture. Write in the first two sentences written yesterday (or stick in copies of the sentences).

## Session 70: Friday

Select three grapheme cards from the sets used in previous sessions (Resource PCM A and C ) and put them in different places around the room for the children to discover.

## Session 66 Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn last week? <br> TA or Puppet: We learned how to read and spell words with two consonants at the beginning of the word and how to write an entry for our dictionary. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read some more tricky words and how to look for the beginning, the middle and end of a fairy story. |
| Letters and sounds <br> 5 minutes <br> Practise their grapheme recognition for reading. | Hunt the grapheme <br> Before the session, place six grapheme cards in unexpected places around the room for the children to discover, for example under a chair, on the windowsill, in the pencil pot and other places. <br> Pip has been playing with my grapheme cards and he has put them in some very odd places! Have a quick look. There is one card for everybody. Once the children have found the cards, ask them to take it in turns to hold up their card and say the sound for that grapheme. Check that this is correct and then ask all the children to join in. |
| Reading, writing, talk 15 minutes <br> Recall familiar traditional stories and fairy tales. | Shared Reading <br> Select a big book version of Cinderella for Shared Reading. The story should be retold in a fairly simple, traditional way. The script is based on Cinderella by Stan Cullimore and Wendy Body, but it could be adapted for other versions. <br> Before you show the book, give the children some clues, either objects or pictures to help them to guess what the story will be. We are going to read a fairy story that you may already know. Show a glass slipper, magic wand, clock showing midnight, pumpkin (see PCM 45). Can you guess which story I am going to read? |
| Demonstrate reading fluency. | Show the book and read the title. It's the story of Cinderella. l expect that you have heard this story before, or watched a film of it. I am going to read the story and then we are going to think about what happens at the beginning, in the middle and at the end. <br> Read the story as the children listen. Run a pointer under each line of text as you are reading (not pointing word by word) to model fluent reading. |

## Learning objectives

Identify the structure of a fairy story: beginning, middle, end.

Identify typical features of a fairy story: beginnings, endings.

Learn to read the tricky words: called, asked, looked.

## Activities

Display the word cards 'beginning', 'middle' and 'end'. We are going to think about what happened in each part of the story: the beginning, middle and end. Turn back to the start of the book. How does the story begin? Reread the first page and stick on the 'beginning' label. Summarise the story opening, for example We find out that the main character, Cinderella, is treated badly by her sisters. Fairy stories often start with these words: 'Once upon a time. ..'.

Now we will think about the middle of the story, this is the longest part. Turn the pages, summarising the key events, for example they get an invitation, Cinderella is not allowed to go, the Fairy Godmother does magic to give her a dress and a carriage, Cinderella goes to the ball but loses her slipper...

What happens at the end? Encourage the children to summarise the last part of the story, for example the prince looks for Cinderella, the slipper fits, and they get married. Can you find the words that often come at the end of a fairy story? Point to the words 'happily ever after.'

## Reading tricky words

We are going to read three more tricky words today. Turn to the beginning of the Shared Reading text and reread the sentence, emphasising the word 'called'. 'Once upon a time there was a girl called Cinderella.' Write the word on the whiteboard and read it again. Sound-talk the word and add sound buttons under ' $c$ ' and ' $a$ ' and sound lines under ' Il' and 'ed'. Blend the phonemes to read the word 'called'. The tricky bit in this word is the final phoneme. We use two letters, 'e' and 'd' to write the/d/phoneme.

Now we will look at the next word that we are learning. Turn to $p .5$ in the story and reread the first two lines, emphasising the word 'asked'. 'Dippy, quick! Get your best dress on.' 'Why?' asked Dippy. Write the word on the whiteboard and read it again. Sound-talk the word and add sound buttons under ' $a$ ', ' $s$ ', and ' $k$ ' and a sound line under 'ed'. Blend the phonemes to read the word 'asked'. The tricky bit in this word is the final phoneme. We use two letters, ' $e$ ' and ' $d$ ', but this time they represent the /t/ phoneme.

| Learning objectives | Activities |
| :--- | :--- |
|  | There is one more word to learn today. Say a sentence, for <br> example 'Cinderella looked beautiful at the ball.' Write the <br> word on the whiteboard and read it again. Sound-talk the <br> word and add a sound button under 'I', a sound line <br> under 'oo', a sound button under 'k' and a sound line <br> under 'ed'. Blend the phonemes to read the word 'looked'. <br> The tricky bit is the same as in the last word we read. The final <br> phoneme needs the same two letters, 'e' and 'd', and they <br> represent the/t/ phoneme at the end of 'looked'. |
| Review learning and |  |
| set independent task | TA: What did we learn today? <br> All: We learned to read the tricky words 'called', 'asked' and <br> looked' and how to find the beginning, middle and end of a <br> fairy story. <br> Children: What will we take away? |
| RA: You will take away a set of Cinderella picture cards. Put |  |
| them into the right order to retell the story. Think about what |  |
| happens at the beginning, in the middle and at the end. |  |
| Give each child a set of Cinderella picture cards to take |  |
| away. |  |

## Session 67: Tuesday

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \text { Introduce learning } & \text { All: What did we learn yesterday? } \\ \text { objectives } & \begin{array}{l}\text { TA or Puppet: We learned to read the tricky words 'called', } \\ \text { 'asked' and 'looked' and how to find the beginning, middle } \\ \text { and end of a fairy story. }\end{array} \\ & \begin{array}{l}\text { Children: What are we learning today? } \\ \text { TA or Puppet: We are learning how to read words with } \\ \text { consonants next to each other, how to spell some more tricky } \\ \text { words and how to retell a fairy story in our own words. }\end{array} \\ \hline \text { Letters and sounds } & \begin{array}{l}\text { Hunt the grapheme } \\ \text { 15 minutes } \\ \text { Practise their grapheme } \\ \text { recognition for reading. }\end{array} \\ \begin{array}{l}\text { Before the session, place three grapheme cards in } \\ \text { unexpected places around the room for the children to } \\ \text { discover. } \\ \text { Pip has hidden three more cards today! Have a quick look } \\ \text { with a partner. There is one card for each pair. Once the } \\ \text { pairs of children have found the cards, ask them to say the } \\ \text { sound to one another, then hold it up and say the sound } \\ \text { for the rest of the group. }\end{array} \\ \hline \begin{array}{lll}\text { Reinforce learning to } \\ \text { read words with } \\ \text { adjacent consonants. }\end{array} & \begin{array}{l}\text { Introduce words with adjacent consonants } \\ \text { We have been learning to read words with two consonants } \\ \text { next to each other at the beginning or end of the word. Now } \\ \text { that you have learned how to do that, you will be able to } \\ \text { read all sorts of new words! I will show you what I mean. } \\ \text { Using the magnetic letters, make the word 'run' on the }\end{array} \\ \text { whiteboard. Sound-talk and blend the phonemes to read } \\ \text { the word. I can add letters at the beginning and the end, } \\ \text { then blend the phonemes to read the new word. Add the }\end{array}\right\}$

## Learning objectives

Learn to spell the tricky words: little, one, do.

## Activities

word. Add the letters 's' at the beginning and ' $d$ ' at the end to make the new word 'stand'. Ask another child to sound-talk and then blend the phonemes to read the word. I can add one more letter to make another new word. Add the letter 'r' to make the word 'strand'. Sound-talk and blend the phonemes to read the word together.
Well done. We will practise reading and spelling more words like that during this week.

## Learn to spell tricky words

We are learning to spell three tricky words today. Write 'one' on the whiteboard and check that the children can read it. Say a sentence, for example One day the ugly sisters got an invitation to a ball. Emphasise the word 'one'. This word is a really tricky one to read and spell. The letters that we use to write it are very different from the sounds. We just have to remember to use these three letters, 'o', ' $n$ ', ' $e$ ', when we write $i t$. Ask the children to trace the three letters on their hands as they say the letter names. Rub the word off the whiteboard and ask the children to write it on their whiteboard.

Write 'do' on the whiteboard and check that the children can read it. Say a sentence, for example Cinderella had to do all the work. Emphasise the word 'do'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme and ask them to trace 'd' on their first finger and ' $o$ ' on their second finger. Remind them that this word is similar to another word they know how to spell: 'to'. Rub the word off the whiteboard and ask the children to write it on their whiteboard.

Write 'little' on the whiteboard and check that the children can read it. Say a sentence, for example The Fairy Godmother turned a little mouse into a horse. Emphasise the word 'little'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters needed for each phoneme and ask them to trace ' 1 ' on their first finger, 'i on their second finger, ' $t t$ ' on their third finger and 'le' on their fourth finger. Rub the word off the whiteboard and ask the children to write it on their whiteboard.

## Learning objectives

Reading, writing, talk
5 minutes
Retell a story giving the main events in sequence.

Use story language when retelling a familiar traditional tale.

## Activities

## Talk for writing

This week you are going to write your own Cinderella stories. Today we will work together to retell the story. That will help you to think about what you want to write.

I am going to give each of you a picture from the story. Pip and I will have a picture too. We are going to work out the correct order for the pictures and then we will each tell our part of the story in our own words.
Give out a picture card to each child. Keep one for yourself and give one to Pip. Ask them to identify whether their picture comes from the beginning, the middle or the end of the story.
Ask the children to put themselves into the right order and then ask them to retell their part of the story. Help them to make use of story language, for example Once upon a time...;happily ever after.

## Review learning and set independent task

## Resources

## Session 68: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to read words with consonants next to each other, how to spell the tricky words 'little', 'one' and 'do' and how to retell a fairy story in our own words. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read and spell words by blending and segmenting phonemes and how to write the beginning of a fairy story. |
| Letters and sounds <br> 10 minutes <br> Practise grapheme recognition for reading. | Hunt the grapheme <br> Before the session, place three grapheme cards in unexpected places around the room for the children to discover. <br> Pip has hidden three more cards today! Have a quick look with a partner; there is one card for each pair. Once the pairs have found the cards, ask them to say the sound to one another, then to hold it up and say the sound for the rest of the group. <br> Read the word and do the action |
| Practise blending phonemes for reading. | We are going to play the game that we learned last week. I am going to show you a card with a simple instruction. You need to read the word and then do what it says. Hold up the first card, for example 'stand up'. Sound-talk and blend the phonemes to read each word together. Let's do what it says: everybody stand up! <br> Hold up the next card and ask the children to sound-talk and blend the phonemes to read each word quietly to themselves. When I say 'Action!' everybody can do the action that they have read. Pip and I will check that you are right. <br> Use the instruction cards: stamp one foot; do a jump and a twist; blink three times. <br> Change the grapheme |
| Practise segmenting phonemes for spelling. | We have played a game like this before. I am going to set you a word challenge. Can you change the word 'singer' into the word 'stronger' by adding, taking away or changing one grapheme in the word each time? We will see how many words we can make until we get to the word 'stronger'. |


| Learning objectives | Activities |
| :--- | :--- |
|  | Give pairs of children a whiteboard and set of magnetic <br> letters: s, t, r, i, o, er, ck, ng. <br> Words to be used are: singer, sing, song, sock, sick, stick, <br> sting, string, strong, stronger. <br> Say the first word, 'singer'. Ask the children to sound-talk <br> the word and hold up a finger for each one. They then <br> work in pairs to select the correct magnetic letters to spell <br> their word. Say the next word and ask the children to <br> sound-talk and count the phonemes. What needs to be <br> changed this time? Do you need to add a grapheme, take it <br> away or change it for a different one? Ask the children to <br> spell the new word with the magnetic letters. |
| Repeat this for each word in the list until you reach the |  |
| Reading, writing, talk | word 'stronger'. Well done. You made 10 different words <br> today! |
| Shared Writing |  |
| 10 minutes | Spread out the Cinderella picture cards on the table. <br> Yesterday we used these pictures to help us to retell the story <br> of Cinderella. Can you find the two pictures that we used at <br> the beginning of the story? |
| Stick the first two pictures on the whiteboard (1. |  |


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> All: We learned to read and spell words by blending and <br> segmenting phonemes and how to write the beginning of a <br> fairy story. <br> Children: What will we take away? |
|  | TA: You will take away a 'Read and Draw' sheet. You need to <br> read four captions and draw a picture to go with each one. <br> Give out Read and Draw sheets (PCM 49). |
| Resources | Three grapheme cards selected from the set of cards used <br> in previous weeks (Resource PCM A and C) <br> Set of magnetic letters for each pair: s, t, $\mathrm{r}, \mathrm{i}, \mathrm{o}, \mathrm{er}, \mathrm{ck}, \mathrm{ng}$ |
| (two-letter graphemes to be stuck together as units) |  |
| An A3 set of Cinderella picture cards (used yesterday) |  |
| Read and Draw sheets for a Take Away activity (PCM 49) |  |

## Session 69: Thursday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned to read and spell words by blending and segmenting phonemes and how to write the beginning of a fairy story. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to spell words to use in a story and how to write our own version of a fairy story. |
| Letters and sounds <br> 5 minutes <br> Practise their grapheme recognition for reading. | Hunt the grapheme <br> Before the session, place three grapheme cards in unexpected places around the room for the children to discover. <br> Pip has hidden three more cards today! Have a quick look with a partner. There is one card for each pair of you. Once the pairs have found the cards, ask them to say the sound to one another, and then hold it up and say the sound for the rest of the group. <br> Making a word bank |
| Identify key vocabulary to support independent writing. | Display a large sheet of paper with the heading 'Word bank' and have the big book version of Cinderella available for the children to use. <br> Today you are going to write your Cinderella stories, but Pip has reminded me of something else that we need to do first. He thinks that there are some words with tricky bits that you will want to use in your stories. We will make a word bank. A word bank is a list of words that you can look at while you are writing. |

First of all, we need the names of the characters. Have a think and then tell me who they are. Write the names suggested by the children and ask them to check the book to see whether they have missed any: Cinderella, ugly sisters, Prince Charming, Fairy Godmother.
Now I'll add a few more words. The first one I want to write is invitation'. Count the syllables with me. Say the word and do a clap for each syllable: 'in-vit-a-tion'. Ask the children to sound-talk, hold up fingers for the phonemes in the first syllable and tell you the letters needed as you write. Repeat for the second syllable. Show the children how to spell the third and fourth syllables. Read the word together.
$\left.\begin{array}{l|l}\text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { Add 'magic wand' and 'glass slipper' to the list. } \\ \text { The last word is one that t'm sure you can help me with. I } \\ \text { want to write 'pumpkin'. Say the word and clap the } \\ \text { syllables together: 'pump-kin'. Ask the children to sound- } \\ \text { talk, hold up fingers for the phonemes in the first syllable } \\ \text { and then to tell you the letters needed as you write. } \\ \text { Repeat for the second syllable. } \\ \text { You can use this list of words to help you as you are writing } \\ \text { your stories. }\end{array} \\ \hline \text { Reading, writing, talk } & \begin{array}{l}\text { Guided Writing } \\ \text { Give each child a Cinderella zigzag book and give them a } \\ \text { chance to look at it. Read through the first two sentences }\end{array} \\ \text { 15 minutes } & \begin{array}{l}\text { as the children follow. You all helped to write the beginning } \\ \text { of the story. Now it is your turn to write the middle and end of } \\ \text { your story. }\end{array} \\ \hline \text { Rehearse sentences } \\ \text { orally before writing. } & \begin{array}{l}\text { Look at the next picture (invitation being delivered). Talk to } \\ \text { yourpartner about what happened next. Give the children } \\ \text { time to discuss their ideas and support them as they } \\ \text { compose a complete sentence orally, for example 'One } \\ \text { day they got an invitation.' Now that you have practised your } \\ \text { sentence aloud you are ready to write it. The first word is }\end{array} \\ \hline \text { 'one'. You have been learning how to spell 'one' this week. }\end{array}\right\}$
$\left.\left.\begin{array}{l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { You will write one more sentence today. Look at the next } \\ \text { picture (Cinderella and Prince Charming at the ball). Talk to } \\ \text { your partner about what Cinderella did at the ball. Give } \\ \text { them thinking and discussion time and ask the children to } \\ \text { share their ideas. Help them to compose a sentence orally, } \\ \text { for example Cinderella danced with Prince Charming at the } \\ \text { ball. Support, prompt and praise (as above). } \\ \text { Well done. You will finish writing your stories tomorrow. }\end{array} \\ \hline \text { Review learning and } \\ \text { set independent task } & \begin{array}{l}\text { TA: What did we learn today? }\end{array} \\ \hline \begin{array}{l}\text { All: We learned how to spell words to use in a story and how } \\ \text { to write our version of a fairy story. }\end{array} \\ \text { Children: What will we take away? }\end{array}\right\} \begin{array}{l}\text { TA: You will take away your Cinderella zigzag book. Read } \\ \text { through what you have written so far and check that you are } \\ \text { happy with it. You can colour in the pictures. }\end{array}\right\}$

## Session 70: Friday

| Learning objectives | Activities |
| :--- | :--- |
| Introduce learning <br> objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to spell words to use in a <br> story and how to write our version of a fairy story. <br> Children: What are we learning today? |
| TA or Puppet: We are learning how to finish our version of a |  |
| fairy story and how to check and correct our writing. |  |$|$


| Learning objectives | Activities |
| :---: | :---: |
| Use traditional story language in their writing. | Now you have reached the last picture. How do fairy stories often end? Give them thinking and discussion time and ask the children to share their ideas. Help them to compose a sentence orally, for example They got married and lived happily ever after. <br> Find the phrase 'lived happily ever after' in the big book and encourage the children to refer to this when they are writing their sentences. Encourage them to sound-talk other unfamiliar words and help them with the 'tricky bits', for example 'married'. <br> That was your final sentence. You have written a whole story! Read through your story to yourself and check that you are happy with it. See if there is anything that you want to correct or add. |
| Review learning and set independent task | TA: Who can remember some of the things we've learned this week? (The children recall what they have done. The TA picks up a particular aspect of their learning to explain how it can be used.) <br> TA: We have learned how to write a whole story with a beginning, a middle and an end. Now that you have done this for Cinderella you could try writing your version of other stories that you know well. <br> Children: What will we take away? <br> TA: You can take away your finished Cinderella stories. Read your story to someone at home. They will be very impressed! You can finish colouring the pictures to make your story look special. |
| Resources | Three grapheme cards selected from a set of cards used in previous weeks (Resource PCM A and C) <br> Cinderella zigzag books (used yesterday) <br> Cinderella big book <br> Word bank (created yesterday) |

## Observation and assessment: Module 4

To be used by the class teacher in discussion with the teaching assistant at the end of Week 14

| Key knowledge and skills | Comments |
| :---: | :---: |
| Letters and Sounds: Phase 4 <br> - Give the sound when shown any Phase 2 and Phase 3 grapheme <br> - Find any Phase 2 and Phase 3 grapheme, from a display, when given the sound <br> - Be able to blend and read words containing adjacent consonants <br> - Be able to segment and blend words containing adjacent consonants <br> - Be able to blend and read, and segment and spell two-syllable words consisting of the GPCs they have learned and words with adjacent consonants <br> - Read the tricky words: little, one, do, when, what, out, called, asked, looked <br> - Spell the tricky words: were, there, like, have, little, one, do |  |
| Reading, writing and talk <br> - Take turns to speak in the group and listen to others' suggestions <br> - Retell a fairy story, order the main events and use story language <br> - Predict what a book is about by looking at the title, cover and blurb <br> - Find information in an alphabetically ordered text <br> - Write three sentences on the same subject and use a capital letter and full stop for each sentence <br> - Write a simple narrative in a sequence of sentences |  |

## Module 5: Week 15

Sessions 71-75
Text focus: Rhyming words
Example text: Hairy Maclary from Donaldson's Dairy by Lynley Dodd, Puffin, ISBN 0140505313 (big book ISBN 0141807261 )
Outcome: Book of rhyming sentences based on the children's names
Focus for letters and sounds: Phase 5
GPCs: ay, ou, ie, ea, wh
Decodable HF words: day, out, about
Tricky HF words (reading): oh, people, their
Tricky HF words (spelling): when, what, out

## General notes for teaching assistants: Week 15

This is the first of a two-week module to finish the ELS programme. It introduces work from Letters and Sounds: Phase 5 to enable the children in the group to keep up with the work being done in their class. This week they will be learning some alternative graphemes for vowel phonemes. They will practise blending and segmenting phonemes to read and spell words and they will learn how to apply what they are learning as they read and write sentences.
The children will read a rhyming text and they will make up rhyming sentences based on the pattern in the text.

## Preparation for this week

## Session 71: Monday

Make a set of word and picture cards (or objects): belt, milk, train, brush, stamp, string (PCM 50).
Take a photo of the headteacher or a site foreman looking cross and holding up coats. Write a caption underneath with the tricky words underlined: Oh! People are dropping their coats on the floor!

Select a Shared Reading text with a strong rhyming pattern, for example Hairy Maclary from Donaldson's Dairy by Lynley Dodd (and the audio version if available).

Make a sheet of pictures of the dogs from Hairy Maclary for each child.

## Session 72: Tuesday

Pip's Journal: on an A3 sheet, draw a picture of Pip having a picnic, eating a pie! Write underneath: When I go out on a sunny day I like to eat a pie. Fold the sheet and put it into Pip's Journal (see Week 6).

Write words on the whiteboard and cover them with a sheet of paper: say, play, tray, about, found, cloud, die, cried, sea, meat, treat, which, wheel.

Make a set of grapheme cards: ay, ou, ie, ea, wh (Resource PCM D).
Fill in Writing Flap cards with the words 'when', what', 'out'.
Provide a selection of toy animals (for example pig, cat, goat, sheep, cow, hen or any others that are available).

## Session 73: Wednesday

Make a set of word cards (one copy of each word has a two-letter grapheme underlined): play, loud, day, proud, clay, cloud; play, loud, day, proud, clay, cloud (PCM 51).
Collect a set of magnetic letters for each child: $p, l, c, r, a y, o u, a, y, o, u, d$. (If custom-made graphemes are not available, join letters for the two-letter graphemes together with sticky tape. Also include the letters individually, so that the children have to make a choice about what to use.)

Make one A3 copy of the word list for Countdown and an A4 copy for each child for a Take Away activity.
Think of ideas for a rhyming sentence for each child's name. For example Jonathan Brown who jumps up and down. Here is Claire who likes brushing her hair. Jason White likes flying his kite. Make up rhymes using the child's first or second name, whichever is the easier to rhyme. If you are stuck, use the word 'boy' or 'girl', for example Sanjit is a boy who likes his beeping toy. Amanda is a girl who likes to twist and curl. Use your imagination!

## Session 74: Thursday

Make a copy of the word cards and put them in an unexpected place, for example hanging from a tree in the playground! Word cards are: about, people, their, which, what, called (PCM 53).

Cut small strips of coloured paper to make into a book for the headteacher, for example in A5 size.

## Session 75: Friday

The class teacher will select a Guided Reading book at the appropriate level for the group, ideally a simple story with a repeated rhyme or phrase, for example Not Now Bernard by David McKee, Red Fox, ISBN 9780099240501.

Select some words from the book that the children may find difficult to read on their own (for example father, mother, garden, monster) and make them into word cards.

## Session 71: Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn last week? <br> TA or Puppet: We learned how to read and spell words that have two consonants next to each other and how to write our own version of a fairy story. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to read some more tricky words and we will enjoy listening to a rhyming story. |
| Letters and sounds <br> 10 minutes <br> Reinforce their knowledge of reading words with adjacent consonants. | Match the picture <br> Pip sometimes can't remember how to read words with two consonants next to each other like the $n$ and din hand. Hold up your hand and sound-talk the word 'h-a-n-d'. Point out the adjacent consonants. <br> Ask the children to stand in two lines of three, opposite each other. Give three children an object (or picture) and the three in the opposite line the word cards (belt, milk, train). Ask the children holding pictures (or objects) to take it in turns to sound-talk the name of their object. The children holding word cards sound-talk and blend the phonemes to read their words and then go across to the person holding that object (or picture). If you have an object (or picture), can you hold it up so that the other line can see it? If you have a word card, can you go across to somebody in the other line who has the matching object (or picture)? Check that they have all matched their words and objects (or pictures) correctly. <br> If you have time, repeat with three different objects (or) pictures and word cards (brush, stamp, string). <br> Reading tricky words |
| Learn to read the tricky words: oh, people, their. | What have you got there Pip? Pip shows a photo of the headteacher or site foreman, looking rather cross, holding up some coats. There is a caption written underneath: 'Oh! People are dropping their coats on the floor!' <br> Can you read this sentence Pip? Pip scratches his head. <br> Let's help him. <br> Remind the children of some of the tricky words they already know: the, come, had. Read the caption, pointing to each word. This caption has three words that we are learning to read this week. Point to the underlined words and read them again. |


| Learning objectives | Activities |
| :---: | :---: |
|  | The first word is 'oh'. Write it on the whiteboard and put a sound line underneath. This word only has one phoneme. It is tricky because it needs two letters, 'o' and ' $h$ ', to write the phoneme $/ 0$ / and that is different from other words you have learned with the /o/ phoneme, like 'go' and 'no'. <br> The second word is 'people'. Write it on the whiteboard. Sound-talk the word and put a sound button under ' p ', a sound line under 'eo', a button under ' $p$ ' and a line under 'le'. Blend the phonemes to read the word 'people'. Use a highlighter to colour the tricky bits of the word ('eo' and 'le') and discuss the spelling of the tricky bits. There are two tricky bits in this word. The second phoneme/ee/ sounds like other words we know such as 'bee' but we use an 'e' and an 'o' when we write 'people'. The final phoneme /// sounds like other words we know such as 'pull' but we need to use the letters 'I' and 'e' when we write 'people'. <br> The third word is 'their'. Write it on the whiteboard. Soundtalk the word and put a sound line under 'th' and a sound line under 'eir'. Blend the phonemes to read the word 'their'. Use a highlighter to colour the tricky bit of the word ('eir') and discuss the spelling of the tricky bit. The second phoneme is the tricky bit in this word. It sounds like other words we know like 'chair' but we use the letters ' $e$ ', $i$ ' and ' $r$ ' when we write it. <br> Read the caption a couple of times and emphasise the tricky words. Pip tries and gets it right. All clap! |
| Reading, writing, talk 10 minutes | Shared Reading <br> Before the session, select a rhyming text for Shared Reading. The following example is based on Hairy Maclary from Donaldson's Dairy by Lynley Dodd. It could be adapted for any rhyming text. The focus for the session will be language comprehension, concentrating on rhyme. There will be times when the rhyming GPCs can be referred to, children may identify them, but they are not the focus of the session and the reading of the text should be brisk and fluent. |
| Recognising and practising reading rhymes. | Today, we're going to read a story about a funny little dog. Show the children the cover of the book. Can you see him on the cover? He's called Hairy Maclary and he lives in a dairy. A dairy is where the milk is put into bottles and sometimes they make cheese and cream there. Can you hear the rhyming words in the title? Hairy, Maclary, Dairy? Hairy Maclary is going out of the dairy and is going to be joined by some other dogs. Let's read the story and spot the rhyming dogs! |


| Learning objectives | Activities |
| :---: | :---: |
| Demonstrate fluent reading. <br> Join in with a rhyming text. | Read straight through the book first, briskly, with a finger moving under the line as you read it, not pointing word by word, to aid fluency. Read through and discuss briefly what happens at the end. <br> Go back to the page with Hercules Morse. What does Morse rhyme with? Children answer 'Horse'. Repeat with Bottomley Potts/ spots; Muffin McClay/ hay; Bitzer Maloney/ bony; Schnitzel von Krumm/tum. <br> Read through again and miss out the rhymes to the dogs' names so that the children can call them out. <br> Well done! What funny dogs. Try to remember the rhyming names. You are going to need them for your Take Away activity. |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned the tricky words 'oh, 'people' and 'their' and we enjoyed listening to a rhyming story. <br> Children: What will we take away? <br> TA: You are going to take away some pictures of the dogs in the book we have been reading 'Hairy Maclary from Donaldson's Dairy'. Try and say their rhymes: like 'Bitzer Maloney all skinny and bony'. If you have an audio version of the story, arrange for the group to listen to it again to help them remember the rhymes. <br> Give each child a picture sheet. |
| Resources | Set of word and picture cards (or objects): belt, milk, train, brush, stamp, string (PCM 50) <br> Photo of headteacher or site foreman looking cross, holding up coats, with caption: Oh! People are dropping their coats on the floor! <br> Highlighter pen <br> Shared Reading text with a strong rhyming pattern, for example Hairy Maclary from Donaldson's Dairy by Lynley Dodd (and the audio version if available) <br> Set of pictures of the dogs from Hairy Maclary for each child for a Take Away activity. |

## Session 72: Tuesday

## Learning objectives <br> Introduce learning objectives

## Activities

## All: What did we learn yesterday?

TA or Puppet: We learned the tricky words 'oh, 'people' and 'their' and we enjoyed listening to a rhyming story.

Children: What are we learning today?
TA or Puppet: We are learning some new sounds, how to spell three new tricky words and how to make up our own rhymes.

## Letters and sounds

15 minutes
Learn new graphemes for reading: ay, ou, ie, ea, wh.

## Pip's Journal

Oh look! Pip has written something in his journal. Please can we have a look at what you have written? (Pip is busy reading his journal). Take out the page and display it on the whiteboard. There's a picture of him having a picnic. Let's read what he says. Read the sentence together: 'When I go out on a sunny day I like to eat pie.' Clever Pip! He has used some new graphemes. Let's have a closer look.

Point to the word 'when'. Sound-talk the word and put a sound line under 'wh' and sound buttons under the letters ' e ' and ' n '. Blend the phonemes to read the word together. Colour ' $w$ '' with a highlighter pen. When we write the/w/ phoneme in this word, we need to use two letters, ' $w$ ' and ' $h$ '. Show the grapheme card 'wh' and ask everyone to say the sound together.

Point to the word 'out'. Sound-talk the word and put a sound-line under 'ou' and a sound button under the letter ' $t$ '. Blend the phonemes to read the word together. Colour 'ou' with a highlighter pen. When we write the /ow/ phoneme in this word, we need to use the letters ' $o$ ' and ' $u$ '. Show the grapheme card 'ou' and ask everyone to say the sound together.
Point to the word 'day'. Sound-talk the word and put a sound button under 'd' and a sound line under 'ay'. Blend the phonemes to read the word together. Colour 'ay' with a highlighter pen. When we write the/ai/ phoneme in this word, we need to use the letters 'a' and ' $y$ '. Show the grapheme card 'ay' and ask everyone to say the sound together.
Point to the word 'eat'. Sound-talk the word and put a sound-line under 'ea' and a sound button under the letter 't'. Blend the phonemes to read the word together. Colour 'ea' with a highlighter pen. When we write the/ee/ phoneme in this word, we need to use the letters ' $e$ ' and ' $a$ '.

| Learning objectives | Activities |
| :---: | :---: |
| Recognise new GPCs and use this knowledge to read words. | Show the grapheme card 'ea' and ask everyone to say the sound together. <br> Point to the word 'pie'. Sound-talk the word and put a sound button under ' $p$ ' and a sound line under 'ie'. Blend the phonemes to read the word together. Colour ' ie ' with a highlighter pen. When we write the/igh/ phoneme in this word, we need to use the letters ' $i$ ' and ' $e$ '. Show the grapheme card 'ie' and ask everyone to say the sound together. <br> Hunt the phoneme |
|  | Pip has used a lot of new phonemes in his sentence! We are learning that phonemes can be spelt in different ways. We use different graphemes when we spell the word. There are some words written on the whiteboard. I am going to ask you to work in pairs and look for a word that has one of the graphemes that we saw today in Pip's sentence. Then I will ask you to read that word. Pip and I will work together and show you what to do. Give each pair a grapheme card and keep one for yourself. Look at your card and say the sound with your partner. |
|  | Uncover the words written on the whiteboard: say, play, tray, about, found, cloud, die, cried, sea, meat, treat, which, wheel. Demonstrate how to find a word that has the grapheme on your card, for example We are looking for this grapheme: 'ea'. Pip has found a word with that grapheme. (Point to the word 'sea'.) He is going to soundtalk the word and then read it. Let's check whether he gets it right. Sound-talk and blend the phonemes to read the word. Give each pair of children a chance to do the same. <br> If you have time, you could shuffle the grapheme cards and give them out again, so that each pair is identifying a different grapheme and reading a different word. <br> Learn to spell tricky words |
| Learn to spell the new tricky words: when, what, out. | We are learning to spell three tricky words today. We will be using two of the graphemes that we have been learning. |
|  | Write 'when' on the board and check that the children can read it. Say it in a sentence, for example When I go out on a sunny day I like to eat a pie. Emphasise the word 'when'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters required for each phoneme, using letter names. Remind |

$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \begin{array}{l}\text { Activities } \\ \\ \text { them that the first phoneme uses two letters, 'w' and 'h'. } \\ \text { Ask the children to trace 'wh' on their first finger, 'e' on } \\ \text { their second finger and 'n' on their third finger. Rub the } \\ \text { word off the whiteboard and ask the children to write it } \\ \text { on their whiteboard. } \\ \text { Write 'what' on the board and check that the children can } \\ \text { read it. Say it in a sentence, for example What does Pip like } \\ \text { to eat? Emphasise the word 'what'. Sound-talk the word } \\ \text { and raise a finger for each phoneme. Ask the children to } \\ \text { do this too. Talk about the letters required for each } \\ \text { phoneme, using letter names. Remind them that the first } \\ \text { phoneme is like the previous word and the second } \\ \text { phoneme needs a letter 'a'. Ask the children to trace 'wh' } \\ \text { on their first finger, 'a' on their second finger and 't' on } \\ \text { their third finger. Rub the word off the whiteboard and } \\ \text { ask the children to write it on their whiteboard. } \\ \text { Write 'out' on the board and check that the children can } \\ \text { read it. Say it in a sentence, for example When Igo out on a } \\ \text { sunny dayl like to eat pie. Emphasise the word 'out'. Sound- }\end{array} \\ & \begin{array}{l}\text { talk the word and raise a finger for each phoneme. Ask } \\ \text { the children to do this too. Talk about the letters required } \\ \text { for each phoneme, using letter names. Remind them that }\end{array} \\ \text { the first phoneme uses two letters, 'o' and 'u'. Ask the } \\ \text { children to trace 'ou' on their first finger and 't' on their } \\ \text { second finger. Rub the word off the whiteboard and ask } \\ \text { the children to write it on their whiteboard. }\end{array}\right\}$
$\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ & \begin{array}{l}\text { Ask pairs of children to work out rhymes for another } \\ \text { animal and then share their ideas with the group, for } \\ \text { example Purry Cat who has a hat, Giddy Goat left his coat, } \\ \text { Woolly Sheep I'd like to keep, Clucky Hen is nearly ten. } \\ \text { Great! The animals look very happy with their rhymes. }\end{array} \\ \hline \text { Review learning and } \\ \text { set independent task } & \begin{array}{l}\text { TA: What did we learn today? } \\ \text { All: We learned some new sounds, how to spell the tricky } \\ \text { words 'when','what,'our' and to make up some rhymes } \\ \text { using the animal names. } \\ \text { Children: What will we take away? }\end{array} \\ \text { TA:You are going to take away your writing flap-cards and } \\ \text { practise writing the words 'when', 'what' and 'out'. } \\ \text { When you have finished perhaps you could make up some } \\ \text { morerhymes for the animals. }\end{array}\right\}$

## Session 73: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned some new sounds, how to spell the tricky words 'when', 'what,' 'our' and to make up some rhymes using the animal names. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to recognise graphemes when we are reading words and how to make up rhyming sentences using our names. |
| Letters and sounds <br> 15 minutes <br> Practise the recognition of graphemes in reading words. | Quick copy <br> The purpose of this activity is for children to recognise some new two-letter graphemes in words and not read them as individual letters. Pip is sitting in a box of magnetic letters, trying to make a word. Pip looks as though he is having trouble with those letters. What are you trying to write with the magnetic letters Pip? <br> Pip whispers a word, for example 'play.' We can help Pip with that word. <br> 1. Display the word card, for example 'play' with the grapheme 'ay' underlined. <br> 2. Ask the children to make the word as quickly as possible, using magnetic letters and saying the phonemes and then reading the word. <br> 3. Check that they have used the joined letters for the two-letter graphemes rather than the separate letters. <br> Well done everyone! Show Pip what you have written with the magnetic letters. <br> Pip has some more words that he needs help with. <br> 4. Repeat steps 1 to 3 using the word cards with the underlined graphemes. <br> You did that really well. Now I am going to show you the same words, but this time the two-letter graphemes are not underlined. Try making each word and then reading it. <br> 5. Repeat steps 1 to 3 using the word cards without the underlined graphemes. <br> Words to use: play, loud, day, proud, clay, cloud |


| Learning objectives | Activities |
| :---: | :---: |
|  | Countdown <br> Pip has a challenge for you now. You are going to see how many words you can read in two minutes. You have done this before. I wonder if you can get a higher total this time. <br> 1. Display the list of words. (PCM 52) <br> 2. Explain to the children that the object of this activity is to read as many words as possible before the sandtimer (or stopwatch) signals 'stop'. <br> 3. Start the timer. <br> 4. Call out Pip's name and point to the first word. <br> 5. Pip sound-talks the letters and says the word. <br> 6. Repeat with a child reading the next word and so on until the time runs out. <br> 7. Record the score. <br> Well done children, we have read ... words in two minutes. <br> Next time we play we'll try to beat that score. |
| Reading, writing, talk <br> 5 minutes <br> Use talk to play with language and rhyme. | Rhyming with Pip <br> Before the session, think of ideas for a rhyming sentence for each child's name. For example Jonathan Brown who jumps up and down. Here is Claire who likes brushing her hair. Jason White likes flying his kite. Make up rhymes using the child's first or second name, whichever is the easier to rhyme with. If you are stuck, use the word 'boy' or 'girl'. For example Sanjit is a boy who likes his beeping toy. Amanda is a girl who likes to twist and curl. Use your imagination! |
| Rehearse ideas ahead of writing. | Today we are going to make up some rhyming sentences using our own names. I'm trying to think of a rhyme for Pip. Say the beginning of a rhyming sentence and ask the children to think of rhyming words to complete the sentence: 'Our puppet called Pip, who likes to. ..' Listen to the children's suggestions and choose one to say together, for example 'Our puppet called Pip, who likes to skip.' Now we'll try doing the same thing with your names. Tell the children the idea that you have made up for each of them. Give them time to say the rhymes to themselves and think of some ideas of their own. Go round the group and listen to each person's rhyme. <br> We are going to use these ideas to write our rhyming sentences tomorrow. |

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\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \text { Review learning and } \\
\text { set independent task } & \text { TA: What did we learn today? } \\
\text { All: We learned how to recognise graphemes when we are } \\
\text { reading words and how to make up rhyming sentences using } \\
\text { our names. } \\
\text { Children: What will we take away? }\end{array}
$$\right\} $$
\begin{array}{l}\text { TA: You are going to take away the Countdown word list. See } \\
\text { how many words you can read in two minutes. Can you beat } \\
\text { today's total? }\end{array}
$$ \left\lvert\, $$
\begin{array}{l}\text { Set of word cards (one copy of each word has a two-letter } \\
\text { grapheme underlined): play, loud, day, proud, clay, cloud; } \\
\text { play, loud, day, proud, clay, cloud (PCM 51) }\end{array}
$$\right.\right\} \begin{array}{l}Set of magnetic letters for each child: p, l, c, r, ay, ou, a, y, o, <br>

u, d\end{array}\right\}\)| Sandtimer or stopwatch |
| :--- |
| Word list for Countdown (an A3 copy and six A4 copies) |

## Session 74: Thursday



## Learning objectives

Apply
Apply their knowledge of GPCs and highfrequency words when writing their sentences.
Continually reread and check for meaning and accuracy while writing.

Rehearse the complete sentence orally ahead of writing it.
Write independently, applying their knowledge of GPCs and high-frequency words.

Check their writing for sense and accuracy.

## Activities

I am going to start by writing the rhyming line about Pip. First of all I will say the whole sentence to myself so that I know what I'm going to write: 'Our puppet called Pip, who likes to skip.'Talk about what you are doing and the choices you are making as you write.
The first word is 'our'. I need to use the letters o-u-r when I write it and I must remember to use a capital ' $O$ ' because it is the beginning of the sentence.
The next word is puppet. Let's say it together and count the syllables. Now we will sound-talk the first syllable, 'p-u-p', and write the letters that we need for each phoneme. Now we will do the same for the second syllable 'p-e-t'.

Sound-talk and segment the phonemes to spell 'called'. Remind the children about the double letters needed for the /// phoneme and the letters ' e ' and ' d ' for the /d/ phoneme at the end of the word.
Ask a child to sound-talk and spell 'Pip'. Pip is a name so I need to use a capital letter.
Now l'm going to go back and read what l've written so far. 'Our puppet called Pip...'. Say the rest of the sentence with me... 'who likes to skip'.
Finish writing the rhyming line, talking about what you are doing as you write. Remind the group about the two-letter grapheme at the beginning of 'who' and that they learned how to spell 'like' a couple of weeks ago. Involve them in sound-talking each word and identifying the graphemes needed to spell the word. Read the whole sentence together.
Now ask the children to write their rhyming line for their name. First you need to think about what you are going to write. Say your rhyme to your partner. The children turn to the person next to them and say their rhyme. Encourage each child to say the whole rhyme aloud before they write, and to keep repeating it as they reread their writing. Support the children as they write independently, reminding them to sound-talk difficult words and to recall high-frequency words. Expect them to attempt all the words they need for their sentence, using sound-talk and segmenting the phonemes.
At an appropriate moment, stop all the writing and ask the children to listen to one child reading his (or her) work so far. Praise it and discuss how to improve it.
\(\left.$$
\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \begin{array}{l}\text { Write in a complete } \\
\text { sentence with a capital } \\
\text { letter and full stop. }\end{array} & \begin{array}{l}\text { When the children have completed their rhyming lines } \\
\text { ask them to read through what they have written and } \\
\text { check that they are happy with it. Is there anything you } \\
\text { need to change or improve? You have written one sentence, } \\
\text { so you need to check that you have used a capital letter at } \\
\text { the beginning and a full stop at the end. } \\
\text { The children can reread their sentences and draw a } \\
\text { picture to illustrate them for the Take Away activity. The } \\
\text { illustrated sentences can then be put together into a little } \\
\text { book for the headteacher. Ask the children to present it to } \\
\text { him (or her). }\end{array} \\
\hline \text { Review learning and } \\
\text { set independent task } & \begin{array}{l}\text { TA: What did we learn today? } \\
\text { All: We learned how to recognise and read tricky words and } \\
\text { how to write our own rhyming sentences. }\end{array}
$$ <br>

Children: What will we take away?\end{array}\right\}\)| TA: You will take away the sentence you have been writing. |
| :--- |
| Read it to someone else and add a picture. Make sure you |
| bring back your pictures tomorrow so that we can put them |
| into a book for the headteacher. |$|$

## Session 75: Friday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to recognise and read tricky words and how to write rhyming sentences. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to apply what we know about letters and sounds and tricky words when we are writing words in a caption and reading a book. |
| Letters and sounds <br> 5 minutes <br> Segment phonemes to spell words correctly. <br> Recall spelling of highfrequency words. <br> Apply knowledge of GPCs when spelling unfamiliar words. | Write the missing words <br> Earlier in the week we read a page from Pip's Journal. He wants to write another page in his journal but he is getting stuck on some of the words. Say the sentence: 'When I spin round and round I fall on the ground.' <br> The first word he is stuck on is 'when'. Sound-talk the word together and then segment the phonemes. Write the letters that you need for each phoneme on your whiteboard to spell the word. Ask the children to hold up their whiteboards when they have finished and check their spelling. Praise them for using 'wh'. Say the whole sentence again and ask them to spell 'round'. Repeat for the word 'ground'. Praise them for using the 'ou' grapheme. <br> Thank you for helping Pip. He will be able to do his writing now. |
| Reading, writing, talk 15 minutes | Guided Reading <br> The class teacher will select a Guided Reading book at the appropriate level for the group, ideally a simple story with a repeated rhyme or phrase. The following example is based on Not Now, Bernard by David McKee, but it could be adapted for other texts. Select some words from the book that the children may find difficult to read on their own (for example father, mother, garden, monster) and make them into word cards. |
| Recognise the features of fiction texts. | Book introduction: The focus in this part of the session is on language comprehension. <br> Look at the cover and title. Predict whether it will be a story or an information book. <br> Ask the children to look carefully at the cover illustration. Who is the little boy looking at? Yes, a monster. I wonder if he's a friendly or a scary monster. Take ideas. Let's read the title to see if we can find out more. Support the |


| Learning objectives | Activities |
| :---: | :---: |
| Make predictions about characters and events based on the cover, title and illustrations. | children to read ' $n$-o-t 'and ' $n$-ow' (reminding them of the 'ow' grapheme) and 'Bernard' (reminding them of the 'er' and 'ar' graphemes), using sound-talk and blending phonemes to read each word. Why do you think the author chose that title? <br> Show the children the word cards. I would like you to look out for these words as we are looking through the book. That will help us to work out what each word says. |
|  | 'Walk through' the book, identifying the different characters and encouraging the children to make predictions about what will happen in the story. |
|  | Talk about the words 'father' and 'mother' in the context of the illustrations, for example Who is Bernard talking to now? Draw attention to the words 'garden' and 'monster' and involve the children in applying their knowledge of graphemes and phonemes to read each word and to check that it makes sense within the context of the story. |
| Make links between events in stories and their experiences. | Help the children to relate the story to their experiences, for example Do you ever say anything to your dad and he's not really listening? Stop at the point where Bernard goes out to the garden and ask the children to predict what might happen in the rest of the story. Turn to your partner and tell them what you think will happen and how the story ends. |
| Apply phonic knowledge as the prime approach to reading unfamiliar words. | Strategy check: Remind the children to blend the phonemes as their first strategy when they are reading unfamiliar words. Remind them that they have been learning to read lots of 'tricky' words and that they are likely to recognise and be able to read many of these words as they are reading. Remind them to check that what they are reading makes sense and to reread words if they think that they have read them wrongly. |
| Read independently. | Independent reading: Now, I'd like you to start reading on your own. Remember who the characters are and what they are doing. There will be some words that you know straight away; there will be other words that you have to work out from the beginning to the end. |
|  | The children each have a copy of the book to read quietly to themselves as you listen and offer support. Encourage them to use independent strategies to problem-solve as they are reading. Praise the children when they blend phonemes to read an unfamiliar word, recognise a highfrequency word or reread a sentence to check comprehension. |


| Learning objectives | Activities |
| :---: | :---: |
| Explain the strategies they use to read unfamiliar words. | Return to the text: Help the children to reflect on the strategies they used when they were reading, for example Well done everyone! I really liked the way Millie worked out the word 'went'. Millie, can you tell us how you did it? I liked the way, although he was having a big struggle, Charlie worked out the word 'indoors'. How did you do it? Continue like this until all the children have been praised and have had an opportunity to vocalise how they used their phonic skills. |
| Reflect on their predictions after reading whole story | Response to text and Hot seating: Ask the children to reflect on the accuracy of their predictions and make further links with their experiences. Who got their prediction right? Do you think the mother and father should have talked to Bernard more? Why don't the parents know there is a monster in Bernard's bed? Do you ever feel adults aren't listening to you? Or your friends? |
| Develop empathy with a story character through asking and answering questions in role as a character. | Ask one of the children to be Bernard and sit in the 'hot seat'. Encourage other children to ask 'Bernard' how he feels, for example What did you feel like when your dad was hammering the nail and he didn't want to talk to you? What did you feel like when you warned your mum that there was a monster in the garden and she wouldn't listen? and so on. Support 'Bernard' in answering the questions. (If a child is not able to do it on their own, ask two children to be Bernard or be Bernard yourself.) |
| Review learning and set independent task | TA: Who can remember some of the things we've learned this week? (The children recall what they have done. The TA picks up a particular aspect of the learning to explain how it can be used.) <br> TA: We've done a lot about rhyming which will help us with our reading. We've also learnt how to recognise two-letter graphemes to help us read words better. <br> Children: What will we take away? <br> TA: You are going to take away the book you have been reading today. You can read it to Pip or your special puppet or toy at home. |
| Resources | Individual whiteboards and pens <br> Guided Reading texts (selected by the class teacher), for example Not Now Bernard by David McKee <br> Word cards, for example: father, mother, garden, monster |

## Module 5: Week 16

Sessions 76-80
Text focus: Writing a letter
Example text: Letter from penfriend (text provided)
Outcome: Letter to the child's penfriend
Focus for letters and sounds: Phase 5
GPCs: oy, ir, ue, aw
Tricky HF words (reading): Mr, Mrs
Tricky HF words (spelling): called, asked, looked

## General notes for teaching assistants: Week 16

Arranging penfriends: The aim this week is to provide the children with a genuine purpose and audience for their writing. At the end of the week, the children will be writing letters to a penfriend (see Session 80: Friday). This could be arranged with another school, so that children in different schools can send and receive letters. If this is not possible, they could send the letters to children in another class in your school. Although this week marks the end of the programme, the children could continue to exchange letters, thus motivating them to use and develop their reading and writing skills.

Reviewing learning: This is the final ELS week and at the end of the week there is a chance for the children to have feedback on their progress and to reflect on their learning. Be prepared to tell each child at least one thing that they have learned or an area of improvement as part of this session.

Assessment and Exit strategy: At the end of the week you need to work with the class teacher to assess the children's progress using the observation and assessment sheet on page 294. Use the Exit strategy flowchart on page 79 of the ELS Handbook to decide what action to take for each child in the group.

## Preparation for this week

## Session 76: Monday

Make an A3 page for Pip's Journal with the following sentences (Note: the words 'pound' and 'fried' are meant to be spelt incorrectly): 'I had a pond to spend.' 'I am going out. 'I l like eating frid fish.'
Address a large envelope to 'Mr Pip and Mrs.....' (your name or the name of someone appropriate in the school with title 'Mrs') and the school address underneath.
Make an A3 copy of the letter from Pip's penfriend and place it inside the envelope: Dear Pip. . Love from Pippa. (PCM 54)
Collect some old envelopes which have the words 'Mr' or 'Mrs' as part of the address (at least one for each child).

## Session 77: Tuesday

Write the following sentence on the whiteboard and cover it with a sheet of paper: When I went out into the playground I saw a big boy.

Make a set of grapheme cards: ir, oy, ue, aw (Resource PCM D).
Make an A3 copy of the letter and cut it into five separate pieces (PCM 55).
Fill in Writing Flap cards with the tricky words: called, asked, looked.

## Session 78: Wednesday

Make an A3 copy of the word list for Countdown.
Make a set of sentence cards for each child, with additional words to make new sentences for a Take Away activity: Roy saw his shirt in the drawer. And additional words: Sue/her/skirt/garden. (PCM 57)

## Session 79: Thursday

Laminate a set of high-frequency word cards and put them in a water tray, for example some, little, come, like, have, what, when, out, asked, called, looked (you may wish to add some other words that the children need to practise).

Provide a fishing net (or sieve) for the children to use when collecting words from the water.

Notes made for a letter to Pippa (from Session 78).
Pippa's letter in an envelope (from Session 76).

## Session 80: Friday

Penfriends: Arrange a penfriend for each child in the group. This could be with children from another ELS group in another school, or with another class in your school. The children will write a letter to their penfriend during this session. Please arrange to send the letters.

Letter-writing paper for each child, for example headed school notepaper and envelopes.
Make word cards with the name of a penfriend for each child.
Make a set of letter-writing frames (PCM 58).
Review of learning: Think about the progress each child has made whilst in the ELS group. Be ready to tell each of them, as part of the review at the end of the session, of at least one thing that they have learned or got better at.

## Session 76: Monday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn last week? <br> TA or Puppet: We learned some new sounds and how to write a sentence using rhyming words. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to read some more tricky words and how to read a letter. |
| Letters and sounds <br> 5 minutes <br> Reinforce their knowledge of previously learned GPCs. | Check Pip's work <br> Pip has been practising his writing. He has written some sentences in his journal but he couldn't remember all the sounds that we have been learning. Show the page from Pip's Journal with three sentences (including some words spelt incorrectly): 'I had a pond to spend.' 'I am going out.'I like eating frid fish.' <br> Let's tick the ones that are right. <br> Read the first sentence. 'I had a pond to spend.' That doesn't sound right. What does Pip mean? Take ideas. Oh, I had a pound to spend. Let's look at that word 'pound'. We have been learning the 'ou' sound. Which two letters do we need to use? That's right, 'o' and 'u'. Sound-talk the word and then write it on your whiteboard. <br> Ask the children to show you their finished word and check that they have spelt it correctly. <br> Read the second sentence. 'I am going out.'That makes sense and all the words are spelt correctly, so we will give it a tick! Now I would like you to add two more words so that the sentence has a bit more information. Say this sentence with me: 'I am going out to play.' Ask the children to write the new words 'to' and 'play' on their whiteboards. Check that they remember how to spell the high-frequency word 'to' and recall the grapheme 'ay' in 'play'. <br> Read the third sentence. 'I like to eat frid fish.'That doesn't sound right. What do you think Pip meant to write, what type of fish do you think he likes to eat? Take ideas. I think it should be 'fried fish'. Sound-talk the word together and talk about the letters needed for each phoneme. It's the third phoneme that he has got wrong. Which two letters does he need to use? Ask the children to write the word 'fried' on their whiteboards and then show you. Check that they have spelt it correctly. |

$\left.\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline 5 \text { minutes } & \text { Learn to read tricky words } \\ \text { words: Mr, Mrs. the tricky } & \begin{array}{l}\text { Before the session, prepare a large envelope addressed to } \\ \text { 'Mr Pip and Mrs...' (either your name or someone else in } \\ \text { the school who has the title 'Mrs'. The aim of this activity is } \\ \text { to learn to read the words 'Mr' and 'Mrs'.). } \\ \text { Look children, a letter has arrived. Let's read the name and } \\ \text { address on the envelope to see who it is for. Display the large } \\ \text { envelope addressed to 'Mr Pip and Mrs...' and read out } \\ \text { the name and address. There are two words here that we }\end{array} \\ \text { are learning to read this week. } \\ \text { Look at the first word. Mr. You always see that when the }\end{array}\right\} \begin{array}{ll}\text { letter is addressed to a man. Write 'Mister' on the } \\ \text { whiteboard and read the word with the children. Now } \\ \text { cross out the letters 'iste' in the middle of the word. 'Mr' is } \\ \text { just the first and last letter but it stands for the word 'Mister' } \\ \text { and that is what we say when we see those letters together. }\end{array}\right\} \begin{array}{ll}\text { 'Mrs' is also short for a longer word. It is a word that they used } \\ \text { in the olden days, for a lady who was married: 'Mistress'. } \\ \text { Write 'Mistress' on the board and cross out the letters 'ist' } \\ \text { and 'es'. We are left with just three letters 'Mrs'. When we see } \\ \text { those letters we say 'Mrs'. } \\ \text { Give each child an old envelope that has a printed or } \\ \text { handwritten name and address that includes the words }\end{array}\right\}$

| Learning objectives | Activities |
| :---: | :---: |
| Identify the questions in text. | I would love to know about the children in your group. What are their names? What do they like doing? What is their favourite game? What have they learned to do? <br> Please write back. <br> Love from Pippaxx <br> Ask some questions to support the children's comprehension and to help them to understand how letters are written. Letters often start with the word 'Dear'. Can you find the name of the person who wrote this letter? Ask a child to point to the name 'Pippa'. This letter is from Pip's penfriend. Her name is Pippa. <br> She wants to know how Pip is and all about our group. I counted five different questions in this letter. Can you find them? Ask the children to take it in turns to come and put a circle around a question. Remind them that questions always end with a question mark. <br> Pippa has asked one question about Pip and four different questions about the children in our group. Let's make a list of those questions. <br> Write the questions on the whiteboard: <br> 1. What is your name? <br> 2. What do you like doing in Pip's group? <br> 3. What is your favourite ELS game? <br> 4. What have you learned to do? <br> Read each question in turn and ask the children to turn to a partner and talk about their answers. Ask the children to share some of their ideas. <br> It was a lovely surprise for Pip to have a letter from Pippa. We can all help him to write a reply to his penfriend, using the ideas that you have been talking about today. |


| Learning objectives | Activities |
| :---: | :---: |
| Review learning and set independent task | TA: What did we learn today? <br> All: We learned how to read the tricky words 'Mr' and 'Mrs' and how to read a letter. <br> Children: What will we take away? <br> TA: You are going to take away the envelope where you found the words 'Mr' and 'Mrs'. Look out for those words and see if you can find them on other old envelopes and in other places in the school and at home, for example on school newsletters, signs on the classroom and office doors, name badges and other things. |
| Resources | An A3 page for Pip's Journal with the following sentences (note: the words 'pound' and 'fried' are meant to be spelled incorrectly): 'I had a pond to spend.' 'I am going out.' 'I like eating frid fish.' <br> Large envelope addressed to 'Mr Pip and Mrs...' and the school address underneath <br> An A3 copy of the letter from Pip's penfriend placed inside the envelope: Dear Pip... Love from Pippa. (PCM 54) <br> Collection of old envelopes that have the words 'Mr' or 'Mrs' as part of the address (at least one for each child) |

## Session 77: Tuesday

$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Introduce learning } \\ \text { objectives }\end{array} & \begin{array}{l}\text { All: What did we learn yesterday?' } \\ \text { TA or Puppet: We learned how to read the tricky words 'Mr' } \\ \text { and 'Mrs' and how to read a letter. } \\ \text { Children: What are we learning today? }\end{array} \\ \text { TA or Puppet: We are learning some new sounds, how to } \\ \text { spell three tricky words and how to organise a letter. }\end{array} \left\lvert\, \begin{array}{ll}\text { Is it true? } \\ \text { Letters and sounds minutes } & \begin{array}{l}\text { Lip has been out in the playground and he has told me } \\ \text { about some things that he saw out there. I've written a } \\ \text { sentence on the board for you to read. Decide whetheryou } \\ \text { for reading: ir, ue, aw, oy. } \\ \text { think he might have seen these things or not! }\end{array} \\ \text { Uncover the sentence 'When I went out into the playground } \\ \text { Isaw a big boy.' } \\ \text { Ask the children to read it with a partner and decide } \\ \text { whether Pip is telling the truth. Reread the sentence } \\ \text { together, helping the children to sound-talk and blend } \\ \text { the phonemes in the word 'saw' and in the last word 'boy'. } \\ \text { Now l'm going to change the last two words. Decide whether } \\ \text { this sentence is true. Change the last two words to 'little } \\ \text { girl'. Give them time for reading, and help the children to } \\ \text { sound-talk the word 'girl'. } \\ \text { I am going to change it once more. Change the last two } \\ \text { words to 'blue dog.' Give them time for reading and help } \\ \text { the children to sound-talk and blend the phonemes to } \\ \text { read the word 'blue'. Could that one be true? I don't think so. } \\ \text { Have you ever seen a blue dog? } \\ \text { There were four new graphemes in the words we have just } \\ \text { read. Let's look at them again. }\end{array}\right.\right\} \begin{array}{l}\text { Point to the word 'saw'. Sound-talk the word and put a } \\ \text { sound button under 's' and a sound line under 'aw'. Blend } \\ \text { the phonemes to read the word together. Colour 'aw' } \\ \text { with a highlighter pen. When we write the /or/ phoneme in } \\ \text { this word, we need to use the letters 'a' and 'w'. Show the } \\ \text { grapheme card 'aw' and ask everyone to say the sound } \\ \text { together. } \\ \text { Point to the word 'blue'. Sound-talk the word and put } \\ \text { sound buttons under the letters 'b' and 'I' and a sound } \\ \text { line under 'ue'. Blend the phonemes to read the word } \\ \text { together. Colour 'ue' with a highlighter pen. When we }\end{array}\right\}$

## Activities <br> write the/oo/ phoneme in this word, we need to use the letters 'u' and 'e'. Show the grapheme card 'ue' and ask everyone to say the sound together. <br> Write the word 'boy' on the whiteboard. Sound-talk the word and put a sound button under 'b' and a sound line under 'oy'. Blend the phonemes to read the word together. Colour 'oy' with a highlighter pen. When we write the /oi/ phoneme in this word, we need to use the letters 'o' and ' $y$ '. Show the grapheme card 'oy' and ask everyone to say the sound together. <br> Write the word 'girl' on the whiteboard. Sound-talk the word and put a sound button under ' $g$ ', a sound line under 'ir' and a sound button under 'I'. Blend the phonemes to read the word together. Colour 'ir' with a highlighter pen. When we write the/ur/phoneme in this word, we need to use the letters ' $i$ ' and ' $r$ '. Show the grapheme card 'ir' and ask everyone to say the sound together. <br> Learn to spell tricky words

Pip was sure that he saw a blue dog outside. He has tried everything to find it again! I am going to write some sentences describing what he did. See if you can read them.
Write the following sentences on the whiteboard: Pip asked everyone. He looked everywhere. He called out 'Come back blue dog!'
Read the sentences together. Poor Pip! He really tried hard to find that dog again!

There are three words that we are learning to spell in the sentences that I have written. They all end with the letters 'ed'. Ask the children to talk to their partner about which words you mean and invite one child to underline the three words: 'asked', 'looked', 'called'. These three words all describe an action (asking, looking and calling) that has already happened. We often add '-ed' to words to show that an action has already happened.

Look together at the word 'looked'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters required for each phoneme, using letter names. Ask the children to trace ' 1 ' on their first finger, 'oo' on their second, ' $k$ ' on their third and 'ed' on their fourth finger. Rub the word off the whiteboard and ask the children to write it on their whiteboard.

| Learning objectives | Activities |
| :---: | :---: |
|  | Look at the word 'asked'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. Talk about the letters required for each phoneme, using letter names. Ask the children to trace 'a' on their first finger, ' $s$ ' on their second, ' $k$ ' on their third and 'ed' on their fourth finger. Rub the word off the whiteboard and ask the children to write it on their whiteboard. <br> Look at the word 'called'. Sound-talk the word and raise a finger for each phoneme. Ask the children to do this too. <br> Talk about the letters required for each phoneme, using letter names. Ask the children to trace ' $c$ ' on their first finger, 'a' on their second, 'Il' on their third and 'ed' on their fourth finger. Rub the word off the whiteboard and ask the children to write it on their whiteboard. |
| Reading, writing, talk <br> 5 minutes <br> Understand how information in a letter is organised. | Jumbled letter <br> Yesterday we read a letter from Pip's penfriend Pippa. We are going to read another letter today, but it is all muddled up. Sit in a circle on the floor and spread the pieces of the letter out in the middle. Do you remember how a letter starts and ends? Can you find pieces that tell us who the letter is to and who it is from? <br> Give time for the children to identify 'Dear Pippa' and 'Love from Pip'. Now we know that Pip wrote this letter to Pippa. |
| Use phonic knowledge and knowledge of high-frequency words to read sentences. | There are three pieces of letter left. You are going to work with a partner. Read the sentence that I give you and then we will decide what order they go in. Give each pair one of the sentences and offer them support as they read (if necessary). <br> We know that the letter starts with 'Dear Pippa'. Which sentence should go next? Support the children in making their choices and talk about what would make sense. <br> Place the sentences in the correct order and read the finished letter together: <br> Dear Pippa, <br> My name is Pip and I am a puppet. I like playing tricks and going to the park. Will you be my penfriend? Love from Pip. |


| Learning objectives | Activities |
| :--- | :--- |
| Review learning and <br> set independent task | TA: What did we learn today? <br> All: We learned the sounds 'oy', 'ir', 'ue' and 'aw', how to spell <br> the tricky words 'called', 'asked' 'and 'looked' and how to <br> organise a letter. <br> Children: What will we take away? |
| TA: You will take away your Writing Flap cards and practise |  |
| writing the tricky words 'called', 'asked', and 'looked'. |  |
| Remember the 'ed' endings! |  |
| Give out Writing Flap cards. |  |$|$| Sentence written on the whiteboard and covered with a |
| :--- |
| sheet of paper: When I went out into the playground I saw a |
| big boy. |
| Set of grapheme cards: ir, oy, ue, aw (Resource PCM D) |
| Highlighter pen |
| Individual whiteboards and pens |
| Letter cut into five separate pieces (PCM 55) |
| Writing Flap cards with the tricky words: called, asked, |
| looked |

## Session 78: Wednesday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned the sounds 'oy', ir',' 'ue' and 'aw', how to spell the tricky words 'called', 'asked' and 'looked' and how to organise a letter. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to recognise graphemes when we are reading words and how to make notes for a letter. |
| Letters and sounds 15 minutes <br> Recognise new GPCs and use this knowledge when reading words. | Countdown <br> We are going to play Countdown with the sand timer (or stopwatch), again using a new list of words. I wonder if you can beat last week's total. <br> 1. Display the list of words (PCM 56). <br> 2. Explain to the children that the object of this activity is to read as many words as possible before the sandtimer (or stopwatch) signals 'stop'. <br> 3. Start the timer. <br> 4. Call out Pip's name and point to the first word. <br> 5. Pip sound-talks the letters and says the word. <br> 6. Repeat with a child reading the next word and so on until the time runs out. <br> 7. Record the score. <br> Well done children, you have read ... words in two minutes. <br> Sentence substitution <br> In this game, I am going to write a sentence on the whiteboard for you to read. You need to decide whether it makes sense or if it is just nonsense. <br> 1. Write a sentence on the whiteboard, for example Roy saw his shirt in the drawer. <br> 2. Ask the children to read with a partner and raise their hands when they are finished. <br> 3. All read it together. <br> 4. Rub out one word and substitute a different word, for example Roy found his shirt in the drawer. |

$\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \begin{array}{l}\text { Activities } \\ \text { 5. Ask the children to read the new sentence with their } \\ \text { partners and raise their hands if they think it makes } \\ \text { sense. }\end{array} \\ \text { 6. All read it together and check whether they are right. } \\ \text { 7. Continue substituting words, for example Sue found } \\ \text { his shirt in the drawer. Sue found her shirt in the drawer. } \\ \text { Sue found her skirt in the drawer. } \\ \text { Ask the children to read each new sentence and decide } \\ \text { whether it still makes sense or if it is nonsense. }\end{array}\right\} \begin{array}{ll}\text { Making notes } \\ \text { We are going to make some notes to help us write our letter } \\ \text { tomorrow. We are writing to Pippa, who is Pip's penfriend. Do } \\ \text { you remember talking to your friend on Monday and saying } \\ \text { four things to answer Pippa's questions? }\end{array}\right\}$

## Session 79: Thursday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to recognise graphemes when we are reading words and how to make notes for a letter. <br> Children: What are we learning today? <br> TA or Puppet: We are learning how to recognise, read and spell some tricky words and we are learning how to use the ideas from our notes to write a new letter. |
| Letters and sounds <br> 5 minutes <br> Practise reading and spelling high-frequency words. | Pip's underwater spelling game <br> Pip has been up to his tricks again! He has been playing in the water tray. He has put some words in there to see if they would float. Now we need to fish for them! <br> Ask one child to use the fishing net and fish out one of the words. Look at the card together, sound-talk and blend the phonemes to read the word. I am just going to dry this card with a towel. Can you write it on your whiteboards while l am doing that? Check that the children can recall the spelling and write the word correctly on their whiteboards. <br> Give each child a turn with the fishing net and repeat the steps above, so that the children have read each word and have tried spelling it independently. <br> We've fished out all the letters and I think they will be all right when they are dry. . .don't do that again Pip! |
| Reading, writing, talk 15 minutes | Shared Writing: Letter to Pippa <br> Display the letter from Pippa (used on Monday) and the notes that you made yesterday. |
| Writing a letter using notes. | Do you remember the letter we got from Pippa? Reread the letter as the children follow. <br> Do you remember that you talked to your partner about your answers to Pippa's questions? Then we wrote some notes together. We are going to use those notes to help us to write a letter today. Let's read the notes together. Read through the notes. |
| Understand how letters are organised. | Now we are ready to start our letter. I'll start with 'Dear Pippa', because that's who the letter is for. Write Dear Pippa, at the top on the left. |

$\left.\left.\left.\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\ \hline \begin{array}{l}\text { Rehearse sentences } \\ \text { orally before writing. }\end{array} & \begin{array}{l}\text { Can you remember where we need to write the next line of } \\ \text { our letter? That's right. In letters you write 'Dear...' on the first } \\ \text { line and then you start writing on the next line down. }\end{array} \\ \text { First of all Pippa wanted to know your names, so the first } \\ \text { sentence should answer that question. We will write: 'Our } \\ \text { names are....'Say all the names. Write the sentence as the } \\ \text { children observe. Let's read that back 'Our names are ...'. } \\ \text { What else were we going to tell Pippa? Refer to the notes. Yes, } \\ \text { we were going to write about what we like doing. Which idea } \\ \text { shall we choose from the notes? Talk to your partner about what } \\ \text { most people like doing best. Give time for the children to talk } \\ \text { and then take their ideas. Select one of them and say the } \\ \text { sentence, for example 'We like helping Pip when he gets in a } \\ \text { muddle.'Let's say that all together. Write the sentence, } \\ \text { stopping to point out the graphemes that the children know } \\ \text { and ask the children to spell the high-frequency words. } \\ \text { knowledge to segment } \\ \text { and spell words. } \\ \text { Recall the spelling of } \\ \text { high-frequency words. }\end{array}\right\} \begin{array}{l}\text { Repeat for the sentence about their favourite game in the } \\ \text { learned, for example We like playing Countdown. We have } \\ \text { learned to spell lots more words correctly. } \\ \text { Now we have answered all Pippa's questions, so the letter is } \\ \text { nearly finished. What did Pippa say at the end of her letter? } \\ \text { Refer to the letter to use as a model and then write 'Love } \\ \text { from everyone in Pip's Group. xx' }\end{array}\right\} \begin{array}{l}\text { Read through the completed letter together. Now our letter } \\ \text { is ready to send. Put the letter in an envelope and address to } \\ \text { 'Mrs Pippa'. We will post it later. I hope that Pippa likes it! }\end{array}\right\}$

## Session 80: Friday

| Learning objectives | Activities |
| :---: | :---: |
| Introduce learning objectives | All: What did we learn yesterday? <br> TA or Puppet: We learned how to recognise, read and spell some tricky words and how to use the ideas from our notes to write a new letter. <br> Children: What are we learning today? <br> TA or Puppet: We are learning to use what we know about letter writing to write to our penfriends. We are going to think about some things we have learned in the ELS group. |
| Reading, writing, talk 15 minutes | Guided Writing <br> In this session, the children will write a letter to a penfriend. This could be arranged with an ELS group in another school. If this cannot be arranged they can write to a penfriend in another class. |
| Write for a genuine purpose and an audience. | I have some exciting news for you today. You are going to write a letter to a penfriend in another school (or class), just like Pip's penfriend Pippa. Give each child a card with their penfriend's name and offer support as they read the names. Your penfriend would like to know about you, so you can write a letter like the one that we wrote to Pippa yesterday. |
| Make notes to use to support writing. | You will start by planning what to write. Give each child a letter-writing frame (PCM 58) with sentence starters: <br> Dear... <br> My name is... <br> I like ... <br> My favourite game is... <br> I have learned to... <br> I would like to know... <br> From... |
| Compose a question. | Go through the frame, talking about how to complete each sentence. Give the children time to think about their answers and make brief notes on the letter-writing frame. The last sentence gives you a chance to ask your penfriend a question about themself. That will give them a reason to reply to your letter! You can write more than one question if you like. |

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\begin{array}{|l|l|}\hline \text { Learning objectives } & \text { Activities } \\
\hline \begin{array}{l}\text { Write independently: } \\
\text { rehearse sentences } \\
\text { orally; use capital letters } \\
\text { and full stops; apply } \\
\text { phonic knowledge to } \\
\text { high-frequency words. }\end{array} & \begin{array}{l}\text { Now you have planned what you want to say, you can write your } \\
\text { letter. Give each child a piece of writing paper (for example } \\
\text { headed paper with the school address). Encourage the } \\
\text { children to work as independently as possible, offering praise } \\
\text { and support as needed. Remind them to say each sentence } \\
\text { aloud before they start to write it, to make use of the sentence } \\
\text { starters on the writing frame, and to keep rereading what they } \\
\text { have written to check that they are happy with it. } \\
\text { Ensure that the children apply their phonic skills, using } \\
\text { sound-talk and segmenting the phonemes as they } \\
\text { attempt to write unfamiliar words. } \\
\text { When the children have finished their writing, encourage } \\
\text { them to read their letter to a partner. They should work } \\
\text { together to check and correct one another's work. If some } \\
\text { children finish more quickly they could add a border or } \\
\text { illustrate their letters. } \\
\text { You can put your finished letter into an envelope and write } \\
\text { your penfriend's name on the front. I will make sure that your }\end{array}
$$ <br>

letters are sent. Then you may get a reply!\end{array}\right\}\)| Reread writing and |
| :--- |
| check it for accuracy. |
| Send tetter to your chosen school or class. (There is an |
| opportunity here to continue the correspondence |
| throughout the year, giving the children a real audience |
| for their writing.) |$|$

## Observation and assessment: Module 5

To be used by the class teacher in discussion with the teaching assistant at the end of Week 16

| Key knowledge and skills | Comments |
| :---: | :---: |
| Letters and sounds: beginning Phase 5 <br> - Give the sound when shown any Phase 2 and Phase 3 grapheme and the graphemes: ay, ou, ie, ea, wh, oy, ir, ue, aw <br> - Be able to blend and read words consisting of the graphemes they have learned including: ay, ou, ie, ea, wh, oy, ir, ue, aw <br> - Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable <br> - Be able to blend and read, and segment and spell two-syllable words consisting of the GPCs they have learned and words with adjacent consonants <br> - Read the tricky words: oh, people, their, Mr, Mrs <br> - Spell the tricky words: when, what, out, called, asked, looked |  |
| Reading, writing and talk <br> - Recognise patterns in text, for example rhyme and repeated words or phrases <br> - Make up own rhymes orally, following patterns in the text read <br> - Compose their sentences and rehearse them orally before writing <br> - Write two or three simple sentences independently <br> - Read their writing and check for sense and accuracy |  |

## Take Home sheets

## Notes for teachers and teaching assistants

- There are 16 Take Home sheets, one for each week of the ELS programme. They give parents and carers some information about what their child has been doing that week and some suggestions for activities to do at home.
- The aim is to involve parents and carers with their children in fun activities that will reinforce learning. This is not homework. Although children may bring things into school that they have done at home, their participation and success in ELS sessions does not rely on the children having completed activities at home.
- You may wish to use the Take Home sheets as they are presented, or adapt them to suit your circumstances.
- One Take Home sheet will be given out at the end of each week. Children do not need to take materials home from the sessions each day, except for their Guided Reading book. They take home their completed pieces of writing each Friday. All the suggested activities can be done with things that families are likely to have at home already.

ELS Take Home Sheet
The focus this week was on reading about things that children do at the
weekend and writing a sentence about themselves.
Your child has been learning to read these words:
he she be
And learning to spell these words:
we me
Activity ideas to try at home:
Read together
- Your child will bring home a lift the flap' sentence that they have
written. Encourage your child to read the sentence on the front.
- Try to guess what they have written inside before your child reads it to
you.
Make something together
- Start a scrapbook, or make a picture for the wall, with a collection of
pictures or mementoes from a day out or a special occasion at home,
for example going to the cinema. You could keep the ticket, popcorn
packet, or cut out a picture from the newspaper advertising the film
you saw.

Take Home sheets
ELS Take Home Sheet
The focus this week was on reading people's names and making a label for a
photo of themself.
Your child has been learning to read these words:
we me
And learning to spell these words:
no go I
Activity ideas to try at home:
Read together

- Your child will bring home a book that they have read in school. Read it
together. Encourage your child to point to the words as they read.
- If your child gets stuck on a word, encourage them to say the sound for
each letter all the way through the word, and then blend the sounds to
read the word.
- Give your child lots of praise if they manage to work out a word without
help.
Make something together
- Look at some photos together around the house, or in a photo album.
Talk with your child about the names of the people they can see in the
pictures.
ELS Take Home Sheet
The focus this week was on reading a counting rhyme and making up
simple rhyming sentences.
Your child has been learning to read these words:
you my so
And learning to spell these words:
her so
Activity ideas to try at home:
Read together
- Your child will bring home a rhyming sentence that they have written.
Encourage them to read it to you.
- You could try to think of more rhyming words. Encourage your child to carry
on a string of rhyming words that you start, for example chip, pip, tip...
Something to do together
- Encourage your child to sing to you: 'One, two, three, four, five, once I
caught a fish alive'. They could teach you the song, or you could join in
if you know it.
- Sing or read other counting songs and rhymes together, for example
'five Little Ducks','Ten Green Bottles', 'Five Currant Buns'. If you know
actions to go with the songs, do them together to help your child
remember the words.
- Your child will enjoy learning songs that you used to sing when you
were oung. You may know song in another language that you can
sing. If
counting rheed more ideas, visit the library and look for books with

Take Home sheets
ELS Take Home Sheet
The focus this week was on the story of Goldilocks and the Three Bears.
Your child has been learning to read these words:
was her
And learning to spell these words:
he she
Activity ideas to try at home:
Read together

- Your child will bring home a book that they have read in school. Look
togetherat the cover and the title first and ask your child to tell you
what happens in the book.
- Read it together. Encourage your child to point to the words as they
read, and to sound out and blend words that they don't recognise.
- Help them to check that their reading makes sense.
Something to do together
- Try telling the story of Goldilocks and the Three Bears together in your
own words. This doesn't have to be written down; you could just tell it
together.
ELS Take Home Sheet
The focus this week was on reading and writing instructions for making a
sandwich.
Your child has been learning to read these words:
sall
And learning to spell these words: they
Activity ideas to try at home:
Read together
- Your child will bring home an instruction sheet for making a jam
sandwich. Encourage them to read each step of the instructions.
- If they get stuck, encourage them to sound out and then blend to read
the word, and to think about what would makes sense.
Something to do together
- Make your favourite sandwiches together. Change the instructions to
put in your favourite fillings.
- Find another activity that you could do together that involves reading
instructions and following what they say. For example, make a model
from a kit, play a board game, or use a recipe when you are cooking.
- Show your child the instructions you are using and see if they can find
the list of things you need. They may be able to tell you what to do by
using the pictures.

Take Home sheets

| ELS Take Home Sheet |
| :--- |
| The focus this week was on reading print all around us and on writing a |
| caption for a display. |
| Your child has been learning to read these words: |
| are they |
| And learning to spell these words: |
| my you |
| Activity ideas to try at home: |
| Read together |
| - Your child will bring home a book that they have read in school. Read |
| the title together, look at the cover and talk about the pictures. Ask your |
| child 'What is the book about?' before they start to read. |
| - Read it together. Encourage your child to point to the words as they |
| read, and to sound out and blend words that they don't recognise. |

- Talk about the information that they found by reading this book.
Something to do together
- Go for a walk together and see how many different signs and labels you
can see.
- Read them together and talk about what they are for. You might see:
street names, road signs, notices on lamp posts about lost cats,
advertisements, parking signs, number plates, bus stops and other
things too.
ELS Take Home Sheet
The focus this week was on making up a question and answer like one in a
book that they have read.
Your child has been learning to read these words:
have like
And learning to spell these words: all
Activity ideas to try at home:
Read together
- Your child will bring home a book that they have read in school. Read
the title together, look at the cover and talk about the pictures. Ask your
child 'What is the book about?' before they start to read.
- Read it together. Encourage your child to point to the words as they
read, and to sound out and blend words that they don't recognise.
- Talk about any words or phrases that were repeated in the text.
Play a game together
- Play a guessing game together to help your child understand about
questions and answers. You could make up your own version of 'Who
Wants to Be a Millionaire?'
- You could play a version of '20 Questions'. You think of a famous person,
book or TV character. Your child has to ask 20 questions to try to work
out who it is, but you can only answer 'yes' or 'no'.

Take Home sheets

| ELS Take Home Sheet Week 12 |
| :--- |
| The focus this week was on reading a rhyming story and making up a <br> similar story of their own. <br> Your child has been learning to read these words: <br> little one do <br> And learning to spell these words: <br> were there <br> Activity ideas to try at home: <br> Read together <br> - Your child will bring home the story that they have written about <br> getting lost. Encourage them to read it to you and to add their own <br> pictures to illustrate their story. <br> Something to do together <br> - Tell a story about something that happened to you when you were <br> young, or something about your child. Talk about what happened, how <br> you felt, and what happened in the end. <br> - Work together to write a short version of the story using a series of <br> simple sentences. Encourage your child to show you what they know <br> about spelling and writing sentences. |

Take Home sheets
ELS Take Home Sheet $\quad$ Week 11
The focus this week was on reading an information book and writing some
information about an animal.
Your child has been learning to read these words:
were there
And learning to spell these words:
some come
Activity ideas to try at home:
Read together

- Your child will bring home an information book that they have read at
school. Encourage your child to read it as independently as possible.
- Praise them when they sound-out and blend to read unfamiliar words
or reread a sentence to check that what they have read makes sense.
- After reading, ask your child to tell you about something that they have
found out.
Something to do together
- Make a simple animal puppet.
- You will need: an old sock; two old buttons for eyes; wool, scraps of
material or cotton wool; strong glue.
- Look in books together to find a picture of your child's favourite animal.
Talk about what you could use to make the sock look like the animal.
- Talk about what you are doing as you work together. For example, What
colour is its fur? Where shall we stick the eyes?
ELS Take Home Sheet
The focus this week was on reading and retelling the story of Cinderella.
Your child has been learning to read these words:
called asked looked
And learning to spell these words:
little one do
Activity ideas to try at home:
Read together
- Your child will bring home their own version of the Cinderella story.
Encourage them to read it to you.
- They could colour the pictures to make their story look special.
Something to do together
- Watch a film version of a well-known fairy story, for example Cinderella,
Snow White, or Beauty and the Beast.
- Talk about what happens at the beginning, in the middle and at the
end.
- You could talk about whether it is the same as the story versions that
they have read or different. Which bits are the same and which bits are
different? Which version do they prefer?


## Take Home sheets

ELS Take Home Sheet
The focus this week was on finding information in a dictionary and making
their own dictionary of the children in the class.
Your child has been learning to read these words:
when what out
And learning to spell these words:
Activity ideas to try at home:
Read together
Your child will bring home a book that they have read in school. It will
probably be a dictionary on a particular subject (for example, a
dictionary of animals). Talk with your child about what sort of book it is
and how it is different from other books.

- You could play a game with the book, rather than reading it all the way
through. Ask, for example, 'Can you find a word beginning with 'c'?' and
then read the definition together.
Play a game together
- Play 'Dictionary Race'. You will need a dictionary at home for this game.
If you haven't got one, you may be able to borrow a simple dictionary
from the school for the weekend.
- Think of a word (that your child will be able to spell). Say the word and
time how long it takes for them to find the word.
- Pick another word and challenge your child to beat their last time.
- You could help your child to think about the first letter and which part
of the alphabet it is in. For example 'a' is at the beginning, 'm' is in the
middle and 'w' is near the end.

| ELS Take Home Sheet Week 16 |  |
| :--- | :---: |
| The focus this week was on reading and writing letters to a penfriend. |  |
| Your child has been learning to read these words: |  |
| Mr Mrs |  |
| And learning to spell these words: |  |
| called asked looked |  |
| Activity ideas to try at home: |  |
| Something to do together |  |
| - Look together for examples of the words 'Mr' and 'Mrs'. You could look |  |
| for envelopes with names and addresses, in newspapers and other |  |
| places. |  |
| Write together |  |
| - Write a letter together to someone in your family or to a friend, for |  |
| example a grandparent or a cousin. Encourage your child to think of |  |
| things to tell them about what they have been doing, and questions |  |
| they would like to ask. |  |
| - Talk about how to set out a letter and encourage your child to write it, |  |
| trying as much of the spelling on their own as they can. |  |
| - Help your child to write the address on the envelope and then send the |  |
| letter in the post. |  |

Take Home sheets
ELS Take Home Sheet
The focus this week was on reading a rhyming text and the children making
up their own rhyming sentences.
Your child has been learning to read these words:
oh people their
And learning to spell these words:
$\quad$ when what out
Activity ideas to try at home:
Read together

- Your child will bring home a book that they have read in school.
Encourage your child to read it as independently as possible.
- Praise them when they sound-out and blend to read unfamiliar words,
or reread a sentence to check that what they have read makes sense.
- After reading, ask your child to tell you about the story that they have
read. Who were the main characters? What were the main events? Was
there anything funny or unexpected in the story?
Something to do together
- Read some poems or rhymes to your child. You could borrow a book
from the library or get a tape or a CD that you could listen to together.
- Encourage them to listen for the rhymes and join in as they get to know
some favourites.


## Letter cards

sheet 1
Resource PCM A


## Letter cards

sheet 2
Resource PCM A
(es)

Letter cards
sheet 3
Resource PCM A


Letter cards
sheet 4
Resource PCM A


Letter cards
sheet 5
Resource PCM A


## Letter cards

sheet 6

|  |  |  |
| :--- | :--- | :--- |
|  |  |  |
|  |  |  |

High frequency word cards
Resource PCM B

High frequency word cards
Resource PCM B

| 0 | $\frac{5}{8}$ |
| :---: | :---: |
| $\stackrel{\text { ¢ }}{\substack{0}}$ | $\stackrel{\substack{6}}{c}$ |
| $\underset{\underset{\sim}{\boldsymbol{E}}}{ }$ | $\begin{aligned} & \boldsymbol{0} \\ & \boldsymbol{0} \\ & \boldsymbol{B} \end{aligned}$ |

High frequency word cards
Resource PCM B

| $\begin{gathered} \infty \\ \bullet \infty \\ \infty \end{gathered}$ |  |  |
| :---: | :---: | :---: |
|  |  |  |
| $e^{\infty}$ |  |  |

High frequency word cards
Resource PCM B

| $\pm$ | $\begin{aligned} & \underset{(1)}{C} \\ & \frac{1}{3} \end{aligned}$ |
| :---: | :---: |
| $\stackrel{\substack{0}}{\substack{\text { E }}}$ | $\underset{O}{0}$ |
| $\frac{0}{3}$ | $\stackrel{1}{\mathbf{O}}$ |

High frequency word cards
Resource PCM B

|  | -2 |
| :---: | :---: |
| $\begin{aligned} & \mathbf{O} \\ & \mathbf{U} \\ & \mathbf{0} \\ & \boldsymbol{0} \end{aligned}$ |  |
| $$ | $\varepsilon$ |

Phase 3 grapheme cards


Phase 3 grapheme cards
sheet 2
Resource PCM C


Phase 3 grapheme cards


Phase 5 grapheme cards
sheet 1
Resource PCM D


Phase 5 grapheme cards
sheet 2
Resource PCM D

Writing Flap Card
Resource PCM E

Week 1: clue cards

Week 1:
word and picture cards
PCM2
sun


# hat <br> bagbus sock bell doll bed 


jog
will
fox
van
wax
jamsix
webJack
Jill
taxwin



PCM9




# Can a duck quack? 

Can a web buzz?

# yell buzz yap quack puff hiss 



PCM15

Week 5: word game
PCM16
PCM17 $\square$
Goldilocks was not in her bed.
Goldilocks was not in her bed.
Goldilocks was not in her bed.
Goldilocks was not in her bed.
Goldilocks was not in her bed.
Goldilocks was not in her bed.

Week 6:
counting rhyme poster
PCM18

## One, two, three, four, five, <br> Once I caught a fish alive.

Six, seven, eight, nine, ten, Then I let it go again.

## Why did you let it go?

## Because it bit my finger so.

## Which finger did it bite?

## This little finger on my right.



Week 6:
rhyming pairs picture cards
PCM19


PCM21
Week 6: sentence to take away
I was fishing and then a fish bit me.
I was fishing and then a fish bit me.
I was fishing and then a fish bit me.
I was fishing and then a fish bit me.
I was fishing and then a fish bit me.
I was fishing and then a fish bit me.

Week 7:
print I can see around me
PCM23

Name:

## Print I can see around me



Look for print in your classroom, at home, all over the place!

Week 7:
word and picture cards
PCM24

| rain |  |
| :---: | :---: |
| chain | $8$ |
| teeth | 4 |
| sheep |  |
| feet | $v^{\text {man }}$ |
| light |  |

Week 8:

## jam sandwich poster

PCM25

## How to make a jam sandwich


butter

knife and plate


First put the butter on the bread.


Then put the bread together.



Week 8: word and picture cards

| $\mathrm{cog}^{?}$ |  |
| :---: | :---: |
| goat |  |
| $\operatorname{taO}_{0}^{?}$ |  |
| $\bigcap_{0} 000$ |  |
| book |  |
| $\mathrm{COM}$ |  |
| $\mathrm{OMO}_{0}$ |  |

# How to make a jam sandwich <br> You need: <br> <div class="inline-tabular"><table id="tabular" data-type="subtable">
<tbody>
<tr style="border-top: none !important; border-bottom: none !important;">
<td style="text-align: left; border-left: none !important; border-right: none !important; border-bottom: none !important; border-top: none !important; width: auto; vertical-align: middle; ">| bread |
| :--- |
| jam |</td>
<td style="text-align: left; border-bottom: none !important; border-top: none !important; width: auto; vertical-align: middle; ">| butter |
| :--- |
| knife |</td>
</tr>
<tr style="border-top: none !important; border-bottom: none !important;">
<td style="text-align: left; border-left: none !important; border-right: none !important; border-bottom: none !important; border-top: none !important; width: auto; vertical-align: middle; ">plate</td>
<td style="text-align: left; border-bottom: none !important; border-top: none !important; width: auto; vertical-align: middle; " class="_empty"></td>
</tr>
</tbody>
</table>
<table-markdown style="display: none">| bread &lt;br&gt; jam | butter &lt;br&gt; knife |
| :--- | :--- |
| plate |  |</table-markdown></div> 

First put the butter on the bread.

Next put the jam on the bread.

Then put the bread together.


PCM30

| $\dot{\check{\circ ®}}$ | $\stackrel{\check{\circ}}{\mathscr{\circ}}$ | $\stackrel{\square}{\text { ®10 }}$ |
| :---: | :---: | :---: |
| İ | E | İ |
| . | . | . |


|  |  |  |
| :---: | :---: | :---: |
| ๘ | T | ๘ |
|  | $\begin{aligned} & \text { 츷 } \\ & \text { عِ } \end{aligned}$ | $\begin{aligned} & \grave{\star} \\ & \text { ® } \end{aligned}$ |
| - | - | - |

Week 9: yes/no questions




barking?
 T


How many words can you read in two minutes?
fur
boil
air
curl
join
fair
burn
soil
chair
turn
oil
pair
burp
hair
coin
hurt
coil
surf
tinfoil
turnip
Week 10: what happened next? Draw a picture
I was going to the park. Then I met a big, bad wolf. What happened next?

| PCM3 |
| :--- |



How many words can you read in two minutes?
surf
hammer
pure
dear
dinner
town
summer
manure
coin
cure
hard
letter
chair
butter
turnip
near
right
wood
boxer
turning

Week 9: sentence making

| This | is | a | kitten. | It | has | fur. |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| This | is | $\mathbf{a}$ | kitten. | It | has | fur. |
| This | is | $\mathbf{a}$ | kitten. | It | has | fur. |
| This | is | a | kitten. | It | has | fur. |
| This | is | a | kitten. | It | has | fur. |
| This | is | a | kitten. | It | has | fur. |

Week 12: sentences with tricky words


## What happened to this bear?

Talk about your ideas and draw some pictures.


Week 12:
word and picture cards
PCM40

| teṇ! | 合 |
| :---: | :---: |
| be!t | $\xrightarrow{\square}$ |
| haṇd | E |
| !amp | d |
| nest |  |
| ṃ! ${ }^{\text {k }}$ | mex |
| toast |  |
| paint |  |

Week 12: sentence to take away



PCM44

| $\underset{ \pm}{\mathbb{D}}$ | $\stackrel{\text { ® }}{\stackrel{\text { ® }}{2}}$ | $\stackrel{\text { © }}{\stackrel{\text { ® }}{2}}$ | $\stackrel{\text { © }}{\stackrel{\text { ® }}{ \pm}}$ | $\stackrel{\text { © }}{\stackrel{\text { ® }}{ \pm}}$ | $\stackrel{\text { ® }}{ \pm}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | O O 응 | O O 응 | O O 응 | O O 응 | \% |
| $\stackrel{\overline{I N}}{\substack{\tilde{N}}}$ | $\stackrel{\underline{I}}{\substack{\mathbb{N}}}$ | $\stackrel{\bar{I}}{\underline{N T}}$ | $\stackrel{\bar{I}}{\underline{N T}}$ | $\stackrel{\bar{I}}{\underline{N T}}$ | - |
| $\stackrel{\grave{\pi}}{\stackrel{\pi}{\omega}}$ | $\frac{\grave{\pi}}{\pi}$ | $\stackrel{\frac{1}{\pi}}{\stackrel{\pi}{0}}$ | $\stackrel{\vdots}{\pi}$ | $\stackrel{\frac{1}{\pi}}{\stackrel{\pi}{0}}$ | 产 |
| $\begin{aligned} & \text { 안 } \\ & \text { 世 } \end{aligned}$ | $\begin{aligned} & \text { ס্ } \\ & \stackrel{\pi}{4} \end{aligned}$ | $\begin{aligned} & \text { ס্ } \\ & \stackrel{\pi}{4} \end{aligned}$ | $\begin{aligned} & \text { ס্ } \\ & \stackrel{\pi}{4} \end{aligned}$ |  | $\xrightarrow{\text { ® }}$ |
| $\begin{aligned} & \text { ס } \\ & \text { 은 } \end{aligned}$ | $\begin{aligned} & \text { B } \\ & \text { 운 } \end{aligned}$ | 운 | $\begin{aligned} & \text { סO } \\ & \text { 은 } \end{aligned}$ | 은 | - |

Week 14: Cinderella 'clue’ pictures


PCM46
Week 14: beginning, middle and end labels

| $\underset{\subseteq}{O}$ | (1) |  |
| :---: | :---: | :---: |
| ㄷㅡㅡㅡㅡㄹ | $\overline{\bar{o}}$ | ס |
| $\begin{aligned} & \bar{O} \\ & \text { 1) } \end{aligned}$ | $\Sigma$ |  |





Read the captions and draw a picture to go with each one.

| a tree trunk | a bag of crisps |
| :---: | :---: |
|  |  |
| a drink of milk | a chimpanzee |
|  |  |
|  |  |

Week 15: word and picture cards

| belt |  |
| :---: | :---: |
| milk | $\sin ^{9}$ |
| train |  |
| brush |  |
| stamp | First <br> Class |
| string |  |

Week 15: quick copy word cards

| play | play |
| :---: | :---: |
| loud | loud |
| day | day |
| proud | proud |
| clay | clay |
| cloud | cloud |


| day | cried |
| :---: | :---: |
| out | meat |
| pie | clay |
| sea | proud |
| play | tried |
| about | treat |
| lie | spray |
| seat | sprout |
| may | spied |
| cloud | heap |
| bead | tray |
| say | sound |
| scout | fried |
| die | least |
| read | crayon |
| stray | loudest |
| found | replied |



## Dear Pip

How are you? I have not had a letter from you for a long time. I am busy in a school helping children with ELS just like you! I would love to know about the children in your group. What are their names? What do they like doing? What is their favourite game? What have they learned to do?

Please write back.
Love from
Pippa xxx

## Dear Pippa

My name is Pip and $I$ am a puppet.

I like playing tricks and going to the park.

Will you be my penfriend?

Love from Pip

| boy | Roy |
| :---: | :---: |
| girl | skirt |
| blue | Sue |
| saw | jaw |
| toy | royal |
| sir | birth |
| clue | lawn |
| paw | annoy |
| joy | third |
| bird | yawn |
| glue | first |
| raw | law |
| enjoy |  |
| shirt | true |
| claw | thirsty |
| drawer |  |$\quad$| shawl |
| :--- |

Week 16: sentence substitution cards for takeaway


Dear...
My name is...
I like...

My favourite game is...

## I have learned to...

## I would like to know...

From...

