

## English Additional Support Phonics planning

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

Phase 4: <b>nt, nd, mp, lp, st, lk</b>					
High Frequency words : <b>she, we, me be</b>					
<b>Objective</b>	<b><i>We are learning to read CVCC words</i></b>	<b><i>We are learning to read some tricky words and practise CVCC words</i></b>	<b><i>We are learning to spell CVCC words</i></b>	<b><i>We are learning to write HFW and practise writing CVCC words</i></b>	
<b>Revisit/ Review</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that assessment has shown children struggling with. Play Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Stick to the same format as previous days Introduce – Revisit – Teach – Practise – Apply – Assess Decide what to cover in each section by looking back at the week’s assessments and deciding what needs further work.
<b>Teach</b>	Teach reading CVCC words by writing ten on a whiteboard. Soundtalk and blend. Add the letter t to make tent. Soundtalk again. Ask children to join in. Repeat with bend, damp	Teach reading tricky words said and so ( <b>see p118 Letters and Sounds.</b> )	Use a large four letter phoneme frame. Teacher says the word <b>dump</b> . Soundtalk it slowly. Make the word in the phoneme frame with magnetic letters. Repeat with <b>sent</b>	Write the word <b>he</b> on a whiteboard. Check that all children can read it. Say a sentence using the word. Soundtalk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Ask children to trace the shapes of the letters with their fingers. Rub the word off the whiteboard and ask all children to write the word on their own whiteboards. Repeat with <b>she, we, me be</b>	
<b>Practise</b>	Play Buried Treasure with words: <b>tent, damp, lump,</b>	Play Buried Treasure with words: <b>tent, damp, hump,</b>	Play Phoneme Frame. Give each child a small phoneme	Play Phoneme Frame. Give each child a small phoneme	

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	<p><b>bend, mend, fump, hent, yend</b>  <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b></p>	<p><b>bend, mend, fump, hent, yend</b>  <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b></p>	<p>frame. Read out a word and ask children to create it in the phoneme frame with magnetic letters or grapheme cards or write them in.          Words: <b>bump, jump, went, tent, damp, bend, mend</b>  <b>Space Race, Rocket Rescue</b></p>	<p>frame. Read out words one at a time and ask children to create them in the phoneme frame with magnetic letters or grapheme cards or write them in. Words: <b>help, just, chimp, roast, pond, nest, milk</b>  <b>Space Race, Rocket Rescue</b></p>	
<b>Apply</b>	<p>Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. Then all children read together. <b>Help! I got a bump on the leg. A tent will get damp in the rain. Milk is good for teeth and gums.</b></p>	<p>Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. Then all children read together. <b>Mum said, "It is best not to jump on the bed." A lost chimp felt so sad he wept. This belt is so tight, it hurts my waist.</b></p>	<p>Read a sentence. Ask children to write on whiteboards. Encourage children to soundtalk words. Show a card with the sentence on. Ask children to check each letter. Encourage them to correct any mistakes. <b>I can boast that I had toast for my lunch. I think that pink socks might be the best. If you feel down in the dumps then jump and sing.</b></p>	<p>Read a sentence. Ask children to write the sentence on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to soundtalk words. Ask children to check each letter and tick all the ones they have got right. Encourage them to correct any mistakes. <b>The chimp sings a song as he jumps up and down. We put the tent next to the pond. He put the milk in the sink.</b></p>	

**Assessment:**

Make notes on assessment sheet.

**Phase 4:** **sp, st, sk, tr, pl, fr, tw, sw, sn, sm, br, gr, fl, pl,**

**High Frequency words:** **was, you**

**Tricky Words:** **have, like, some, come**

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<b><i>Objective</i></b>	<b><i>We are learning to read CCVC words</i></b>	<b><i>We are learning to read some tricky words and practise CCVC words.</i></b>	<b><i>We are learning to spell CCVC words</i></b>	<b><i>We are learning to write HFW and practise writing CCVC words</i></b>	
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<b>Revisit/ Review</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite <b>Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite <b>Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite <b>Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Stick to the same format as previous days Introduce – Revisit – Teach – Practise – Apply – Assess Decide what to cover in each section by looking back at the week’s assessments and deciding what needs further work
<b>Teach</b>	Teach reading CCVC words by writing pot on the whiteboard. Soundtalk. Write s in front of pot to make spot. Point to the s and say ssss holding the sound then point to the next consonant and slide them together continue soundtalking the rest of the word. Repeat with <b>step, stop, skip trip, plan, from</b>	Teach reading tricky words <b>have, like, some, come</b> (see learning to read tricky words <b>p118</b> )	Use a large four letter phoneme frame. Teacher says the word <b>stop</b> Sound talk it slowly. Make the word in the phoneme frame with magnetic letters. Repeat with <b>spin</b>	Write the word <b>was</b> on a whiteboard. Check that all children can read it. Say a sentence using the word. Soundtalk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Explain that it sounds like we need /o/ in the middle of this word but this word is special and we have to train our brains to remember to spell it with the letter a. Ask children to trace the shapes of the letters with their fingers. Rub the word off the whiteboard and ask all children to write the word on their own whiteboards. Repeat with <b>you</b>	
<b>Practise</b>	Play Countdown. Words: <b>spot, step, stop, skip, trip,</b>	Play Buried Treasure with words: <b>spot, step, trip, plan,</b>	Play Phoneme Frame. Give each child a small phoneme	Play Buried Treasure. Words: <b>sniff, smell, brown,</b>	

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	<b>plan, from, frog, twin, swim</b> <b>Make a Match</b>	<b>frip, glan, spem, slin</b> <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b>	frame. Read out words one at a time and ask children to create them in the phoneme frame with magnetic letters, grapheme card or in writing. Words: <b>spot, step, trip, from, skip, plan</b> <b>Space Race, Rocket Rescue</b>	<b>groan, floam, pliff, stell, vrown.</b> <b>Buried Treasure, Dragon's Den, Picnic on Plut</b>	
<b>Apply</b>	Hold up sentence on card or whiteboard Children read sentence in heads. Raise hands when they have finished – encourage them to blend if they get stuck. Then all children read aloud together. <b>Can I plan a trip to the moon? Help! Can you grab that green frog for me? Will a clown put on a green wig or stick with his brown hair?</b>	Hold up sentence on card or whiteboard Children read sentence in heads and raise hands when they have finished. Encourage them to blend if they get stuck. Then all children read aloud together. <b>It smells like we might have some roast chicken tonight. Can we train a dragon to come and cook food for us? Will you come and have some roast bugs on toast for dinner?</b>	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to soundtalk to help them work out how to spell the words. <b>This frog is strong. His green skin has bumps. He likes to swim in his pond.</b>	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to soundtalk tto help them spell words. <b>Sniff the sweet jar. Yum! Scoop the sweets into a bag. Chomp the sweets and crunch them up</b>	
<b>Assessment:</b> tick with his brown hair? Assess Make notes on assessment sheet					

### Phase 4: words with adjacent consonants

High Frequency Words: **they, all, are**

Tricky Words: **were, there, little one**

<b>Objective</b>	<b><i>We are learning to read some tricky words and practising words with adjacent consonants</i></b>	<b><i>We are learning to read two syllable words with adjacent consonants</i></b>	<b><i>We are learning to spell two syllable words with adjacent consonants</i></b>	<b><i>We are learning to spell HFW and practise writing words with adjacent consonants</i></b>	
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<b>Revisit/ Review</b>	Practise GPCs particularly long vowel phonemes. Play Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>	Stick to the same format as previous days Introduce – Revisit – Teach – Practise – Apply – Assess Decide what to cover in each section by looking back at the week's assessments and deciding what needs further work
<b>Teach</b>	Teach reading tricky words: <b>were, there, little one</b> (see p118)	Write a two syllable word on the whiteboard making a slash between the two syllables e.g. <b>lunch/box</b> . Sound talk the first syllable and blend it l-u-n-ch lunch. Sound talk the second syllable b-o-x box. Say both syllables lunchbox. Repeat and ask the children to join in. Repeat with the words: <b>helpdesk, windmill, treetop, starlight</b> .	Say a word e.g. <b>desktop</b> , clap each syllable and ask the children to do the same. Repeat with two or three more words. Clap the first word again and tell the children that the first clap is on <b>desk</b> and the second is on <b>top</b> . Ask the children for the sounds in desk and write it down. Repeat with the second syllable. Read the complete word. Repeat with another word	Write the word <b>they</b> on a whiteboard. Check that all children can read it. Say a sentence using the word. Sound talk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Explain that although the word has the /ai/ phoneme at the end, we need to train our brains to spell it with ey. Ask children to trace the shapes of the letters with their fingers. Rub the word off the whiteboard and ask all children to write the word on their whiteboards. Repeat with <b>all are</b>	
<b>Practise</b>	Play Buried Treasure with the words: <b>steep, tree, trail, train, smEEP, gree, prail, fraIn</b> <b>Buried Treasure, Dragon's Den, Picnic on Pluto</b>	Play Countdown. Words: <b>lunchbox, helpdesk, windmill, treetop, starlight, desktop, sandwich, sandpit.</b> <b>Make a Match</b>	Teacher reads out two syllable words children clap out the syllables segment them and write them on whiteboards (or make them from magnetic letters). Use the words:	Give children two minutes to see how many times they can write the word <b>they</b> on a whiteboard. Ask children to count up the words and see who managed to do the most.	

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			<b>lunchbox, helpdesk, windmill, treetop, starlight, desktop, sandwich, sandpit.</b>	Repeat with the words <b>all</b> and <b>are</b>	
<b>Apply</b>	Hold up sentence on card or whiteboard Children read the sentence in their heads and then raise their hands when they have finished. Encourage them to blend if they get stuck. Then ask all children to read aloud together. <b>Were there some chimps at the zoo? Yuck! There was a paint brush in the coffee cup. One little brown toad got stuck down a drain.</b>	Hold up sentence on card or whiteboard Children read the sentence in their heads and then raise their hands when they have finished. Encourage them to blend if they get stuck. Then ask all children to read aloud together. <b>You put a shampoo sandwich in my lunchbox. Ring the helpdesk and tell them my cat is stuck. I stuck a little windmill in this sandpit.</b>	Read a sentence. Ask children to write on whiteboards. Encourage children to sound talk tricky words. <b>Can lightning hit a windmill? The chimpanzee did a handstand. This frog is chomping on pondweed.</b>	Read a sentence. Ask children to write on whiteboards. If any children find writing very difficult then they could create the sentence from magnetic letters. Encourage children to sound talk tricky words. <b>They all had a sandwich and some crisps for a snack. The windmills are all near the farm. They are all jumping for joy.</b>	
<b>Assessment:</b> Make notes on assessment sheet.					

<b>Phase 4:</b> Tricky Words: <b>do, when, out, what</b> High Frequency Words: <b>my, all, her</b>					
<b>Objective</b>	<b><i>We are learning to read HFW and practising reading words with adjacent consonants.</i></b>	<b><i>We are practising reading HFW</i></b>	<b><i>We are learning to spell words with adjacent consonants.</i></b>	<b><i>We are learning to spell HFW and practise writing words with adjacent consonants</i></b>	

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<b>Teach</b>	Teach reading tricky words <b>do, when, out, what</b>	Display a word card. Point to each grapheme as the children soundtalk the graphemes (as far as is possible with tricky words) and read the word. Say a sentence using the word. Repeat with each word card. Start again with the first word card and repeat the process more quickly but without giving a sentence. Work through all cards. Go through cards a final time with children saying the word without sounding them out. Words: <b>said, so, do, have, like, some, come, were, there, little, one, when, out, what.</b>	Have four, five and six phoneme frames available. Say a word e.g. <b>think</b> and model counting out phonemes on your fingers. Ask children how to write each of the phonemes. Count them off against your fingers to check that you haven’t forgotten any. Write the word.	Write the word <b>my</b> on a whiteboard. Check that all children can read it. Say a sentence using the word. Soundtalk the word, raising a finger for each phoneme. Ask children to do the same. Discuss the letters required for each phoneme, using letter names. Ask children to trace the shapes of the letters with their fingers. Rub the word off the whiteboard and ask all children to write the word on their own whiteboards. Repeat with <b>all her</b>	
<b>Practise</b>	Play Buried Treasure. Words: <b>think, thank, street, spring, plink, thand, spreet, sprick Buried Treasure, Dragon's Den, Picnic on Pluto</b>	Play Countdown. Words: <b>think, thank, street, spring, crept, slept, crunch, scrunch, trunk, drift. Make a Match</b>	Play phoneme fingers. Teacher reads word. Children show the number of phonemes by holding up that number of fingers then try writing the word	Play Phoneme Fingers. Teacher reads word. Children show the number of phonemes by holding up that number of fingers then try writing the word.	



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<p><b>Apply</b></p>	<p>Display a yes/no question. Children read independently then confer with a partner to decide if the answer is yes or no. Show this with thumbs up or down. <b>Do clocks get cross? Can crabs clap hands? Are you fond of plums? Did a shark ever jump up a tree? Do trains run on tracks? Will a truck go up steep stairs? Can we see the stars on a clear night? When you get wet, will you shrink? Will trash jump from a dustbin?</b></p>	<p>Display a yes/no question. Children read independently then confer with a partner to decide if the answer is yes or no. Show this with thumbs up or down. Invite a pair to read the question. Repeat. <b>When you drink milk, will you hear it crunch? Will an igloo melt in spring? Will a pink shrimp punch a green crab? Can string think? Do you think mud will scrunch? Do cars sleep? Will a plump toad burst? Do skunks stink? Do fish blink?</b></p>	<p>Read a sentence. Ask children to write on whiteboards (or use magnetic letters). Encourage children to soundtalk challenging words: <b>A shrimp slept in a shell. A crab crept into a crack. An octopus puts on lots of pink socks with brown spots</b></p>	<p>Read a sentence. Ask children to write on whiteboards (or use magnetic letters). Encourage children to sound talk tricky words. <b>My damp tent smells as bad as a mad skunk. Do all brown toads grunt and groan? My chimp had a sandwich for her lunch</b></p>	
<p><b>Assessment:</b> Make notes on assessment sheet.</p>					

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