

Phase 3 Week 1: j v w x (set 6)

Practise letters/ sounds and practise blending for reading. P85.

Practise segmentation for spelling p88

Read sentences using sets 1-6 letters and the tricky words **no, go, I, the, to**

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	- Practise previously learned letters and sounds	Random words / captions from sets 1 - 5 p.71	Jv - captions Vic likes to jog. Jack is a vet.	Jvwx can children write these words? Van, jam, web, box (CVC)	Letter names using display / frieze.
Teach	Letters: Set 1: s a t p Set 2: I n m d Set 3: g o c k Set 4: ck, e u r Set 5:h b f ff l ll ss	- Teach set 6 j v p. 78-9	- Teach set 6 letters and sounds w x p. 78-9	- Learn an alphabet song (letter names) <i>Alphabet frieze / poster needed.</i> See p. 80	- Practise blending for reading See p. 85-6 Need words table 1 p. 100
Practise	Objects beginning with these phonemes. e.g. duck duck (write on whiteboards d) etc. Set 5 : some will be end phonemes e.g. mess p. 69 / 70	- Practise blending for reading What's in the box procedure 1 and 2 only (p. 85) Jam, Jill, jet, jog, Jack, Jen, jet-lag, jacket Van, vet, Vic, Kevin, visit, velvet - Practise segmentation for spelling Phoneme frame (p.88) Support - words could be on interactive whiteboard for children to find.	- Practise blending for reading What's in the box procedure 1 and 2 only (p. 85) Will, win, wag, web, wig, wax, cobweb, wicked Mix, fix, box, tax, six, taxi, exit - Practise segmentation for spelling quickwrite (p.89)	Each child has their own letter of the alphabet to illustrate for display End - collect together can children put them in alphabetical order?	<ul style="list-style-type: none"> - sound buttons under phonemes. - display list of words - demonstrate how to blend (m-a-n =man) - play game.

Apply	Children to write some words down from lists on p. 69-70	Write captions - The vet had jet-lag. Jack likes jam.	Write captions - I am six. A box of cobwebs.	Letter names - match to object	- Practise segmentation for spelling Teacher to sound talk words, then say word - children to spell on whiteboards.
Assessment: Additional activities: Yes / No questions (pages 100 and 104)			Homework: <u>Spellings:</u> jet, van, win, fix, cobweb, no, go, I, the, to <u>Sentences to read at home:</u> Mark and Carl got wet.		

Phase 3 Week 2: y z,zz qu (set 7)

Practise blending for reading

Practise segmentation for spelling

Practise reading captions and sentences with sets 1-7 letters and *he, she, no, go, I, the, to*

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	- Practise previously learned letters and sounds <i>J v w x</i> (see last week).	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned letters and sounds <i>Y</i> and <i>z</i> (see Mon and Tues)	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned letters and sounds <i>Y z zz qu</i>
Teach	- Teach set 7 letters and sounds <i>y</i> p. 78-9	- Teach set 7 letters and sounds <i>z</i> p. 78-9	- Teach set 7 letters and sounds <i>zz</i> p. 78-9	- Teach set 7 letters and sounds <i>qu</i> p. 78-9	- Teach reading the tricky words <i>he, she</i> - Teach spelling the tricky words <i>the and to</i>
Practise	- Practise blending for reading with words... yap, yes, yet, yell, yum-yum Then try sentence substitution (p.86) <i>Jack said no.</i> - Practise segmentation for spelling Phoneme frame (p.88) yap, yes, yet, yell, yum-yum	- Practise blending for reading With words zip, Zak, zig-zag Then play what's in the box? (p85) - Practise segmentation for spelling Quickwrite game (p. 89) zip, Zak, zig-zag	- Practise blending for reading Buzz, jazz, fuzz, buzzing - Practise segmentation for spelling Phoneme frame (p.88) Buzz, jazz, fuzz,	- Practise blending for reading Quiz, quit, quick, quack, liquid Then try sentence substitution (p.86) <i>The duck went quack.</i> - Practise segmentation for spelling Quickwrite game (p. 89) Quiz, quit, quick, quack, liquid	- Practise blending for reading Play countdown (p.86) with words: yap, yes, yet, yell, yum-yum zip, Zak, zig-zag Buzz, jazz, fuzz, buzzing Quiz, quit, quick, quack, liquid

Apply	Read / write caption / sentence. Jill can sing Not yet	Finish the sentence... Verbally read the sentence to children He could not do up his ____. The line in the pattern was a _____.	Read / write caption / sentence. Zak is hot	Read / write caption / sentence. Quit the quiz	Read / write caption / sentence. Jack is in the taxi
Assessment: Additional activities: Yes / No questions (pages 100 and 104)			Homework: <u>Spellings to send home:</u> yes, yet, zip, zig-zag, buzz, quick, he, she, to, the <u>sentences to read at home:</u> Yes I quit in the quiz.		

Phase 3 Week 3: ch sh th ng

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Practise reading two-syllable words

Teach reading the tricky words *we, me, be*

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	<p>- Practise previously learned GPCs :</p> <p>J v w x Y z zz qu From weeks 1 and 2.</p>	<p>- Point to the letters in the alphabet while singing the alphabet song</p>	<p>- Practise previously learned digraphs Ch, sh</p>	<p>- Point to the letters in the alphabet while singing the alphabet song</p>	<p>- Practise previously learned digraphs Th, ng</p>
Teach	<p>- Teach the four consonant digraphs ch chop, chin, chug, check, such, chip, chill, much, rich, chicken</p>	<p>- Teach the four consonant digraphs Sh Ship, shop, shed, shell, fish, shock, cash, bash, hush, rush</p>	<p>- Teach the four consonant digraphs Th Them, then, that, this, with, moth, thin, thick, path, bath</p>	<p>- Teach the four consonant digraphs ng Ring, rang, hang, song, wing, rung, king, long, sing, ping-pong</p>	<p>- Teach reading the tricky words <i>we, me, be</i> Play full circle game p. 90</p>
Practise	<p>- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling</p>	<p>- Practise blending for reading Whats in the box? P. 85 - Practise segmentation for spelling</p>	<p>- Practise blending for reading Buried treasure p. 87 - Practise segmentation for spelling</p>	<p>- Practise blending for reading Match words and pictures p. 87 - Practise segmentation for spelling</p>	<p>- Practise reading and spelling high-frequency words <i>he, she, we, me, be</i> (p.91) - Practise reading two-syllable words (p.94)</p>

Apply	- Practise reading / writing captions and sentences A man is rich.	- Practise reading / writing captions and sentences I am in such a rush to get to the shops	- Practise reading / writing captions and sentences A moth is on the path.	- Practise reading / writing captions and sentences Shelly sang a song to me.	- Practise reading / writing captions and sentences Fish and chips, Chip shop, sing-song, moth wing.
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<p>Assessment:</p> <p>onal activities: Yes / No questions (pages 100 and 104)</p>	<p>Homework:</p> <p><u>Spellings to send home:</u> Chip, chin, ship, fish, moth, bath, ring, wing, me, be</p> <p><u>sentences to read at home:</u> The bath is full. Get fish and chips.</p>
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Phase 3 Week 4: ai ee oa oo

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Practise reading two-syllable words

Teach reading the tricky word **was**

- Teach spelling the tricky words **no** and **go**

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	- Practise previously learned consonant digraphs Ch, sh, th, ng	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs ai, ee	Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs oa, oo
Teach	- Teach four of the vowel digraphs ai Wait, Gail, hail, pain, aim, sail, main, tail, rain, bait	- Teach four of the vowel digraphs ee see, feel, weep, feet, jeep, seem, meet, week, deep, keep	- Teach four of the vowel digraphs oa coat, load, goat, road, loaf, soap, oak, toad, foal, boatman	Teach four of the vowel digraphs oo too, boot, zoo, hoot, zoom, cool, food, root, moon, rooftop look, foot, cook, good, book, took, wood, wool, hook, hood	- Teach reading the tricky word was - Teach spelling the tricky words no and go
Practise	- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sentence substitution p. 86-7 - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading What's in the box? P. 85 - Practise segmentation for spelling Phoneme frame p. 88	- Practise blending for reading Matching words and pictures p. 87 - Practise segmentation for spelling Play full circle game p90	- Practise reading and spelling high-frequency words p.93 - Practise reading two-syllable words p.94

Apply	- Practise reading / writing captions and sentences Jill has fair hair.	Practise reading / writing captions and sentences Meet at six.	- Practise reading / writing captions and sentences goats on the farm	Practise reading / writing captions and sentences I can hear an owl hoot.	Practise reading / writing captions and sentences Gail was on the rooftop.
Assessment: Additional activities: Yes / No questions (pages 100 and 104)				<u>Spellings to send home:</u> Pain, sail, feel, meet, coat, soap, boot, moon, was, no <u>sentences to read at home:</u> Gail was in pain.	

Phase 3 Week 5: ar or ur ow

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Teach reading the tricky word **my**

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	- Practise previously learned vowel digraphs ai, ee, oa, oo	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs ar, or	- Point to the letters in the alphabet while singing the alphabet song	- Practise previously learned vowel digraphs Ur, ow
Teach	- Teach four more vowel digraphs ar Bar, car, bark, card, cart, hard, jar, park, market, farmyard	- Teach four more vowel digraphs or For, fork, cord, cork, sort, born, worn, fort, torn, cornet	- Teach four more vowel digraphs ur fur, burn, urn, burp, curl, hurt, surf, turn, turnip, curds	- Teach four more vowel digraphs ow now, down, owl, cow, how, bow, powl, row, town, towel	- Teach reading the tricky word my - Teach spelling two-syllable words p.94
Practise	- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sentence substitution p. 86-7 - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading What's in the box? P. 85 - Practise segmentation for spelling Phoneme frame p. 88	- Practise blending for reading Matching words and pictures p. 87 - Practise segmentation for spelling Play full circle game p. 90	- Practise reading and spelling high-frequency words p.93 - Practise reading two-syllable words p.94

Apply	- Practise reading / writing captions and sentences The car is red	- Practise reading / writing captions and sentences It is torn.	- Practise reading / writing captions and sentences Dig up a turnip.	- Practise reading / writing captions and sentences Now, now, brown cow.	- Practise reading / writing captions and sentences My hair is brown. My dog is Ben.
Assessment: Additional activities: Yes / No questions (pages 100 and 104)			Homework: <u>Spellings to send home:</u> Car, hard, born, torn, curl, surf, owl, how, now, my <u>sentences to read at home:</u> The car park in town was full. A card was sent.		

Phase 3 Week 6: oi er igh ear

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Teach reading the tricky word **you**

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	- Practise previously learned vowel digraphs ar, or, ur, ow	- Practise letter names	- Practise previously learned vowel digraphs Oi, er	- Practise letter names	- Practise previously learned vowel digraphs Igh, ear
Teach	- Teach four more vowel digraphs Oi Oil, boil, coin, coil, join, soil, toil, quoit, poison, tinfoil	- Teach four more vowel digraphs Er Hammer, letter, rocker, supper, dinner, boxer, summer, banner	- Teach more vowel trigraphs Igh High, sigh, light, might, night, right, sight, fight, tight, tonight	- Teach more vowel trigraphs Ear Ear, dear, fear, hear, gear, near, tear, year, rear, beard	- Teach reading the tricky word you
Practise	- Practise blending for reading Countdown p. 86 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sentence substitution p. 86-7 - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading What's in the box? P. 85 - Practise segmentation for spelling Phoneme frame p. 88	- Practise blending for reading Matching words and pictures p. 87 - Practise segmentation for spelling Play full circle game p. 90	- Practise reading and spelling high-frequency words p.93 - Practise reading two-syllable words p.94
Apply	- Practise reading / writing captions and sentences A coin in the soil.	- Practise reading / writing captions and sentences We had supper at the dinner table.	- Practise reading / writing captions and sentences The moon was bright tonight.	- Practise reading / writing captions and sentences Oh dear, oh dear, can you hear?	- Practise reading / writing captions and sentences The boxer hit high. The banner had lots of bright letters.

Assessment:

Additional activities: Yes / No questions (pages 100 and 104)

Homework:

Spellings to send home:

Boil, soil, foil, dinner, high, light, night, dear, fear, you

sentences to read at home:

There were lights in the sky at night.

The boxer hurt his ear.

Phase 3 Week 6: air ure

Practise blending for reading

Practise segmentation for spelling

Practise reading and spelling high-frequency words

Teach reading the tricky word **they**

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	- Practise previously learned di/ trigraphs Oi, er, igh, ear	- Practise letter names	- Practise previously learned trigraphs air, ure	- Practise previously learned GPCs Yes / no questions p. 100 (sets 1-6) children to read and respond to questions.	- Practise previously learned GPCs Yes / no questions p. 100 (sets 1-7) children to read and respond to questions.
Teach	- Teach more vowel trigraphs air air, fair, hair, pair	- Teach more vowel trigraphs Ure Sure, lure, assure, insure, pure, cure, secure, manure, mature	- Teach reading the tricky word they	Review high frequency words.	Review high frequency words.
Practise	- Practise blending for reading Buried treasure activity p. 87 - Practise segmentation for spelling Phoneme frame p.88	- Practise blending for reading Sorting activity p. 88 (sort into one and two syllable words). - Practise segmentation for spelling Quickwrite p. 89	- Practise blending for reading They went fishing. They were climbing Matching words and pictures (p. 87) - children could mime actions others could guess and write sentences.	- Practise reading and spelling high-frequency words	- Practise spelling two-syllable words
Apply	- Practise reading / writing captions and sentences. My hair is fair.	- Practise reading / writing captions and sentences. The boy was mature.	- Practise writing captions They play / cry / smile.	In the woods sentences from p. 104	Two syllable word sentences from p. 103-4

Assessment:

Additional activities: Yes / No questions (pages 100 and 104)

Spellings to send home:

Air, fair, hair, pair, sure, pure, cure, manure, mature, they

sentences to read at home:

He has fair hair.

That pair are mature.

Phase 3 Week 7:

Practise blending for reading

Practise segmentation for spelling

Teach reading the tricky word [her](#)

Practise reading and spelling high-frequency words

Practise spelling two-syllable words

Practise reading captions and sentences

Practise writing captions and sentences

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	- Practise letter names	- Practise letter names	- Practise letter names	- Practise letter names	- Practise letter names
Teach	- Teach reading the tricky word her	-reading and spelling high-frequency words p.193-4	-reading and spelling high-frequency words p.193-4	-reading and spelling high-frequency words p.193-4	-reading and spelling high-frequency words p.193-4
Practise	- Practise all GPCs	- Practise all GPCs	- Practise all GPCs	- Practise all GPCs	- Practise all GPCs

	j and v p. 100	w and x p.100	y and qu p. 100	z and zz p. 100	ch and sh p. 101
Apply	- Practise reading / writing captions and sentences Captions (1-5) on page 103	- Practise reading / writing captions and sentences Captions (6-10) on page 103	- Practise reading / writing captions and sentences Sentences (1-5) on page 103	- Practise reading / writing captions and sentences Sentences (6-10) on page 103	At the river sentences p. 103
Assessment:			Homework:		
Additional activities: Yes / No questions (pages 100 and 104)			<u>Spellings to send home:</u> Cheep, tooth, chair, sharp, torch, looking, sheet, harsh, poach, her <u>sentences to read at home:</u> The chickens peck up corn on the farmyard. The chickens go into a shed at night - foxes might get them.		