

## English Additional Support Phonics planning

- Twice weekly sessions – adapt plan accordingly, based on start of year assessments
- Page numbers relate to Letters & Sounds document

<b>Phase 3:</b> New graphemes – Set 6: <b>j, v, w, x</b> High Frequency words for reading: <b>no go I the to</b>					
<b>Objective</b>	We are learning the alphabet song and practising blending and segmenting	We are learning a new phoneme <b>j</b> and how to read and write it	We are learning a new phoneme <b>v</b> and how to read and write it	We are learning a new phoneme <b>w</b> and how to read and write it	We are learning a new phoneme <b>x</b> and how to read and write it
<b>Revisit/ Review</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s</b> Play Flashcards. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s</b> Play Quickwrite Graphemes. Sing the alphabet song Flashcards: <b>Speed Trial</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s + j</b> Play Flashcards Sing the alphabet song <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j + v</b> Play Quickwrite Graphemes. Sing the alphabet song. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v + w</b> Play Flashcards Sing the alphabet song. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
<b>Teach</b>	Learn an alphabet song	Introduce the phoneme <b>j</b> with actions – <b>see p78</b> in Letters and Sounds	Introduce the phoneme <b>v</b> with actions – <b>see p78</b>	Introduce the phoneme <b>w</b> with actions – <b>see p78</b>	Introduce the phoneme <b>x</b> with actions – <b>see p78</b>
<b>Practise</b>	Play Soundbuttons with the words: <b>mess fat bun boss back hop cuff dull sell</b>	Play Soundbuttons see <b>p58</b> Words: <b>jam jet jog Jill Jack</b>	Play Countdown see <b>p86</b> Words: <b>jam jet jog van vet visit back sun hot pen</b>	Play Quickwrite see <b>p89</b> Words: <b>will win wag web wig wax jam jog van vet.</b>	Practise reading high-frequency words see <b>p92</b> Words: <b>no go I the to</b>

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<b>Apply</b>	Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck - then all children read together. <b>I got a hug and a kiss The dog bed is in a mess. A cat can hiss</b>	Hold up caption on card or whiteboard Read together and model blending tricky words. <b>Jack and Jill jog up the hill. Jog to get the jam. A man can jog to get fit.</b>	Hold up sentence on card or whiteboard Read together and model blending tricky words. <b>Did I put the jam in the van? Did the cat get to the vet? Can I visit a pet on a jet?</b>	Play Yes/No questions see <b>p97</b> – get children to use thumbs up and thumbs down to show whether the answer is yes or no. <b>Is the sun wet? Can men jog to get fit? Has a pot of jam got a lid? Can a van go up a hill? Has a cat got a web? Will a pig put on a wig?</b>	Play Yes/No questions see <b>p97</b> <b>Can wax get hot? Has a fox got six legs? Can a vet fix a jet? Will a rat visit a fox? Can a taxi hop? Will a dog sit in a box?</b>
<b>Assessment:</b> Make notes on assessment sheet					

<b>Phase 3:</b> New graphemes – Set 7: <b>y, z, qu</b> Read Tricky words : <b>he, she</b> Spell Tricky words : <b>the, to</b> Practise High Frequency Words: <b>He she and the no go</b>					
<b>Objective</b>	We are learning a new phoneme <b>y</b> and how to read and write it.	We are learning a new phoneme <b>z</b> and how to read and write it	We are learning to read the tricky words <b>he</b> and <b>she</b>	We are learning a new phoneme <b>qu</b> and how to read and write it	We are learning to spell the tricky words <b>the</b> and <b>to</b>

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<b>Revisit/ Review</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x</b> Play Flashcards Sing the alphabet song and point to each letter as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x</b> Play Quickwrite graphemes Sing the alphabet song and point to each letter as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x</b> Play Flashcards. Sing the alphabet song – all children point to letters as you sing <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x</b> Play Quickwrite Sing the alphabet song – all children point to letters as you sing <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x</b> Play Flashcards Sing the alphabet song – all children point to letters as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
<b>Teach</b>	Teach the new phoneme <b>y</b> with actions	Teach the new phoneme <b>z</b> with actions. Explain that this phoneme can be represented by the grapheme <b>z</b> or sometimes by <b>zz</b> at the end of words. Show the word <b>zigzag</b> – see reading two syllable words <b>p94</b>	Teach the children how to read the tricky words: <b>he</b> and <b>she</b> – see learning to read tricky words <b>p91</b> Train Your Brain Phase 3	Introduce the phoneme qu with actions – <b>see p78</b>	Teach spelling the high frequency words: <b>the, to</b> – see learning to spell and practising tricky words <b>p93</b>
<b>Practise</b>	Play Buried Treasure. Words: <b>yap yes yet yell yum yud yem yock yit</b>	Play Soundbuttons see <b>p58</b> Words: <b>zip buzz jazz zigzag yes yell yet yum</b>	Practise high frequency words see <b>p92</b> Words: <b>he she and the no go</b>	Play Quickwrite <b>see p89</b> Words: <b>quiz, quit, quick, liquid, quack, yap buzz zip yes yell</b>	Begin writing captions by making 'I can...' books. Each page contains a sentence beginning 'I can...' and a picture. E.g. <b>I can run to mum. I can dig. I can kick. I can hum. I can hop. I can hug. I can jog. I can visit. I can fix the box. I can mix. I can zip. I can yell. I can quack.</b>

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<b>Apply</b>	Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. <b>Yes! I can get a pet. Yum! It is jam. A dog can yap.</b>	Hold up caption on card or whiteboard Read together model blending tricky words. <b>Zip it up! Can a taxi zigzag? Can a bell buzz?</b>	Hold up sentence on card or whiteboard Read together and model blending tricky words. <b>Can he hop and zigzag? Did he yell? Can she zip up a hill?</b>	Play Yes/No questions see <b>p97</b> – get children to use thumbs up and thumbs down to show whether the answer is yes or no. <b>Can a duck quack? Is a zebra a pet? Can a hen peck? Is a lemon red? Can a fox get wet? Can a web buzz?</b>	Books will be continued next week.
<b>Assessment:</b> Make notes on assessment sheet.					

<b>Phase 3:</b> Consonant digraphs – <b>sh, ch, th, ng</b> Tricky words for reading – <b>we, me, be</b> High Frequency Words: <b>he she we me</b>					
Objective	We are learning a new phoneme <b>sh</b> and how to read and write it.	We are learning a new phoneme <b>ch</b> and how to read and write it	We are learning to read the tricky words <b>we, me, be</b>	We are learning a new phoneme <b>th</b> and how to read and write it	We are learning a new phoneme <b>ng</b> and how to read and write it

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<b>Revisit/ Review</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z qu</b> Play Flashcards. Sing the alphabet song and point to each letter as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z qu+ sh</b> Play Quickwrite Graphemes. Sing the alphabet song and point to each letter as you sing. <b>Flashcards: Speed Trial</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z qu sh + ch</b> Play Flashcards. Sing the alphabet song – all children point to letters as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z qu sh + ch</b> Play Quickwrite Graphemes. Sing the alphabet song – all children point to letters as you sing. <b>Flashcards: Speed Trial</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z qu sh ch + th.</b> Play Flashcards. Sing the alphabet song – all children point to letters as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
<b>Teach</b>	Teach the new phoneme <b>sh</b> with actions – see Introducing two letter GPCs <b>p81</b>	Teach the new phoneme <b>ch</b> with actions – see Introducing two letter GPCs <b>p81</b>	Teach the children how to read the tricky words: <b>we, me, be</b> – see learning to read tricky words <b>p91</b> . Train Your Brain Phase 3	Introduce the phoneme <b>th</b> with actions – see <b>p78</b>	Introduce the phoneme <b>ng</b> with actions – see <b>p78</b>
<b>Practise</b>	Play Buried Treasure see <b>p58</b> Words: <b>ship shop shell fish cash bash hush rush</b> <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b>	Play Buried Treasure see <b>p60</b> Words: <b>chip rich chill much shop fish chim nich chig fich lish</b> <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b>	Practise reading the high frequency words. Words: <b>he she we me</b> be see <b>p92</b>	Play Quickwrite see <b>p89</b> Words: <b>them then that this with thin thick chop such shock bash</b>	Model writing <b>sing, ring</b> and <b>ping-pong</b> and add sound buttons.
<b>Apply</b>	Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck - then all children read together. <b>I am in a rush to get to the shop. The cash is in the shop. I got a shell and a fish</b>	Hold up caption on card or whiteboard Read together and model blending tricky words. <b>Is it fish and a bag of chips? The rich man had a big chin. The chicken got a chill.</b>	Hold up sentence on card or whiteboard Read together and model blending tricky words. <b>We can be rich. She is in a rush to get it to me. He had a big shock.</b>	Play Yes/No game see <b>p97</b> – get children to use thumbs up and thumbs down to show whether the answer is yes or no. <b>Can a fish quack? Is a shell a pet? Can a hen shop? Can a chicken buzz? Can a chip be as big as a fish? Can a chip be thick?</b>	Continue with I can... books (or create new ones) see <b>p96</b> Add pages with the above words Books could be continued independently in other lessons. <b>I can sing, I can ring, I can ping-pong, I can sing a song. I can run along. I can be a king</b>

**Assessment:** Make notes on assessment sheet

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Phase 3: Vowel digraphs: <b>ai, ee, igh, oa</b> Tricky words for spelling – <b>was, my</b>					
Objective	We are learning a new phoneme <b>ai</b> and how to read and write it.	We are learning a new phoneme <b>ee</b> and how to read and write it	We are learning to read the tricky words <b>was, my</b>	We are learning a new phoneme <b>igh</b> and how to read and write it	We are learning to spell the phoneme <b>oa</b> and how to read and write it
Revisit/ Review	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l l s s j v w x y z q u s h c h t h n g</b> Play Flashcards. Sing the alphabet song and point to each letter as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l l s s j v w x y z q u s h c h t h n g a i</b> Play Quickwrite graphemes. Sing the alphabet song and point to each letter as you sing. <b>Flashcards: Speed Trial</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l l s s j v w x y z q u s h c h t h n g a i e e</b> Play Flashcards Sing the alphabet song – all children point to letters as you sing <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l l s s j v w x y z q u s h c h t h n g a i e e</b> Play Quickwrite graphemes. Sing the alphabet song – all children point to letters as you sing <b>Flashcards: Speed Trial</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l l s s j v w x y z q u s h c h t h n g a i e e igh</b> Play Flashcards. Sing the alphabet song – all children point to letters as you sing. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
Teach	Teach the new phoneme <b>ai</b> with actions	Teach the new phoneme <b>ee</b> with actions. Get children to write <b>ee</b> in the air and on whiteboards.	Teach the children how to read the tricky word <b>was my</b> – see learning to read tricky words <b>p91</b> . Train Your Brain Phase 3	Introduce the phoneme <b>igh</b> with actions – see <b>p78</b> Get children to try writing igh in the air and on whiteboards.	Introduce the phoneme <b>oa</b> with actions – see <b>p78</b> Get children to try writing oa in the air and on whiteboards.
Practise	Play Soundbuttons see <b>p58</b> Words: <b>wait hail pain aim sail main tail rain bait</b>	Play Buried Treasure. Words: <b>see feel weep feet meet deep ree leeb deet meep</b> <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b>	Play Countdown. Words: <b>hail rain tail main pain see feel weep feet keep</b>	Play Quickwrite see <b>p89</b> Words: <b>high light night fight sigh tonight might tight</b>	Play Soundbuttons. Words: <b>goat foal cat dog rat fox rat sheep vet</b>

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<b>Apply</b>	Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. <b>I will wait for a taxi. The cat has a long tail. I sang a song in the rain.</b>	Hold up caption on card or whiteboard Read together model blending tricky words. <b>He can see his big feet. I feel sad in the rain. A cat can meet a rat.</b>	Hold up sentence on card or whiteboard Read together model blending tricky words. <b>My rat was mad at the vet. The rain was a pain. I need to feed my cat and my dog</b>	Play Yes/No questions see <b>p97</b> – get children to use thumbs up and thumbs down to show whether the answer is yes or no. <b>Is it light at night? Can fish weep? Can a fox sail? Can a rat feel pain? Will it rain tonight? Will a chick cheep?</b>	Pretend all the children are animal owners and you are the vet. Model writing <b>Can the vet see my ...?</b> And add in the name of an animal of choice from the list of animals developed in the soundbuttons game earlier. Ask all children to choose an animal and write a request card <b>Can the vet see my ...?</b>
<b>Assessment:</b> Make notes on assessment sheet					

<b>Phase 3:</b> Vowel digraphs: <b>ur , ow, oi</b> Tricky words for spelling – <b>you</b>					
Objective	We are learning a new phoneme <b>ur</b> and how to read and write it.	We are learning a new phoneme <b>ow</b> and how to read and write it	We are learning to read the tricky word: <b>you</b>	We are learning a new phoneme <b>oi</b> and how to read and write it	We are practising reading captions

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<p><b>Revisit/ Review</b></p>	<p>Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z q u s h c h t h n g a i e e i g h o a o o a r o r</b> Play Flashcards. Look at an alphabet chart and practise the names of letters that children were finding tricky. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b></p>	<p>Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z q u s h c h t h n g a i e e i g h o a o o a r o r u r</b> Play Quickwrite Graphemes. Look at an alphabet chart and practise the names of letters that children were finding tricky. <b>Flashcards: Speed Trial</b></p>	<p>Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z q u s h c h t h n g a i e e i g h o a o o a r o r u r o w</b> Play Flashcards. Sing the alphabet song – all children point to letters as you sing <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b></p>	<p>Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z q u s h c h t h n g a i e e i g h o a o o a r o r u r o i</b> Play Quickwrite Graphemes. Look at an alphabet chart and practise the names of letters that children were finding tricky. <b>Flashcards: Speed Trial</b></p>	<p>Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s j v w x y z q u s h c h t h n g a i e e i g h o a o o a r o r u r o i</b> Play Flashcards. Look at an alphabet chart and practise the names of letters that children were finding tricky. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b></p>
<p><b>Teach</b></p>	<p>Teach the new phoneme <b>ur</b> with actions.</p>	<p>Teach the new phoneme <b>ow</b> with actions. Get children to write <b>ow</b> in the air and on whiteboards.</p>	<p>Teach the children how to read the tricky word: <b>you</b> – see learning to read tricky words <b>p91</b>. Train Your Brain Phase 3</p>	<p>Introduce the phoneme <b>oi</b> with actions – <b>see p78</b> Get children to try writing <b>oi</b> in the air and on whiteboards.</p>	<p>Model reading a caption or sentence (choose one from below). Soundtalk any words that are tricky. Draw a picture of what is happening in the caption</p>
<p><b>Practise</b></p>	<p>Play Soundbuttons see <b>p58</b> Words: <b>fur burn burp curl hurt surf turn turnip</b></p>	<p>Play Buried Treasure. Words: <b>now down owl cow how town fown owp hown lown . Dragon's Den, Buried Treasure, Picnic on Pluto</b></p>	<p>Play Countdown. Words: <b>fur burn burp surf turnip down town owl now how</b> <b>Pick-A Picture</b></p>	<p>Play Soundbuttons Words: <b>tinfoil, join, coin, boil, coil, down, now, how, cow, bow</b> <b>Rocket Rescue, Space Race</b></p>	



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<b>Assessment:</b> Make notes on assessment sheet.					

<b>Phase 3:</b> Vowel digraphs: <b>oo, ar, or</b> Tricky words for spelling – <b>no, go</b>					
Objective	We are learning a new phoneme <b>oo</b> and how to read and write it.	We are learning a new phoneme <b>ar</b> and how to read and write it	We are learning to spell the tricky words: <b>no, go</b>	We are learning a new phoneme <b>or</b> and how to read and write it	We are learning to spell two syllable words

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<b>Revisit/ Review</b>	Practise GPCs <b>s a t p i n m</b> <b>d g o c k c k e u r h b f f l l</b> <b>ss j v w x y z qu sh ch th</b> <b>ng ai ee igh oa</b> Play Flashcards. Sing the alphabet song and point to each letter as you sing.: <b>Flashcards: Speed Trial,</b> <b>Flashcards Time</b> <b>Challenge</b>	Practise <b>GPCs s a t p i n m</b> <b>d g o c k c k e u r h b f f l l</b> <b>ss j v w x y z qu sh ch th</b> <b>ng ai ee igh oa oo</b> Play Quickwrite Graphemes. Sing the alphabet song and point to each letter as you sing. <b>Flashcards: Speed</b> <b>Trial</b>	Practise GPCs <b>s a t p i n m</b> <b>d g o c k c k e u r h b f f l l</b> <b>ss j v w x y z qu sh ch th ng</b> <b>ai ee igh oa oo ar</b> Play Flashcards. Sing the alphabet song – all children point to letters as you sing <b>Flashcards: Speed Trial,</b> <b>Flashcards: Time</b> <b>Challenge</b>	Practise GPCs <b>s a t p i n m</b> <b>d g o c k c k e u r h b f f l l</b> <b>ss j v w x y z qu sh ch th</b> <b>ng ai ee</b> Play Quickwrite Graphemes. Sing the alphabet song – all children point to letters as you sing <b>Flashcards: Speed Trial,</b> <b>Flashcards: Time</b> <b>Challenge</b>	Practise GPCs <b>s a t p i n m</b> <b>d g o c k c k e u r h b f f l l</b> <b>ss j v w x y z qu sh ch th</b> <b>ng ai ee igh</b> Play Flashcards. Sing the alphabet song – all children point to letters as you sing. <b>Flashcards: Speed Trial,</b> <b>Flashcards: Time</b> <b>Challenge</b>
<b>Teach</b>	Teach the two new phonemes made by <b>oo</b> with actions (the u sound as in <b>book</b> and also an <b>oo</b> sound as in <b>moon</b> ). Explain that <b>oo</b> can make both these sounds in different words	Teach the new phoneme <b>ar</b> with actions.	Teach the children how to spell the tricky words <b>(p93): no, go</b> <b>Train Your Brain Phase 3</b>	Introduce the phoneme <b>or</b> with actions – <b>see p78</b>	See Introducing spelling two-syllable words <b>p94</b> Use the words: <b>chicken jacket velvet</b> <b>wicked zigzag liquid</b> <b>tonight boatman rooftop</b> <b>market farmyard</b>
<b>Practise</b>	Play Soundbuttons see <b>p58</b> . Words: <b>look foot book</b> <b>good took too zoo boot</b> <b>hoof food moon</b>	Play Buried Treasure. Words: <b>car bark hard</b> <b>zoom wool root lar tark</b> <b>pard noom goot</b> <b>Buried Treasure,</b> <b>Dragon's Den, Picnic on</b> <b>Pluto</b>	Play Quickwrite see <b>p89</b> . Words: <b>look foot too zoom</b> <b>food card cart hard jar</b> <b>park</b> <b>Rocket Rescue, Space</b> <b>Race</b>	Play Quickwrite see <b>p89</b> Words: <b>for fork sort born</b> <b>worn torn hard park cook</b> <b>boot</b> <b>Rocket Rescue, Space</b> <b>Race</b>	Look at a picture of a boat, car, rocket, cart, jeep. Ask each child to write a caption for a picture e.g. <b>This is my jeep. This</b> <b>rocket can go to the moon.</b> <b>This boat can zoom. This</b> <b>cart can go to the park.</b> <b>The car is on the road.</b> <b>The boat has got a sail.</b>

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- Twice weekly sessions – adapt plan accordingly, based on start of year assessments
- Page numbers relate to Letters & Sounds document

<p><b>Apply</b></p>	<p>Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. <b>I go to the moon in a boat. It is fun to go to the zoo. The foal had a pain in his hoof.</b></p>	<p>Hold up caption on card or whiteboard Read together model blending tricky words. <b>Will it be hard to park my car on this road? Will a dog bark if it sees a shark? Is it dark on the moon?</b></p>	<p>Give children post it notes. Ask them to write <b>This book is cool.</b> on the post it note. Ask them to soundtalk and think through how to write this. When they have written this repeat with the sentences. <b>This book is fun. This book is good.</b> Stick post it notes on favourite books in class</p>	<p>Play Yes/No game see <b>p97</b> – get children to use thumbs up and thumbs down to show whether the answer is yes or no. <b>Is a fork sharp? Will a fish forget things? Will a fort be big? Is a boot short? Is a tail for wagging? Can a coat get torn on a thorn? Is a torch bright? Is corn red? Do bees buzz in the morning?</b></p>	
<p><b>Assessment:</b> Make notes on assessment sheet</p>					