

 Day	 Focus	 Activity	 Supplies
<p><b>Monday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>ar</p>	<p><u>Revisit and review</u></p> <p>Show the children the phase 3 flashcards that they have learnt so far. Children to say the sound in unison. Time how long it takes for them to say all the sounds.</p> <p><u>Teach</u></p> <ol style="list-style-type: none"> <li>Show the children the items you have gathered, one at a time. Ask them to say what the object is.</li> <li>When you have shown all the objects, ask the children what they think the words have in common. Discuss the shared 'ar' sound in each word.</li> <li>Choose one of the items and ask the group to help you write out the word on the board, thinking about the initial and end sounds. Write the 'ar' digraph in a different colour or underline it.</li> <li>Repeat for each word.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar</li> <li><input type="checkbox"/> A few (or all) items from the following list: a star, a car, a shark, a scarf, a jar</li> <li><input type="checkbox"/> Phoneme frames.</li> <li><input type="checkbox"/> Optional magnetic letters.</li> <li><input type="checkbox"/> Paper or card cut into red and green circles (or whichever shape you like!) - enough for each child to have one of each colour.</li> <li><input type="checkbox"/> Pencils for each child.</li> <li><input type="checkbox"/> Write the following questions on the board before the session (only reveal one at a time): Can a shark swim? Can a car bark? Will it get dark at night? Is the park fun?</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Monday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>ar</p>	<p><u>Practise</u></p> <ol style="list-style-type: none"> <li>1. Read through decodable phase 3 ebook 'Jobs on the Farm' together as a group. Adult models segmenting and blending the words as children repeat. Children to segment and blend in unison. Write a list of words that contain 'ar' as you read through the story.</li> <li>2. Using a phoneme frame at tables (where feasible) children write the 'ar' words from the list.</li> <li>3. For children who struggle with this writing element then provide them with magnetic letters or grapheme cards instead.</li> </ol> <p><u>Apply</u></p> <ol style="list-style-type: none"> <li>1. Hand out a green circle, a red circle and a pencil to each child. Ask them to write the word 'yes' onto the green circle and 'no' onto the red circle.</li> <li>2. Show the first of the questions that you have pre-written on the board. Read together as a group. Ask the children to answer the question by holding up the 'yes' or 'no' card.</li> <li>3. Repeat. You may want to ask the children to read one or more of the questions to themselves, holding up their answer when they have done so. You can then re-read the question as a whole group.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar</li> <li><input type="checkbox"/> A few (or all) items from the following list: a star, a car, a shark, a scarf, a jar</li> <li><input type="checkbox"/> Phoneme frames.</li> <li><input type="checkbox"/> Optional magnetic letters.</li> <li><input type="checkbox"/> Paper or card cut into red and green circles (or whichever shape you like!) - enough for each child to have one of each colour.</li> <li><input type="checkbox"/> Pencils for each child.</li> <li><input type="checkbox"/> Write the following questions on the board before the session (only reveal one at a time): Can a shark swim? Can a car bark? Will it get dark at night? Is the park fun?</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Tuesday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>or</p>	<p><u>Revisit and review</u></p> <ol style="list-style-type: none"> <li>Using the Phase 3 sound cards as flashcards, hold them up and ask children to shout out which sound they can see. You could time this and then repeat to make it more of a challenge.</li> </ol> <p><u>Teach</u></p> <p>Write the following words on the board: fork   torch   born   cork   form</p> <ol style="list-style-type: none"> <li>Ask the children what they notice about all the words. Can they see which digraph is repeated? Choose children to come up and underline the repeating digraph. Discuss where it comes in the word.</li> <li>Tell the children the sound the grapheme 'or' makes. Now ask them to look at the first word and sound it out, putting up their hand when they know what it says.</li> <li>Repeat for the other words.</li> <li>Teach the tricky word 'her'. Hold up the card and then place behind your back or board. Every time children see the word they say what it says.</li> </ol>	<p>*Tricky word: 'her'*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or</li> <li><input type="checkbox"/> Timer (optional) Magnetic letters.</li> <li><input type="checkbox"/> Magnetic whiteboards (optional).</li> <li><input type="checkbox"/> Tricky word 'her' either written onto card or printed out.</li> <li><input type="checkbox"/> 'or' sound letter formation grapheme practice sheets.</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Tuesday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>or</p>	<p><u>Practise</u></p> <ol style="list-style-type: none"> <li>Place the magnetic letters into the middle of the carpet, so that all children can access them.</li> <li>Ask children to find the two letters that they need to make the 'or' grapheme and place them on their board/on the floor in front of them. (if you don't have enough for each child you could do this in small groups, or the children could work in pairs).</li> <li>Now ask the children to choose a letter or digraph to go in front of the 'or' sound, and again after the 'or' sound.</li> <li>Children must look at their word and read it out to the group, then the group repeats the word.</li> <li>Start again, keeping the 'or' in place and changing the other letters to make more real or silly words.</li> </ol> <p><u>Apply</u></p> <ol style="list-style-type: none"> <li>Using a phoneme frame at tables (where feasible) children write the following 'or' words into the phoneme frame: <b>horn, torn, fork, short</b></li> <li>For children who struggle with this writing element then provide them with magnetic letters or grapheme cards instead.</li> <li>You could also ask children to practise writing the 'or' sound using the letter formation grapheme practice sheet for 'or'.</li> </ol>	<p>*Tricky word: 'her'*</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or</li> <li><input type="checkbox"/> Timer (optional) Magnetic letters.</li> <li><input type="checkbox"/> Magnetic whiteboards (optional).</li> <li><input type="checkbox"/> Tricky word 'her' either written onto card or printed out.</li> <li><input type="checkbox"/> 'or' sound letter formation grapheme practice sheets.</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Wednesday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>Tricky words</p>	<p><u>Revisit and review</u></p> <ol style="list-style-type: none"> <li>1. Play flashcards, using a selection of sound cards from phase 2 and 3 by holding up the card and asking the children to say the sound in unison.</li> <li>2. Adult to repeat the sound to address any mistakes and then ask children to repeat again.</li> </ol> <p><u>Teach</u></p> <ol style="list-style-type: none"> <li>1. Put all the tricky words learnt so far into your tricky word hat. Pick one from the hat at a time.</li> <li>2. Adult to say the word and children to repeat using silly voices. Can anyone put the word into a sentence?</li> <li>3. Stick the tricky word onto your tricky word tree (or other display).</li> <li>4. Repeat for the other tricky words.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 2 sound cards.</li> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or</li> <li><input type="checkbox"/> Phase 3 tricky word cards (to, go, the, no, I, my, you, her).</li> <li><input type="checkbox"/> Tricky word 'hat' or feely bag.</li> <li><input type="checkbox"/> Phase 3 tricky words bingo card - one for each child or pair.</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Wednesday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>Tricky words</p>	<p><u>Practise</u></p> <ol style="list-style-type: none"> <li>Write out the following sentence on the board: <b>I go to a shop to get chips.</b></li> <li>Read the sentence together as a group, sounding out any necessary words and pausing to highlight the tricky word.</li> <li>Repeat for this sentence: <b>Her bag is big.</b></li> <li>Ask the children to read this sentence in unison: <b>The moon at night.</b></li> </ol> <p><u>Apply</u></p> <ol style="list-style-type: none"> <li>Hand out the tricky word bingo cards to each child (or one per pair), along with some counters.</li> <li>Call out one of the tricky words from today (or any other previously learnt words).</li> <li>The children with that word on their card must put a counter on it.</li> <li>Repeat until you have listed all of today's tricky words.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 2 sound cards.</li> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or</li> <li><input type="checkbox"/> Phase 3 tricky word cards (to, go, the, no, I, my, you, her).</li> <li><input type="checkbox"/> Tricky word 'hat' or feely bag.</li> <li><input type="checkbox"/> Phase 3 tricky words bingo card - one for each child or pair.</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Thursday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>ur</p>	<p><u>Revisit and review</u></p> <ol style="list-style-type: none"> <li>Lay out all the previously learned phase 3 sound cards on the floor (or stick to the board) so that all the children can see.</li> <li>Point to the graphemes at random and ask the children to tell you the sounds (in unison) they make as you point. Start slowly and speed up as the children gain confidence.</li> </ol> <p><u>Teach</u></p> <ol style="list-style-type: none"> <li>Write these 'ur' words on the board: burn, fur, turn, church, nurse.</li> <li>Ask children if they can spot the repeated grapheme. Underline it in each word.</li> <li>Tell children the sound that the 'ur' grapheme makes. Ask them to read the first word to themselves and put their hands up when they know what it says.</li> <li>Repeat for the other words, making sure you discuss the silent 'e' at the end of the word 'nurse'.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or</li> <li><input type="checkbox"/> A piece of blue material to act as a river.</li> <li><input type="checkbox"/> Write the following words on cards: burn turn lurk curl church nurse hurt fur slurp purse surf (enough for one per child).</li> <li><input type="checkbox"/> Optional magnetic letters.</li> <li><input type="checkbox"/> Phoneme frames.</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Thursday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>ur</p>	<p><u>Practise</u></p> <ol style="list-style-type: none"> <li>1. Lay out the piece of blue material across the floor, like a river and ask the children to sit at one side.</li> <li>2. Hand each child a word card and they can read it to themselves.</li> <li>3. Say to the children “you can cross the river if your word is the same as mine”. Then say a word (choose one that one of the children has). If a child has the same word as you then they must stand up and cross the river.</li> <li>4. Then the whole class read the word of the child who has crossed the river.</li> <li>5. Repeat so that each child has a turn to cross the river.</li> <li>6. When all the children are on the other side, give them a new card, or ask them to swap and repeat the game again.</li> </ol> <p><u>Apply</u></p> <ol style="list-style-type: none"> <li>1. Read through decodable Phase 3 ebook ‘Surfing Lesson’ together as a group. Adult models segmenting and blending the words as children repeat. Children to segment and blend in unison.</li> <li>2. Write a list of words that contain ‘ur’ as you read through the story.</li> <li>3. Using a phoneme frame at tables (where feasible) children write the ‘ur’ words from the list. For children who struggle with this writing element then provide them with magnetic letters or grapheme cards instead.</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or</li> <li><input type="checkbox"/> A piece of blue material to act as a river.</li> <li><input type="checkbox"/> Write the following words on cards: burn turn lurk curl church nurse hurt fur slurp purse surf (enough for one per child).</li> <li><input type="checkbox"/> Optional magnetic letters.</li> <li><input type="checkbox"/> Phoneme frames.</li> </ul>

 Day	 Focus	 Activity	 Supplies
<p><b>Friday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>ow</p>	<p><u>Revisit and review</u></p> <ol style="list-style-type: none"> <li>Using chalk, create several hop-scotch grids on the floor using all the phase 3 sounds you have learned so far. You might want to create one grid per group of 4.</li> <li>The children must take it in turns to throw the beanbag and hop-scotch to the letter/digraph it lands on, then the whole group says the sound in unison.</li> <li>Extend this further by asking the children to say both the sound and the name for the letters (where applicable).</li> </ol> <p><u>Teach</u></p> <ol style="list-style-type: none"> <li>Hold up the sound card with the 'ow' grapheme and tell the children what it says.</li> <li>Say the sound in a variety of silly voices (shouting, whispering, squeaking etc.) and ask the children to repeat you each time.</li> <li>Ask the children to stand up and stomp around the outdoor space, shouting out, "ow!" each time they put their foot down.</li> <li>Go back inside if no outdoor whiteboard. Write the word 'town' with sound buttons on the board and the 'own' covered with a piece of paper. Say that you are going to press the button underneath the digraph 't' and children need to say the sound.</li> <li>Now reveal the 'ow' and explain that you are going to press this button and the children need to say the sound 'ow'. Highlight again that the 'ow' needs a longer sound button as it is a digraph. Do the same with 'n'.</li> <li>Now demonstrate pressing one button after the other and blending the sounds to say 'town'. All children to try this in unison.</li> </ol>	<p>*Optional Outdoor Lesson* Some elements are indoor, so for ease, you may prefer to split this lesson over 2 days/sessions.</p> <p><input type="checkbox"/> Phase 2 sound cards (optional).</p> <p><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ow</p> <p><input type="checkbox"/> Chalk.</p> <p><input type="checkbox"/> Beanbags.</p> <p><input type="checkbox"/> Phoneme frames.</p> <p><input type="checkbox"/> Optional magnetic letters.</p> <p><input type="checkbox"/> Write the following sentences on coloured cards, with one word per card. Make sure each caption is written on a different colour! When you have done this, number each card in the caption so that the children will be able to sequence the words. The cow is black. I go down the hill to the shop. The clown frowns. I went to town.</p>

Continued...

 Day	Q Focus	 Activity	 Supplies
<p><b>Friday</b></p> <p>Allow: 20-25 minutes</p>	<p>Sounds</p> <p>ow</p>	<p><u>Practise</u></p> <ol style="list-style-type: none"> <li>1. Read through decodable phase 3 ebook 'Down in the Town' together as a group. Adult models segmenting and blending the words as children repeat. Children to segment and blend in unison.</li> <li>2. Write a list of words that contain 'ow' as you read through the story.</li> <li>3. Using a phoneme frame at tables (where feasible) children write the 'ow' words from the list.</li> <li>4. For children who struggle with this writing element then provide them with magnetic letters or grapheme cards instead.</li> </ol> <p><u>Apply</u></p> <ol style="list-style-type: none"> <li>1. Hide the numbered, coloured word cards around the outdoor space before the session (don't make it too difficult or it will take too long!).</li> <li>2. Going back outside, pick a colour and ask the children to go and find the word cards that are in that colour. Leave the other cards where they are.</li> <li>3. Children must run to find the cards of the correct colour and bring them back to the circle. Work as a team to look at the numbers on the cards to line them up in the correct sequence. Then read the caption or sentence as a group.</li> <li>4. Repeat by choosing a different colour.</li> </ol> <p><b>Reminder: Photocopy or take a photo of each child's work for their learning journey!</b></p>	<p><b>*Optional Outdoor Lesson*</b> Some elements are indoor, so for ease, you may prefer to split this lesson over 2 days/sessions.</p> <p><input type="checkbox"/> Phase 2 sound cards (optional).</p> <p><input type="checkbox"/> Phase 3 sound cards: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ow</p> <p><input type="checkbox"/> Chalk.</p> <p><input type="checkbox"/> Beanbags.</p> <p><input type="checkbox"/> Phoneme frames.</p> <p><input type="checkbox"/> Optional magnetic letters.</p> <p><input type="checkbox"/> Write the following sentences on coloured cards, with one word per card. Make sure each caption is written on a different colour! When you have done this, number each card in the caption so that the children will be able to sequence the words. The cow is black. I go down the hill to the shop. The clown frowns. I went to town.</p>