





# Phonics Scheme

## Weekly Planner

PHASE  
2

Week 1





 Day	 Focus	 Activity	 Supplies
<b>Monday</b>  Allow 15/20 minutes.	Phase 2  Phoneme/ grapheme: s	<p><b>Teach</b></p> <p>Show children the feely bag and create a sense of excitement about what is inside. Slowly pull the sock out of the feely bag while saying “ssssssss”. When the sock is out bag say, “sssock”. Ask the children to repeat the sound and the word.</p> <p><b>Pull out the sound card and point to the letter ‘s’, while repeating the sound.</b></p> <p><b>Practise</b></p> <p>Tell the children that you are going to play a copying game. They must copy the way in which you say the sound. Point at the letter ‘s’ on the card and whisper, “ssss”. Children to copy.</p> <p><b>Repeat using various voices: squeaky, deep, loud, quiet, normal.</b></p> <ol style="list-style-type: none"> <li>1. Show the children the four pictures with ‘s’ as the initial sound. Point to each one and say it together, making sure you emphasise the ‘s’ phoneme at the start.</li> <li>2. Write the grapheme ‘s’ next to each picture, talking as you do: “Over the top, across the middle and back round.” (Make sure you do this in a position where all children can clearly see you forming the letter.)</li> <li>3. Repeat the letter formation again, this time writing with your finger in the air (with your back to the children). Ask the children to join in with their writing fingers. Repeat twice and then have a go at writing on the floor using writing fingers.</li> </ol> <p><b>Apply</b></p> <ol style="list-style-type: none"> <li>1. Show the children the four pictures with ‘s’ as the initial sound. Point to each one and say it together, making sure you emphasise the ‘s’ phoneme at the start.</li> <li>2. Write the grapheme ‘s’ next to each picture, talking as you do: “Over the top, across the middle and back round.” (Make sure you do this in a position where all children can clearly see you forming the letter.)</li> <li>3. Repeat the letter formation again, this time writing with your finger in the air (with your back to the children). Ask the children to join in with their writing fingers. Repeat twice and then have a go at writing on the floor using writing fingers.</li> </ol>	<p><input type="checkbox"/> Mrs Mactivity Phase 2 sound cards: s</p> <p><input type="checkbox"/> A sock.</p> <p><input type="checkbox"/> A feely bag.</p> <p><input type="checkbox"/> Four pictures showing ‘s’ as the initial sound (snake, stick, sand, spoon).</p> <p>Put the sock and ‘s’ sound card into the feely bag before starting the input.</p> <p>Stick the four pictures onto a large piece of paper or the whiteboard/ smartboard. You will be writing the ‘s’ sound next to each one. Cover this up until you need to use it.</p>

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<b>Tuesday</b>  Allow 15/20 minutes.	Phase 2  Phoneme/ grapheme: a	<p><b><u>Revisit and Review</u></b></p> <p>Show children the feely bag from yesterday and create a sense of excitement about what is inside today.  <b>Pull the 's' sound card out and ask children if they remember the sound it makes. Repeat the sound with the children.</b></p> <p><b><u>Teach</u></b></p> <p>Slowly pull the apple out of the feely bag while saying "a a a a a". When the apple is out of the bag say, "a, a, apple". Ask the children to repeat the sound and the word.  <b>Pull out the sound card and point to the letter 'a', while repeating the sound.</b></p> <p><b><u>Practise</u></b></p> <ol style="list-style-type: none"> <li>1. Lay out the three hoops on the floor and place 's' card in one, an 'a' card in the other and leave the third empty. Show children the selection of objects in your basket and tell them you are going to sort them according to the sound they have at the beginning. You may like to demonstrate first.</li> <li>2. Ask a child to choose an object and name it – for example, "ant". They must listen to the first sound and place it in the correct hoop. When they have done this, the other children must repeat the sound and the word: "a, ant."</li> <li>3. Continue around the group until you have used all your objects. Remember that objects that do not begin with a 's' or 'a' sound will be placed in the hoop with no sound card.</li> </ol> <p><b><u>Apply</u></b></p> <ol style="list-style-type: none"> <li>1. Write the grapheme 'a' on the board (or somewhere all children can clearly see). As you do, talk through the formation: "All the way round, up, down and out."</li> <li>2. Repeat the letter formation again, this time asking the children to join in with their writing fingers on the floor. If children find the formation tricky, provide a letter template for them to trace on top of. Repeat a few times, addressing any mistakes or difficulties as you teach.</li> </ol>	<p><input type="checkbox"/> Mrs Mactivity Phase 2 sound cards: s, a</p> <p><input type="checkbox"/> Letter templates for tracing (optional).</p> <p><input type="checkbox"/> An apple.</p> <p><input type="checkbox"/> A feely bag.</p> <p><input type="checkbox"/> Three hoops.</p> <p><input type="checkbox"/> A selection of objects or picture cards beginning with a variety of sounds (including 's' and 'a').</p> <p>You could include:</p> <p>An apple, an ant, an astronaut, an alligator, an arrow, an anchor, a sock, a snake, a stick, a spoon, scissors</p> <p>...plus other objects starting with some of the other phase 2 initial sounds.</p> <p>Put the apple and 's' and 'a' sound cards into the feely bag before starting the input.</p>

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<b>Wednesday</b>  Allow 15/20 minutes.  <b>Optional Outdoor Lesson</b>	Phase 2  Phoneme/ grapheme: t	<p><b><u>Revisit and Review</u></b></p> <p>Using a whiteboard and marker, adult to write one of the previously learnt phonemes (s or a) on the board so all children can see. Ask children if they remember the sound that it makes. Repeat the sound as a group. Repeat for second phoneme.</p> <p><b><u>Teach</u></b></p> <p>Show children the feely bag. Slowly pull the tomato (or picture of a tomato) out of the feely bag while saying “t t t t t”. When the tomato is out of the bag say, “t, t, tomato”. Ask the children to repeat the sound and the word. Discuss the fact that there are two ‘ts’ in the word ‘tomato’!</p> <p><b>Pull out the sound card and point to the letter ‘t’, while repeating the sound.</b></p> <p><b><u>Practise</u></b></p> <ol style="list-style-type: none"> <li>Place each of the large sound cards (s, a, t) in a corner or space in the room – making sure you show the children where each card is. Children to stand in the middle. Adult must start by saying one of the sounds. Children must run or move to the correct card and sit down next to it. Repeat for each sound.</li> <li>Ask the children to gather back in the middle. Show them your feely bag and explain that there are some objects inside with different sounds at the start. They must listen very carefully to the initial sound in the word and then run/move to sit by the correct card. Adult to pull one of the objects out of the bag, saying what it is and making sure to emphasise the initial sound. It may be easier to ask children to gather back in the centre in between each object.</li> </ol> <p><b><u>Apply</u></b></p> <ol style="list-style-type: none"> <li>Write the grapheme ‘t’ on your whiteboard (or somewhere all children can clearly see). As you do, talk through the formation: “Start at the top, down and out and cross it.”</li> <li>Repeat the letter formation again, this time asking the children to join in with their writing fingers on the floor.</li> <li>Give each child a piece of chalk. Ask them to write the grapheme on the floor (or on chalkboards if indoors). Challenge the children to have a go at writing the letter both big and small. Those big movements are brilliant for gross motor development!</li> </ol>	<p><input type="checkbox"/> Mrs Mactivity Phase 2 sound cards: s, a, t <b>Print in A4 size.</b></p> <p><input type="checkbox"/> Whiteboard and dry erase pen (for adult only).</p> <p><input type="checkbox"/> A plastic tomato (or picture).</p> <p><input type="checkbox"/> Feely bag.</p> <p><input type="checkbox"/> Chalk for each child.</p> <p><input type="checkbox"/> A selection of objects beginning with s, a, t.</p> <p>You could use:  An apple, an acorn, a stone, a stick, a tin, a train.</p>

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<p><b>Thursday</b></p> <p>Allow 15/20 minutes.</p>	<p>Phase 2</p> <p>Phoneme/ grapheme: p</p>	<p><b><u>Revisit and Review</u></b></p> <p>Show the children your sound feely bag and tell them there are lots of different sounds inside today (put s, a, t inside the bag but keep p to one side). Choose one child to come and pull a sound out of the bag. As a group, say the sound. Repeat the sound using silly voices.</p> <p><b><u>Teach</u></b></p> <ol style="list-style-type: none"> <li>1. Reveal the present and say, "I have brought a p, p, p, present for you today! I wonder what's inside?"</li> <li>2. Take off the lid (without showing the contents) and choose one child to come and select one object from inside. Child to pull out an object and say what it is. Place the object next to the 'p' sound card on the floor. Repeat until all children have had a turn or the objects have been used up.</li> <li>3. Look over all the objects on the floor, saying the name for each and emphasising the 'p' sound. Point to the phoneme on the card and repeat the sound again.</li> </ol> <p><b><u>Practise</u></b></p> <p>Tell the children that we need to pack all of the small presents away into the present box. Choose one child and sound talk one of the items: "Finley, can you put the p-i-g into the box?" Repeat until all children have had a turn or the objects have been used up.</p> <p><b><u>Apply</u></b></p> <ol style="list-style-type: none"> <li>1. Write the grapheme 'p' on the board (or somewhere all children can clearly see). As you do, talk through the formation: "Start at the top, down, down, up, up and all the way around."</li> <li>2. Repeat the letter formation again, this time in the air and ask the children to join in with their writing fingers. Repeat twice and then ask the children to write on their leg using their writing fingers, all the time repeating the formation.</li> </ol>	<p><input type="checkbox"/> Mrs Mactivity Phase 2 sound cards: s, a, t, p</p> <p><b>Print in A4 size.</b></p> <p><input type="checkbox"/> A cardboard box wrapped like a present (make sure you can open the lid).</p> <p><input type="checkbox"/> A selection of 'p' objects to put inside the 'present'.</p> <p>You could include:</p> <p>A pen, a pig, a pan, a pin, a potato, a pot, a panda, a pencil, a pear, a paintbrush.</p>

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<b>Friday</b> Allow 20/25 minutes. <b>This lesson could be split throughout the day.</b>	Phase 2 Phoneme/ grapheme: s, a, t, p	<p><b><u>Revisit and Review</u></b></p> <p><b>Flashcards!</b> Show each one of the sound cards featuring the phonemes learned this week. Hold up the card and ask the children to say the sound. Adult to repeat the sound to address any mistakes and then ask children to repeat again. When you have looked through all the flashcards as a group, choose a card and an individual child to say the sound on their own. The group will then repeat.</p> <p><b><u>Teach</u></b></p> <ol style="list-style-type: none"> <li>1. Introduce the idea of oral blending and segmenting. Tell the children that they are going to use their phoneme knowledge to read some words!</li> <li>2. Place some of the flashcards in front of the children to spell a word. Words could include: sat, pat, tap, at, as. Using nonsense words at this stage could confuse children, so just stick to words the children will be likely to recognise.</li> <li>3. Sound talk the word that you have spelled out, saying each sound clearly. Ask the children to repeat and join in with the sound talk. Demonstrate how to say the sounds more quickly in order to blend them together. Ask children if they can hear the word you are saying. Keep repeating the sound blend until children have had a chance to guess the word.</li> </ol> <p><b><u>Practise</u></b></p> <p>Repeat the above activity, using the cards to make a few different words. Each time, ask the children to sound talk the word and then have a go at blending the sounds to hear the word. You may choose to do this as a group or individually, depending on the ability of the children.</p> <p><b><u>Apply</u></b></p> <ol style="list-style-type: none"> <li>1. Provide each child with a magnetic whiteboard and the phonemes from this week (in a separate pile). See right-hand column for alternative resources.</li> <li>2. Adult to say one of the phonemes and ask children to choose the correct one from their pile and stick it to their board. Repeat for each sound.</li> <li>3. When all the sounds have been used, adult must then demonstrate/remind children how to write the sounds. Choose ONE sound and write it underneath or next to the magnetic letter, talking through the formation as you write. Children to then have a go. Repeat for each of the sounds.</li> </ol>	<p><input type="checkbox"/> Mrs Mactivity Phase 2 sound cards: s, a, t, p</p> <p><input type="checkbox"/> Magnetic whiteboards and letters s,a,t,p (one set for each child and adult).</p> <p><input type="checkbox"/> Dry erase markers (one for each child and adult).</p> <p><b>Don't have magnetic whiteboards or letters?</b></p> <p>You could use:</p> <p>Whiteboards, markers and sound cards with blu tac on the back.</p> <p>Paper, pencils and sound cards with blu tac on the back.</p>