

Reception EYFS Planning | Term | Week: 1 | Graphemes - s a t p

Learning outcome	Assessment
Teach graphemes s, a, t and p.	Can the children recognise the s,a,t and p graphemes?
Practise the letters and sounds learnt.	Can the children blend orally?
Practise oral blending and segmentation.	Can the children orally segment?
Practise blending for reading.	Can the children hear initial sounds in words?
HFW: a at as.	With support can the children read the HFWs at, sat, pat, tap?

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes		Recall s using flashcard.	Take a basket from the shop with a mix of a and s objects in it. As a class, sort them out for the shop.	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters s , a or t .	Play I Spy with s a t p objects in the classroom.
Teach Teach new graphemes	Show action for the s grapheme: Weave hand in an s shape like a snake, and say ssss. Show PowerPoint s . Trace s with finger in the air. Look at objects with initial and final s . Watch the video 'Cat Sat on the Mat'. Can the children hear any words that begin or end in the letter s ? Oral Blending	Show the action for the a grapheme: Mouth open and wide, say a, a, a like you are very cold! Show PowerPoint a . Trace a with finger in the air. Look at the object on the screen and ask the children to say what they are. Emphasise the a sound. The last slide has the a sound in the middle position in cat .	Show the action for the t grapheme: Touch the teeth with your tongue and say t, t, t. Show PowerPoint t . Trace t with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the video 'Cat Sat on the Mat'. Can the children hear any words that begin or end in the letter s ?	Show the action for the t grapheme: Close and press the lips together to say p, p, p for pop. Show PowerPoint p . Trace p with finger in the air. Look at the objects on the screen and ask the children to say what they are. Emphasise the p sound. The last slide has the p sound in the final position.	1. Download the Blending PowerPoint. - read using phoneme frames - model blending of each sound, emphasising the direction of blending. - read without phoneme frames with Bot Bot the Robot. Watch the video 'Cat Sat on the Mat'. Can the children recognise the words that they have learnt to blend and segment?

	Hold up a cut-out of Miss Oh No. Pretend to be Miss Oh No and tell the children that they have to listen carefully to follow her new dance routine (she is a dance teacher). Call out instructions in sound-talk, for example: 1. Stand u-p. 2. Put your kn-ee-s, on your f-ee- t. 3. Put your finger on your n-o-se. 4. Bend one arm around your b-a-ck. 5. Wiggle your... The children listen and copy.	Watch the video 'Cat Sat on the Mat'. Can the children hear any words that begin or end in the letter s?			
Activity	Download the letter s worksheet. Can the children write the letter s and colour the items that start with the s sound? Then circle the pictures that end with the s sound.	Oral Blending Tricky Witch has cast a spell on Angry Red A. He can only understand sound-talk. Hold up a cut-out of Angry Red A and pretend to be him. What should Angry Red A put in his picnic basket? Children take turns to ask him what he will need. For example, j-a-m, c-a-ke, m-u-g-s.	Teach Blending for Reading Write the following on the whiteboard. at sat Stick the Black Cat sound buttons underneath each letter. Sound-talk 'at' then tell the children the word. Repeat and ask the children to tell their partners the word after you have sound-talked it. Then sound-talk in chorus. Repeat for 'sat'.	Teach Blending for Reading Write the following on the whiteboard. at, sat, pat, tap Stick the Black Cat sound buttons underneath each letter. Sound-talk 'tap' then tell the children the word. Repeat and ask the children to tell their partners the word after you have sound-talked it. Then sound-talk in chorus. Repeat for 'sat'.	Teach Blending for Reading Recap this blending activity using the s a t p grapheme flashcards. Sound out the letters s a t and blend to read words: at, sat, pat, tap.
HFWS a at as	The words 'a' and 'at' are phonetic. Tricky Witch has cast a spell on the word 'as'. She has changed the sound of the letter s to a z sound.		Read the Week 1 HFW PowerPoint. Explain how Tricky Witch has changed the sound of the letter s to a z sound in as.		Put flashcards for a, as and at in separate envelopes. Hide them. Put the found words on a display. The words 'a' and 'at' are phonetic. It is important to point out to the children that 'as' is a tricky word. It cannot be read by sounding the letters 'a' and 's' and blending the sounds together. In Monster Phonics, we say that Tricky Witch has cast a spell on this word to change the 's' sound to a 'z'. Help the children to remember that 'as' is a tricky word and not a regular word by creating a simple 'Tricky Words' display in your classroom. Every time the children encounter a tricky word, add the flashcard to it. Add the 'as' flashcard.

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Reception EYFS Planning | Term 1 | Week: 2 | Graphemes - i n

Learning outcome	Assessment
Teach graphemes i and n.	Can the children recognise i and n graphemes?
Practise all previously learnt letters and sounds learnt.	Can the children blend orally?
Practise oral blending and segmentation.	Can the children orally segment?
Teach and practise the blending for reading.	Can the children write initial sound of words?
HFW: in it is I an.	With support can the children blend to read at, sat, pat, tap?
	Can the children read the HFWs in, it, is, I, an?

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters s , a or t .	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters s , a or t .	Use a sound bag with real objects in containing examples of all sounds learned so far.	Read through the satpin Blending PowerPoint.	Revisit of sounds learnt by playing the Buried Treasure satp + in PowerPoint.
Teach Teach new graphemes	Teach the i grapheme. Action: Smile and say i, i, i. Show PowerPoint i . Trace i with finger in the air. Look at objects with initial and middle i . Watch the 'Pit-a Pat-a' video. Can the children hear any words that use the i sound?	Teach the n grapheme. Action: Say nnnn and wave your arms like an alarm clock. Show PowerPoint n . Trace n with finger in the air. Look at the objects on the screen and ask the children to say what they are. Emphasise the n sound. Watch the 'Open the tin' video. Can the children hear any words that use the n sound?	Teach: Blending. 1. Download the Blending PowerPoint. - read using phoneme frames - model blending of each sound, emphasising the direction of blending. - read without phoneme frames with Bot Bot the Robot. Watch the video 'Pit-a-Pat-a' video. Can the children recognise the words that they have learnt to blend?	Download the HFWs PowerPoint. Practise blending to read. Introduce Yellow I and his (point to an eye) action. Explain how he colours letters that make this sound yellow. Read the word i on the PowerPoint. Watch the 'What Shall We Do with Pippin the Sailor?' video. Can the children recognise the words that they have learnt to blend?	PIRATE DAY: Encourage the children to come dressed as pirates for the day. Ensure parents understand the link to learning. Watch the 'What Shall We Do with Pippin the Sailor?' video. The children sing along and add the actions for the CVC and VC words that they know. Ensure that satpin flashcards are prominently displayed in the setting.

Activity	Teach Blending for Reading. Play the Buried Treasure PowerPoint using Set 1 + i words. Model blending sound to read the word. The class repeats. Is the word real or rubbish? Click to see whether the gold coin lands in the treasure chest or the bin. Children can continue this activity in small groups.	Practise Blending for Reading. Play the Buried Treasure PowerPoint using Set 1 + in words. Download the paper version of the game, cut out and play in small groups.	Children practice writing the initial sounds s a t p using the Writing Letters sheet.	Place 3 hoops on the floor. Place the grapheme needed for the word next to each hoop. Then ask a child to jump into each hoop in turn and shout the sound. As they jump out of the last hoop, they blend and shout out the word.	Theme the room with pirate words that link to sounds – net, pirate, treasure etc. Play Pirate Letters. Each child has an s, a, t, p, i or n flashcard. Children say their sound out loud and sail around to locate other pirates with the same sound. When they hear another child with the same sound, they sail in a group. When all ships with the same sound are found, they sit down. They air-write their sound until all children have found their group. This could also be played using HFW.
HFWs in is it I an	Blend to read the phonetic words, 'in, 'it' and 'an'. Tricky Witch has cast a spell on the 's' in 'is'. It now makes a z sound! Yellow I makes the long I sound in the word 'I'. Explain to the children that this is a tricky but important word which we use a lot.			Read PowerPoint Focus Words Week 2 with the class. Introduce Yellow I. He makes the long i sound and likes to colour these letters yellow. He makes a long i sound in the word I. Remember Tricky Witch - 'is' is spelt 'is' but is read as 'iz'.	Hide several copies of flashcards a at in it is I an around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found, ask a child to put it above the last one on the wall. The winner of the race is the column that is the highest. The words 'in' and 'it' are phonetic. It is important to point out to the children that 'is' is a tricky word. It cannot be read by sounding the letters 'i' and 's' and blending the sounds together. In Monster Phonics, we say that Tricky Witch has cast a spell on this word to change the 's' sound to a 'z'. Help the children to remember that 'is' is a tricky word and not a regular word by creating a simple 'Tricky Words' display in your classroom. Every time the children encounter a tricky word, add the flashcard to it. Add the 'is' flashcard.

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Reception EYFS Planning | Term 1 | Week: 3 | Graphemes m d g

Learning outcome	Assessment
Teach graphemes m, d and g.	Can the children recognise m, d and g graphemes?
Practise all previously learnt letters and sounds learnt.	Can the children blend orally?
Practise oral blending and segmentation.	Can the children orally segment?
Teach and practise the blending for reading.	Can the children blend to read cvc words?
Teach segmentation for spelling.	Can the children segment to spell cvc words?
Demonstrate reading captions.	Can the children blend to read captions?
HFW: and, dad, am.	Can the children read the HFWs and, dad, am?

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes.	Recap the letters and sounds s a t p i n using the flashcards from last week.	Take a basket with a mix of s a t p i n + m objects in it. Using laminated flashcards, ask the children to help you sort the objects by their initial sound.	Recap s, a, t, i, p, n and m by writing each on the board and asking the children to make the sound and action.	Download the Interactive Whiteboard Graphemes to quickly revisit of sounds learnt so far - satpin + mdg .	Revisit of sounds learnt by playing the Buried Treasure Sets 1 and 2 + g PowerPoint.
Teach Teach new graphemes	Teach the m grapheme. Action: Mmmmm... rub tummy in circular motion. m is a nasal sound. Show PowerPoint m . Trace m with finger in the air. Look at objects with an initial and final m .	Teach the d grapheme. Action: Beat hands up and down as if playing a drum and say d, d, d. Play the PowerPoint d . Trace d with finger in the air.	Teach: the g grapheme. Action: Gggggggg... as though giggling and pretend to tickle with your fingers. Play the PowerPoint g . Trace g with finger in the air. Look at the objects on the screen and ask the children to say what they are. Emphasise the g sound.	Teach: Blending. Download the Blending PowerPoint. - read using phoneme frames - model blending of each sound, emphasising the direction of blending.	Teach: Reading Captions. Download the Reading Captions PowerPoint. 1. Display the caption. 2. Sound-talk and read the first word. 3. Ask the children to repeat. 4. Now read the first 2 words.

	Watch the 'Mam, mam' video. Which words begin or end with the letter m? Make a list so that the class can see.	Look at the objects on the screen and ask the children to say what they are. Watch the 'Dad and Sid' video. Which words begin or end with the letter d? Write the Set 2 words that are in the song: dad, dip, and, din, did, Sid, sad. Replay the video and point to the words when they are sung.	Watch the 'I have a Pig' video. Which words begin or end with the letter g? Is the letter g at the beginning or the end of these words? Write the letter g on the board. Write the Set 2 + g words that are in the song: pig, tag, nip, gap, nag, dig. Also, highlight the HFW 'and'. Replay the video and point to the words when they are sung.	- read without phoneme frames with Bot Bot the Robot. Teach segmenting for spelling by drawing a large two-phoneme frame on an interactive whiteboard. Follow the procedure online for teaching segmentation.	5. Continue with the next word. Show the pictures. Which one does the caption belong to?
Activities	Play 'What's in the Box?' with Cool Blue. Matching Word Cards and Pictures to blending for reading: tap, pip, pan, tin, mat, map. Match the correct words to pictures.	Teach segmentation. Download and laminate 3 box Phoneme Frames. Say a CVC word, hold up 3 fingers, sound-talk it, pointing to a finger at a time for each phoneme. Ask the children to do the same. Holding up the 3 fingers on one hand, write the letters in the phoneme frame. Ask the children to write in their phoneme frame.	Read the HFW PowerPoint.	Download the Phoneme Frames. Ask the children to make the words (at, an, it, is, as) on their own phoneme frames. Remind the children that Tricky Witch sometimes changes the s sound at the end of words to a z sound.	Use the CVC Writing Words Worksheet to write CVC words that match the picture.
HFWs and am dad			Play Green Froggy Cross the Pond by making a pond with HFWs on lily pads. Can the children read the words to cross the pond?	.	Play the vehicle race. Have five vehicles with a and got dad is in flashcard taped securely. Each time a matching flashcard is selected from a feely bag, that car moves forward.

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Reception EYFS Planning | Term 1 | Week: 4 | Graphemes o c k ck

Learning outcome	Assessment
Teach the graphemes o, c, k and ck.	Can the children recognise o, c, k and ck graphemes?
Practise all previously learnt letters and sounds learnt.	Can the children blend to read cvc words?
Practise oral blending and segmentation.	Can the children segment to spell cvc words?
Teach and practise the blending for reading.	Can the children read the HFWs to, into, go, no, the?
Teach and practise segmentation for spelling.	
Demonstrate spelling captions.	
HFW: to, into, go, no, the.	

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters.	Play quick write graphemes on whiteboards. Call out the grapheme for the children to write.	Read words on the Word Wall.	Read the flashcards created by the children on the word wall.	Quick revisit using flashcards of sounds learnt so far - satpin + mdg + o c k ck .
Teach Teach new graphemes	Teach the o grapheme. Action: Make a round 'o' mouth. Imagine lots of letter 'o's in the air. As you touch each one, later, say o. Show the PowerPoint o . Trace o with finger in the air. Look at the	Teach the c grapheme. Action: Make letter c shaped cat ears with hands saying c, c, c, cat. Show the PowerPoint c . Trace c with finger in the air. Words end with a final ck not c . The letter c appears before 'a', 'o' or 'u'.	Teach the k grapheme. Action: k, k, k, kick the ball. Play the PowerPoint k . Trace k with finger in the air. Look at the objects on the screen and ask the children to say what they are.	Teach the ck grapheme. Explain to the children the grapheme isn't used at the beginning of words. Play the PowerPoint ck . Trace ck with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Ticket in a Pocket' video.	Demonstrate Writing Captions. Show the picture and talk about what it is it. Now focus on writing the first word. Sound-talk this, holding up the correct number of fingers and

	objects on the screen and ask the children to say what they are. Watch the 'Popcorn Pops' video. Which words begin or end with the letter p? Make a list so that the class can see.	Watch the 'Cute Cat' video. Which words begin with the c sound? Make a list so that the class can see. There are no words that end with the single letter c in English. The c sound is spelt ck at the end of words.	Watch the 'Kim and Ken' video. Which words begin with the letter k? Make a list so that the class can see. There are no words that end with a single letter k, that are not preceded by a long vowel, in English. The k sound is spelt ck at the end of words.	Which words use the ck grapheme? Make a list so that the class can see.	write the first word in the caption. Repeat for the other words.
Activities	Practise Segmenting for Spelling Draw a large 3-phoneme frame on the board. Say a CVC word from the song. Holding up 3 fingers, write the letters in the phoneme frame. Download the Phoneme Frames. Ask the children to make the words from the song on their own phoneme frames.	Teach: Blending Place 3 hoops on the floor. Place the graphemes to make words used in the song in each hoop. Ask a child to jump into each hoop in turn and shout the sound. As they jump out of the last hoop, they blend and shout out the word. Can they make words too?	Play 'What's in the Box?' with Cool Blue Match Word Cards and Pictures to blending for reading: Match the correct words to pictures. cot pot dog cod cat pig kid kit gas top	Teach: Blending Download the Blending PowerPoint. - read using phoneme frames - model blending of each sound, emphasising the direction of blending. - read without phoneme frames with Bot Bot the Robot.	CVC Writing Words Use the worksheet to write CVC words that match the picture.
HFWs to into no go the	Read the HFW PowerPoint Show the o makes a Miss Oh No sound in no and go and a Cool Blue sound in to and into. Explain the sound of th in the. This is a new sound for the children. Explain that even though it is tricky, it is a very important word as we use it so much, which is why we need to learn it. Talk about the second part of the word e. Explain that Tricky Witch is trying to trick us by changing the sound of e in the. What sound does it make in this word?		2 Hoop Game. Ask the children to throw a bean bag into the hoop with a to flashcard in it. Repeat using more hoops and other cards.	Play What's the Time Mr Wolf? with HFWs flashcards. Instead of saying a time, the wolf reads the word given to them on a flashcard. The children then move forward sounding out the word, i.e. 'g-o go' (2 steps).	Read the HFW PowerPoint Write the key words very largely in chalk in the outside area. Play games where the children run to the word that is shouted out by an adult.

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Reception EYFS Planning | Term 1 | Week: 5| Graphemes e u r

Learning outcome	Assessment
Teach graphemes e, u and r.	Can the children recognise e, u and r graphemes?
Practise all previously learnt letters and sounds learnt.	Can the children blend to read cvc words?
Practise the blending for reading.	Can the children segment to spell cvc words?
Practise segmentation for spelling.	Can the children blend to read captions?
Practise reading and spelling captions.	Can the children segment to write captions?
HFW: get, can, got, on, dog, not, cat.	Can the children read the HFWs get, can, got, on, dog, not, cat?

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters.	Read through the HFW PowerPoint again.	Review e and u using a sound bag with initial sounds objects.	Download the Blending PowerPoint.	Read the Buried Treasure PowerPoint.
Teach Teach new graphemes	Teach the e grapheme. Action: Pretend to be a baby pointing at an elephant, saying eh, eh, eh. Play the PowerPoint e . Trace e with finger in the air. Look at the objects on the screen and ask the children to say what they are. Let the children know that e can also make the long E sound (e.g. me, we).	Teach the u grapheme. Action: Pretend to be an ape and say u, u, u with arm actions. Play the PowerPoint u . Trace u with finger in the air. Look at the objects on the screen and ask the children to say what they are. Let the children know that u can also make the long U sound (e.g. unicorn, uniform).	Teach the r grapheme. Action: Pretend to be a dog and say rrrrrr. Play the PowerPoint r . Trace r with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Clever Tricky Witch' video. Which words begin or end with the letter r? Make a list so that the class can see.	Reading Captions: Download the Phase 2 Captions PowerPoint and model how to read a caption. 1. Sound-talk and read the first word. 2. Ask the children to repeat. 3. Now read the first 2 words. 4. Continue with the next word. Show the pictures. Which one does the caption belong to?	Writing Captions: Download the Caption PowerPoint. 1. Display and discuss the picture. 2. Ask the children to help you write a caption for the picture. 3. Ask them to say the caption all together a couple of times and then say it again to their partners. 4. Ask them to tell you the first word.

	Watch the 'Get a Pet' video. Which words use the letter e ? Make a list so that the class can see.	Watch the 'Fun in the Sun' video. Which words use the letter u ? Make a list so that the class can see.			5. Ask what letters are needed and write it. 6. Remind how a space is needed. 7. Ask them to say the caption again. 8. Ask for the next word and ask what letters are needed. 9. Repeat for each word.
Activities	Download the Real and Alien words. Sort the words into 2 hoops - real or alien words.	Download the activity to write CVC words from the video.	Make Rocket CVC words. Children cut out the rocket shapes and write CVC words on the rockets.	Download the Reading Captions Cards and Pictures. Children work in small groups each with 3 caption cards and 3 picture cards. Support their reading together to match the pictures to the correct captions.	Download the Captions activity. Ask children to write the captions to match the pictures.
Reception HFWs get can got on dog not cat	Read the HFW PowerPoint The new words this week are simple decodable words that we can blend to read.	Create a classroom trail on the floor of the key words learned so far. Ensure that 'get', 'can', 'got', 'dog', 'not' and 'cat' are highlighted this week.	Read through words on the trail. Game: Set up two hoops. Ask the children to throw a bean bag into the hoop with a get flashcard in it. Repeat using more hoops and other cards.		Read through the words on the HFW PowerPoint Game: Hide several copies of this week's flashcards around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found, ask a child to put it above the last one on the wall. The winner of the race is the column that is the highest.

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Reception EYFS Planning | Term 1 | Week: 6 | Graphemes h b

Learning outcome	Assessment
Teach graphemes h and b. Practise all previously learnt letters and sounds learnt. Practise the blending for reading. Practise segmentation for spelling. Support reading captions using tricky words no, go and I. Support spelling captions using tricky words and, to, the. HFW: up, mum, put, had, him, his, oh, big.	Can the children recognise h and b graphemes? Can the children blend orally? Can the children orally segment? Can the children blend to read set 2 words? Can the children segment to spell set 2 words? Can the children blend to read captions? Can the children read HFWs up, mum, put, had, him, his, oh big?

Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review o, e and u graphemes using a sound bag with objects with initial sounds e, u and r.	Play quick write CVC words on whiteboards.	Read the Blending PowerPoint. - read using phoneme frames - model blending of each sound, emphasising the direction of blending. - read without phoneme frames with Bot Bot the Robot.	Read the Blending PowerPoint. - read using phoneme frames - model blending of each sound, emphasising the direction of blending. - read without phoneme frames with Bot Bot the Robot.	Read the Buried Treasure PowerPoint.
Teach Teach new graphemes	Teach the h grapheme. Action: Pretend that you are holding a hot bun. Say h, h, h. Play the PowerPoint h. Trace h with finger in the air.	Teach the b grapheme. Action: Pretend a balloon has burst, b, b, b, b... bang. Play PowerPoint b. Trace b with finger in the air.	Reading Captions: Download the Captions PowerPoint and model how to read a caption. Sound-talk and read the first word. Ask the children to repeat. Now read	Writing Captions: Download the Captions PowerPoint. Display and discuss the picture. Ask the children to help you write a caption for the picture (e.g. a cat in a	Watch the video 'Has a Hat' again. Ask the children what happened. Write words on the boards to support.

	Look at the objects on the screen and ask the children to say what they are. Watch the 'Has a Hat' video. Which words use the letter e ? Make a list so that the class can see.	Look at objects with an initial and final b . Watch the 'Bug in the Bed' video. Which words use the letter e ? Make a list so that the class can see.	the first 2 words. Continue with the next word. Show the pictures. Which one does the caption belong to?	hat). Ask them to say the caption all together a couple of times and then say it again to their partners. Ask the children to tell you the first word. Ask what letters are needed and write it. Remind the children that a space is needed between words and put a mark where the next word will start. Ask the children to say the caption again. Ask for the next word and ask what letters are needed. Repeat for each word.	
Activities	Write CVC words and captions with words from the song.	Write CVC words and captions with words from the song.	Download the captions and pictures. Match pictures to the correct captions.	Write captions to match the pictures.	Add captions to the pictures to tell the story for the video 'Has a Hat'.
HFWs up mum put had him his oh big	Read the HFW PowerPoint Explain that Tricky has changed the s in his to an z sound. Miss Oh No makes the o sound in oh and the h is a silent ghost (it makes no sound).	Add to the classroom trail of the key words learned so far.	Read through words on the trail. Game: Have the keywords written on ping pong balls. The balls can be fished out of the water tray using nets. Have a whiteboard with 'Catch of the Day' on it, asking for the fisherman to collect a couple of words and a bucket for collecting the words.	Read through words on the trail. Game: Hide several copies of this week's flashcards around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found, ask a child to put it above the last one on the wall. The winner of the race is the column that is the highest.	Read through the words on the HFW PowerPoint. Game: Play the vehicle race. Have five vehicles with a mum put up had his oh big flashcard taped securely. Each time a matching flashcard is selected from a feely bag, that car moves forward.

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Reception EYFS Planning | Term 1 | Week 7 | Graphemes f ff l ll ss

Learning outcome	Assessment
Teach graphemes f, ff, l, ll and ss.	Can the children recognise f, ff, l, ll and ss graphemes?
Practise all previously learnt letters and sounds learnt.	Can the children blend to read cvc words?
Practise the blending for reading.	Can the children segment to spell cvc words?
Practise segmentation for spelling.	Can the children read captions using tricky words no, go and l?
Support reading captions using tricky words no, go and l.	Can the children write captions using tricky words and, to, the?
Support spelling captions using tricky words and, to, the.	Can the children read the HFWs he, she, me, we, be, of?
HFW: he, she, me, we, be, of.	

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters.	Review the f and ff graphemes. Play quick write on whiteboards.	Review all f using the l sound bag with initial sounds objects.	Download the Interactive Whiteboard Graphemes to quickly revisit sounds learnt so far.	Read the Buried Treasure PowerPoint.
Teach Teach new graphemes	Teach the f grapheme. Action: Bite your lip, allowing some air to pass through and pretend to be a puffer fish saying f, f, f, f, f. Explain that there are two ways of writing the f grapheme. We can write it as f but sometimes, at the end of a word, it is spelt ff , for example, huff.	Teach the l grapheme. Action: Pretend to lick a lollipop and say l, l, l, l, l, l. Trace l with finger in the air. Look at the objects on the screen and ask the children to say what they are. Explain that there are two ways of writing l grapheme. We can write it as l but sometimes, at the end of a word, it is spelt ll , for example, bell.	Recap the s grapheme. Action: Weave hand in an s shape like a snake, and say ssss. Explain that there are two ways of writing the s grapheme. We can write it as s but sometimes, at the end of a word, it is spelt ss , for example, mess. Show PowerPoint s . Trace s with finger in the air.	Watch the video 'Fun Fit' again. Ask the children what happened. Write words on the boards to support.	Watch the video 'The Monster Show' again. Ask the children what happened. Write words on the boards to support.

	Play the PowerPoint f. Trace f with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Fun Fit' video. Which words use the letter f/ff? Make a list so that the class can see.	Watch 'The Monster Show' video. Which words use the graphemes l/li? Make a list so that the class can see.	Look at objects with initial and final ss. Watch the 'Less Mess' video. Which words use the grapheme ss? Make a list so that the class can see.		
Activities	Write CVC words and captions with words from the song.	Write CVC words and captions with words from the song.	Write CVC words and captions with words from the song.	Add captions to the pictures to tell the story for the video 'Has a Hat'.	Add captions to the pictures to tell the story for the video 'The Monster Show'.
HFWs he she me we be, of	Read the HFW PowerPoint. The single letter e makes the Green Froggy sound in he me she we be. Tricky Witch changes the sound of the letter f to a v sound in of. This is different to the ff sound in off.	Add to the classroom trail of the key words learned so far.	Read through words on the trail. Game: Have the keywords written on ping pong balls. The balls can be fished out of the water tray using nets. Have a whiteboard with 'Catch of the Day' on it, asking for the fisherman to collect a couple of words and a bucket for collecting the words.	Read through words on the trail. Game: Hide several copies of this week's flashcards around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found, ask a child to put it above the last one on the wall. The winner of the race is the column that is the highest.	Read through the words on the HFW PowerPoint. Game: Play the vehicle race. Have five vehicles with a he she me we be flashcard taped securely. Each time a matching flashcard is selected from a feely bag, that car moves forward.

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Reception EYFS Planning | Term 1 | Week 8 | Graphemes j v w x (Phase 3)

Learning outcome	Assessment
Teach graphemes j, v, w and x.	Can the children recognise j, v, w and x graphemes?
Practise all previously learnt letters and sounds learnt.	Can the children blend to read cvc words?
Practise the blending for reading.	Can the children segment to spell cvc words?
Practise segmentation for spelling.	Can the children read sentences that use the tricky words, no, go, I, the, to?
Read sentences that use the tricky words, no, go, I, the, to.	Can the children read HFW if, off, you, my, they, for?
HFW: if, off, you, my, they, for.	

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters.	Download the Interactive Whiteboard Graphemes to quickly revisit of sounds learnt so far.	Review the j and v graphemes. Play quick write CVC words on whiteboards.	Read the Blending PowerPoint to Practise blending words containing the j, v, w and w graphemes.	Read the Buried Treasure PowerPoint.
Teach Teach new graphemes	Teach the j grapheme. Action: Jump like a Jack in a Box and say j, j, j. Play the PowerPoint j. Trace j with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Jill, Jen and Jack' video. Which words use the letter j? Make a list so that the class can see.	Teach the v grapheme. Action: Pretend to be holding the steering wheel of a van and say vvvvvv. Play the PowerPoint v. Trace v with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Vic the Vet' video. Which words use the letter v? Make a list so that the class can see.	Teach the w grapheme. Action: Blow onto open hand, as if you are the wind, and say wh, wh. Play the PowerPoint w. Trace w with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Winning the Show'. Which words use the letter w? Make a list so that the class can see.	Teach the x grapheme. Action: Pretend to write the kisses at the end of a birthday card and say ks, ks, ks (xxx). Play the PowerPoint x. Trace x with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Fix the Mix' video. Which words use the letter x? Make a list so that the class can see.	Watch 'Hug Our Pets'. Ask the children to listen to the words and afterwards select a word that they know to sound-talk and spell. This video has words that the children have recently learned to blend and segment.

Activities	Download the Real and Alien words. Sorting to sort the words into 2 hoops - real or alien words.	Label Pets at the Vets Worksheet.	Write CVC words and captions with words from the song.	Write CVC words and captions with words from the song.	Add captions to the pictures to tell match parts of the video 'We Hug our Pets'.
HFWs if off you my they for	Read the HFW PowerPoint and talk about each grapheme and the sounds that they make. The words if and off are phonetic. The word off is different to of where the f makes a v sound. The or digraph is in the word for . The Black Cats help us to remember this sound. The y in my is making the long Yellow l sound. The ou in you makes the long Cool Blue oo sound. In they , Angry Red A is making the long A sound. This is a rare grapheme and is found in other words such as grey, hey, prey .	Add words to the classroom trail of the key words learned so far.	To recap HFWs, download the Secret Password Hands. Laminate the copies of the hands. Using a dry wipe pen, write in HFWs and tell the class that they need the password for areas of the classroom. The passwords will change and you will need their help to write some passwords too.	Read through words on the trail. Game: Set up two hoops. Ask the children to throw a bean bag into the hoop with a you flashcard in it. Repeat using more hoops and other cards, such as if, off, my, they, for .	Read the HFW PowerPoint. Game Key word hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the key words in chalk.

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Reception EYFS Planning | Term 1 | Week 9 | Graphemes y z zz qu

Learning outcome	Assessment
Teach the graphemes y, z, zz and qu. Practise all previously learnt letters and sounds learnt. Practise the blending for reading. Practise segmentation for spelling. Point to the letters of the alphabet while singing the alphabet song. Read sentences that use the tricky words, she, no, go, I, the, to. HFW: was, will, all, went, from, help.	Can the children recognise the y ,z, zz and q graphemes? Can the children blend to read cvc words? Can the children segment to spell cvc words? Can the children read sentences that use the tricky words, no, go, I, the, to? Can the children name the letters of the alphabet? Can the children read the HFWs was, will, all, went, from, help?

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters.	Review the y sound. Play quick write CVC words on whiteboards.	Download the Interactive Whiteboard Graphemes to quickly revisit sounds learnt so far.	Read the Blending PowerPoint to Practise blending words containing the y, z, zz and qu graphemes.	Read the Buried Treasure PowerPoint.
Teach Teach new graphemes	Teach the y grapheme. Action: Pretend to be eating a yoghurt and say y, y, y. Play the PowerPoint y. Trace y with finger in the air. Look at the objects on the screen and ask the children to say what they are.	Teach the z grapheme. Action: Put arms out at sides and pretend to be a bee, saying zzzzzz. Explain that this phoneme can be represented by the grapheme z or sometimes by zz at the end of words.	Teach the qu grapheme. Action: Make a duck's beak with your hands and say qu, qu, qu. Play the PowerPoint qu. The letter 'q' is nearly always a 'k' sound. It is usually followed by a 'u' sound, which is pronounced as a 'w' sound.	Explain how letter names are different to their sounds. Download the Alphabet Frieze and show the class. Explain that the letters are ordered in the alphabet.	Writing Sentences Download the Sentences PowerPoint. Display and discuss the picture. Ask the children to help you write a sentence for the picture. Ask them to say the sentence all together a couple of

	Watch the 'Jazz Yum-Yum video'. Which words use the letter j? Make a list so that the class can see.	Play the PowerPoint. Trace z with finger in the air. Look at the objects on the screen and ask the children to say what they are. Watch the 'Jazz Yum Yum video'. Which words use the letter j? Make a list so that the class can see.	Watch the 'Jazz Yum Yum video'. Which words use the letter j? Make a list so that the class can see.	Watch 'The Monster Alphabet' video. Sing along. Sing a second time and point to the letters on the Alphabet Frieze as they are sung.	times and then say it again to their partners. Ask the children to tell you the first word. Ask what letters are needed and write it. Remind the children that a space is needed between words and put a mark where the next word will start. Ask the children to say the sentence again. Ask for the next word and ask what letters are needed. Repeat for each word.
Activities	Download the activity. There are 2 versions of a zigzag book. Choose one of 2 activities: - The children read the sentence on each page. - The children write words to match the picture eg 'yell', 'yap', 'yes'.	Download the Real and Alien words. Sorting to sort the words into 2 hoops - real or alien words.	Download the activity. Write CVC words and captions with words from the song.	Work in groups to sort magnetic letters or alphabet flashcards into alphabetical order. Sing the song again while pointing to the letters.	Download the activity. In pairs, children choose a picture to write the sentence.
HFWs was will all went from help	Read the HFW PowerPoint. Show how Tricky Witch changes the sound of the letter a to an or sound in the word all . In the word was , she changes the a to an o sound and the s to a z sound. Blend to read the other new words which are phonetic.	Add to the classroom trail of the key words learned so far.	Read through words on the trail. Game: Play the vehicle race. Have five vehicles with a all if of off went flashcard taped securely. Each time a matching flashcard is selected from a feely bag, that car moves forward.	Read through words on the trail. Game: Have the keywords written on ping pong balls. Fish the balls out of the water tray using nets. Have a whiteboard with 'Catch of the Day' on it, asking for the fisherman to collect a couple of words and a bucket for collecting the words.	Read the HFW PowerPoint. Game: Hide several copies of this week's flashcards. Put one example in a space on a wall. Each time a flashcard is found, ask a child to put it above the last one on the wall. The winner is the column that is the highest.

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Reception EYFS Planning | Term 1 | Week 10 | Graphemes ch sh th(v) th ng

Learning outcome	Assessment
Teach the graphemes ch, sh, th and ng. Practise all previously learnt letters and sounds learnt. Practise the blending for reading. Practise segmentation for spelling. Read sentences that use the tricky words, she, no, go, I, the, to. HFW: too, her, with, are.	Can the children recognise the ch,sh,th and ng graphemes? Can the children blend to read cvc words? Can the children segment to spell cvc words? Can the children read sentences that use the tricky words, no, go, I, the, to? With support can the children write a sentence? Can the children read the HFWs too, her, with, are?

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. Highlight the upper and lowercase letters.	Review the ch sound. Play Quick Write CVC words on whiteboards.	Review the ch and sh sounds. Play Quick Write CVC words on whiteboards.	Download the Interactive Whiteboard Graphemes to quickly revisit of sounds learnt so far.	Read the Buried Treasure PowerPoint.
Teach Teach new graphemes	Teach the ch grapheme. Action: Pretend to be chilly, shiver and say ch, ch, ch. Play the PowerPoint ch. Trace ch with finger in the air. Look at the objects on the screen and ask the children to say what they are. Read the ch words. Watch the 'Such Kind Cats' video. Which words use the ch grapheme? Make a list so that the class can see.	Teach the sh grapheme. Action: Pretend to tell the baby to go to sleep, saying sh, sh, sh. Play the PowerPoint sh. Trace sh with finger in the air. Look at the objects on the screen and ask the children to say what they are. Read the ch, sh phoneme PowerPoint.	Teach the th(v) grapheme. Action: This is a naughty sound that makes you stick your tongue out! Make the sound of an insect flying by sticking out your tongue and feeling it vibrate. Play the PowerPoint th(v). Trace th(v) with finger in the air and read the words.	Teach the th grapheme. Action: Pretend to be naughty! Stick out your tongue even further this time to make the th sound. Tap your head and say think! Play the PowerPoint th. Trace th with finger in the air. Read the th words.	Teach the ng grapheme. Action: Pretend to pop balloon and shout bang! Stress the ng at the end. Play the PowerPoint ng. Trace ng with finger in the air. Rather than a grapheme, ng is in fact 2 separate sounds. Read the ng words. Watch the Ing, Ang, Ung video. How many ng words can the class remember? Use whiteboards to

					work in pairs to write them down.
Activities	Download the activity. Ask the children to draw pictures and write captions to describe the kind things that the cats do.	Download the activity. Ask the children to create a holiday scrapbook to match the song. They will need to choose something that happened in the song and write a sentence and draw a picture to match. For example: I went on a ship. I got a shell. I got fish and chips.	Download the Real and Alien words. Sorting to sort the words into 2 hoops - real or alien words.	Download the th Flashcards and the th and th(v) Sound Action Cards. Have a cut out set and 2 hoops prepared for each small group. Practice distinguishing between th and th(v) sounds with the children working in small groups. Give each group 2 hoops. In one hoop place th on a sound action card. In the other hoop, place a th(v) sound action card. Ask the children to sort the th and th(v) flashcards into the hoops which shows the matching sound.	Download the activity. Write one or more sentences to match pictures from the 'Ing, ang, ung' video.
HFWs too her with are	Read the HFW PowerPoint. Cool Blue makes the long oo sound in the word too . Tricky Witch changes the sound of er in her and ar in are . The word are also ends in a silent e. The word with is phonetic, ending with the th(v) sound.	Add to the classroom trail of the key words learned so far.	Write the key words very largely in chalk in the outside area. Play games where the children run to the word that is shouted out by an adult.	Read through words on the trail. Game: Set up two hoops. Ask the children to throw a bean bag into the hoop with a this flashcard in it. Repeat using more hoops and other cards.	Read Week 1 the HFW PowerPoint. Game: Keyword hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the key words in chalk. The winner of the race is the column that is the highest.

Commented [LJW1]:

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Reception EYFS Planning | Term 1 | Week: 11 | Long oo

Learning outcome	Assessment
Teach the long oo grapheme.	Can the children recognise the y ,z, zz and q graphemes?
Practise the blending for reading.	Can the children blend to read cvc words?
Practise segmentation for spelling.	Can the children segment to spell cvc words?
Write sentences using the oo grapheme in words.	Can the children read sentences that use the tricky words, no, go, I, the, to?
Read sentences using the oo grapheme in words.	Can the children name the letters of the alphabet?
HFWs: then, them, this, that, said.	Can the children read the HFWs then, them, this, that, said?

Week 11	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Reception Graphemes Speed read the Reception Grapheme Flashcards one by one.	Recap the long oo grapheme Cool Blue makes the long oo sound. Look for examples in the story.	oo Words Read the oo word flashcards – put cards that need a recap to one side.	Blending PowerPoint Read the Blending PowerPoint to practise blending words containing the oo grapheme.	Read the Buried Treasure PowerPoint.
Teach	Video Watch the Cool Blue oo video. This introduces Cool Blue and a new ending to the story of Jack and the Beanstalk. Can the children make the Cool Blue action (round mouth) each time they hear an oo word? At the end of the video, ask the	Reading Download and read the 'Jack Went Up' PowerPoint or eBook which tells the story of Jack and the Beanstalk. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary for the story but add engagement. Cool Blue makes the long oo	Model Writing Download the flashcards. Read through as a class, blending the graphemes to read each word. Look at the word boom word, sound-talk as a class and model writing the word.	Reading Read a section of the 'Jack and the Beanstalk' eBook. Point out the long oo words and practise blending to read.	HFW Art then them this that said The words this, that, them and then all begin with the th grapheme which makes the th(v) sound. Explain that Tricky has changed the ai to an 'e' sound in the word said .

	class to recall all of the oo word.	sound. Look for examples in the story.	Now model writing this word in the sentence: He went boom.		Use a variety of media to create HFW flashcards for a wall display.
Activity	Cool Blue oo – oo Flashcards Children make their own flashcards with the words: too zoo boot hoof zoom cool food root moon rooftop	Quick Write Children write oo words on whiteboards/notebooks.	Character Actions Download the templates. Explain to the children that they are templates for writing an oo sentence. Discuss these examples: We had no food. He went boom. He went in a big room. The children choose a sentence to write.	Model Sentence Writing I am in a mood. Children write a sentence in pairs on whiteboards. Ask if they can write similar sentences e.g. I am in a room.'	HFW Art Use a variety of media to create HFW flashcards for a wall display.
Follow-Up Activities (optional)		oo Game – Magic Cups Play in groups of 5 using 5 cups. Children take turns to be the leader. The leader selects 5 oo flashcards, shows them to the group to read and insert each into a cup. They turn the cup over and move the cups around. The children close their eyes; the leader says 'do not look at what the magic took' and takes a cup. The flashcards are revealed one by one. The children try to guess the missing flashcard as quickly as possible.	oo Game – Word Plates In groups of 5. Multiple copies of oo flashcards are hidden around the room. Each group has 3 plates with a letter on it – m n and oo . They must find all the oo flashcards and stick each on a plate with the correct final letter, e.g. soon and moon are stuck on the n plate. The winning group is the first to have a complete set.	.	HFW Game – Roll the Die Tick the Reception HFWs and the new words from this week onto a large die. Children work in pairs to roll the die and make the word that the die lands on out of magnetic letters. If magnetic letters are not available, then children can write the word using felt tips. Repeat to create several words. Can the pair now use these words to write a sentence?

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Term 1 | Week: 12 | ar

Learning outcome	Assessment
Teach the ar grapheme.	Can the children recognise the ar grapheme?
Practise the blending for reading.	Can the children blend to read cvc words?
Practise segmentation for spelling.	Can the children segment to spell cvc words?
Write sentences using the ar grapheme in words.	Can the children read sentences with ar words?
Read sentences with the ar grapheme in words.	With support can the children write a sentence using ar words?
HFWs: then, them, this, that, said.	Can the children read HFW then, them, this, that, said?

Week 12	Monday	Tuesday	Wednesday	Thursday	Friday
Review	HFW Review Read the HFW flashcards – put cards that need a recap to one side.	ar Grapheme Hold up the ar flashcards to read together as a class.	Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. Highlight the upper and lowercase letters.	Blending PowerPoint Read the Blending PowerPoint to practise blending words containing the ar grapheme.	Read the Buried Treasure PowerPoint.
Teach	Teach the ar grapheme 1. Download the PowerPoint to introduce the ar grapheme. Tricky Witch has cast a spell on the a and r to make a different sound to what children expect. 2. Watch the Tricky Witch ar video. This introduces the story of Jack and the Beanstalk. Can the children make Tricky Witch wave a	Jack and the Beanstalk Download the PowerPoint and read the story to the class. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary for the story but add engagement. Can anyone find any ar words in the story? harp started hard sharp farm market	Speech Bubbles Model writing each of the following sentences: I go to the market. We are on a farm. It is a sharp axe. I am a harp.	Phonics Art Explain to the children that they are going to create phonics art, either for display or in their books. Recap the oo and the ar graphemes. Show how write these and recall the monsters that make these sounds.	Model Sentence Writing Model read and then write the sentence: You are a star. Ask the children what picture could they draw to show this. Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.

	pretend wand each time they hear an ar word? At the end of the video, ask the class to recall all of the ar word.				At the end of the activity there are also questions to read with a partner and answer yes or no.
Activity	ar Word Art Draw these in colour code on large sheets of paper: hard, car, cart, farm, farmyard, market park, bark, start harp sharp	Book Making Print out and make copies of the Jack and the Beanstalk PDF. In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group.	Speech Bubbles Children write sentences in pairs on small whiteboards. Children cut out the characters on the Speech Bubbles PDF and write the sentence in the speech bubbles. Stick all the characters on sugar paper and add drawings to create a scene.	Phonics Art Recap the oo and the ar graphemes. Use a variety of media to create oo and ar flashcards for a wall display. - paint, pastels, felt pens - playdough letters - iPad drawings Take photos of models and screenshot of digital work.	Sentence Writing & Yes/No Questions Write the following sentences and draw pictures. I will go soon. I will get you. You are a star. Her broom is big. Yes/No Questions Read each question and answer yes or no.
Follow-Up Activity (optional)		Recap the ar Song Can anyone remember any ar words from the song?	ar Hopscotch Game Draw a hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the ar words in chalk.	Game – ar Fishing Place a paperclip on each ar flashcard. Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch.	Tricky Witch ar Video To recap the ar word by singing along to the Tricky Witch ar video.

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