

Reception | Term 2 | Week 1 | short oo (u)

Learning Objective/Success Criteria	Assessment
Teach the oo grapheme.	Can they recognise the oo grapheme?
Practise blending for reading.	Can they blend the oo grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the oo grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: look now down.	Can they spell the HFWs: look, now, down?

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Yes/No Questions Blend to read the questions in the PowerPoint and answer yes or no.	Quick Write Graphemes Say the sound of a grapheme and ask the children to write it on their whiteboard.	Read Captions Sound-talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce short oo (u) grapheme Tricky Witch can change the sound of oo to u. Download the PowerPoint to introduce the Tricky Witch grapheme, which makes the short oo sound. Watch the Tricky Witch oo video. This introduces Tricky Witch and a new ending to the story of Little Red Riding Hood.	Read Download and the Red in the Wood which tells the story of Little Red Riding Hood. 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. Tricky Witch can change the sound of oo to u. Look for examples in the story.	Model Download and print the sentences. Model reading a sentence. Cut the sentence into words. Mix up the words and ask the children to help you to order the words to re-make the sentences.	Reading Read the cream section of 'Red in the Woods' eBook as a class, point out the oo words and blend the graphemes to read.	HFW Art look now down Download the HFW PowerPoint. Read each HFW, highlighting how each grapheme and the sound that it makes. Look – Tricky Witch changes the 'oo' to an 'u' sound. Now, down – Brown Owl makes the 'ow' sound. We will

	Can the children make Tricky Witch wave a pretend wand each time they hear an oo word? At the end of the video, ask the class to recall all of the oo word.	Read the oo words and HFWs on the final page.			focus on this sound more next week.
Activity	Tricky oo – oo Flashcards Children make their own flashcards with the words: look foot cook good book took wood wool hook hood	Song The oo Word Family Rap. Add actions to each line for: cook book took shook stood wood hood good Quick Write Children write oo words on whiteboards/notebooks	Reading and Writing Writing oo words or sentences on strips of paper. Working in small groups, read the sentence together. Then one child cuts up the sentence and muddles up the word. Then their partner must sort it into the right order. Ask the children to stick the sentence in the right order or write the sentence. She took the basket. She has a red hood. She stood in the woods. The grub looks good	Model Sentence Writing Look this is gran. Children write a sentence in pairs on whiteboards. Ask if they can write similar sentences.	HFW Art Use a variety of media to create HFW flashcards for a wall display.
Follow-Up Activities (optional)			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 – k d and t . They must find all the oo flashcards and stick each on a plate with the correct final letter, e.g. stood, good are stuck on the d plate. The winning group is the first to have a complete set.		HFW Game – Roll the Die Stick the above HFWs and previously learnt HFWs 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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Reception | Term 2 | Week 2 | ow

Learning Objective/Success Criteria	Assessment
Teach the ow grapheme.	Can they recognise the ow grapheme?
Practise blending for reading.	Can they blend the ow grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the ow grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: look, now, down.	Can they spell the HFWs: look, now, down?

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Quick HFWs Roar Read the HFW flashcards – put cards that need a recap to one side.	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Read Captions Sound-talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint
Teach	Introduce ow grapheme Brown Owl makes the ow sound. Download the PowerPoint to introduce the ow grapheme. Watch the Brown Owl video. This introduces Brown Owl and shows how she helps her friends. Can the children make the Brown Owl (ouch) action each time they hear an ow word? At the end of the	Speech Bubbles Model writing one of the following sentences: I can go now. I am brown. This is a brown towel. I go down to town. Now I can help. Children write sentences in pairs on small whiteboards.	Model Story Sequencing Print out and make copies of the 'Red in the Woods' story. Show how some of the pages are not in the right order. Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.	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 ow graphemes. Show how write these and recall the monsters that make these sounds.	Model Sentence Writing Model read and then write the sentence: They look at the book. Ask the children what picture might 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.

	video, ask the class to recall all of the ow words.				At the end of the activity there are also questions to read with a partner and answer yes or no.
Activity	ow Flashcards Children make their own flashcards with the words: how now brown cow pow! bow down town towel	Speech Bubbles Download the Speech Bubbles activity. Children write/cut and paste a sentence or caption in one of the bubbles. They may cut the sentence in words and put back together again.	Book Making 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.	Phonics Art Recap the oo and the ow words. Use a variety of media to create HFW flashcards for a wall display. - paint, pastels, felt tip pens - playdough letters - iPad drawings Take photos of models and screenshot of digital work.	Sentence Writing & Yes/No Questions Using cow town look book good , write the following sentences with pictures. They look at the book. I am going with my mum to town. The cow is brown. This book is good. Yes/No Questions Read each question and answer yes or no.
Follow-Up Activities (optional)			ow Hopscotch Game Draw a hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the ow words in chalk.	Game – ow Fishing Place a paperclip on each ow 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.	Brown Owl ow Video Play the Brown Owl ow video to recap the ow words.

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Learning Objective/Success Criteria	Assessment
Teach the ee grapheme.	Can they recognise the ee grapheme?
Practise blending for reading.	Can they blend the ee grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the ee grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: see, going, just, have.	Can they spell the HFWs: see, going, just, have?

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Yes/No Questions Blend to read the questions in the PowerPoint and answer yes or no.	Play Full Circle with the ee grapheme Display the interactive graphemes PowerPoint. Move 'ee' to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: see bee been beep keep deep sleep	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce ee grapheme Green Froggy makes the ee sound. Download the PowerPoint to introduce the ee grapheme. Watch the Green Froggy video. This tells the story of Sleeping Beauty. Ask the class to make the Green Froggy (forefinger and thumb making a smiley face and say 'eee') action every time they	Read Read 'The Big Sleep' PowerPoint or eBook which tells the story of Sleeping Beauty. 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. Look for ee examples in the story. Read the ee words and HFWs on the final page.	Model Writing Download the flashcards. Read through as a class, blending the graphemes to read each word. Select one ee word, sound-talk as a class and model writing the word.	Reading Read the cream section of the The Big Sleep eBook pointing out the ee words. Focus on blending the ee grapheme with other graphemes to read. Model Sentence Writing We will sleep.	HFW Art see going just have Download the PowerPoint and read each HFW, highlighting how each grapheme and the sound that it makes. Green Froggy makes the ee sound in see . Miss Oh No makes the long O sound in going . The word have ends in a silent e .

	hear an ee word. Can the children remember all of the ee words in the song?				
Activity	Green Froggy ee – ee Flashcards Children make their own flashcards with the words: see feel weep feet jeep seem meet week deep keep	ee Word Hunt Hide the ee flashcards for that the class created yesterday. Children search for the flashcards in small groups. They note down the words that find on whiteboards or make the word out of magnetic letters. You may wish to hide additional ee flashcards downloaded from the website.	Choose one of two activities: 1) Story Map (LA/MA) Create a large story map of The Sleeping Beauty using a long roll of display paper. Download the flashcards. Label parts and glue ee flashcards to the map to label. 2) Character Actions Use templates to write one or more ee sentences. She has good teeth. She will sleep well. She will feel a prick. They had a deep sleep.	Sentence Writing The children work in pairs to write the sentence and then similar sentences on their whiteboards.	HFW Art Use a variety of media to create HFW flashcards for a wall display.
Follow-up Activities (optional)		ee Word Wheel Game Download and print the activity. You will also need 2 paper fasteners and a piece of card. Make 2 'pointers' out of the card. Join these to the ee spinner templates using a paper fastener for each. Play in groups using the ee spinners 1 and 2. Each child has a Record Sheet. Children take turns to spin the spinner and tick the ee word on their Record Sheet that the spinner points to. The winner is the first person to have ticked all the ee words in the list.	ee Word Wheel Game Download and print the activity. You will also need 2 paper fasteners and a piece of card. Make 2 'pointers' out of the card. Join these to the ee spinner templates using a paper fastener for each. Play in groups using the ee spinners 1 and 2. Each child has a Record Sheet. Children take turns to spin the spinner and tick the ee word on their Record Sheet that the spinner points to. The winner is the first person to have ticked all the ee words in the list.		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? Green Froggy ee Video Play the Green Froggy ee video to recap the ee words.

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Reception | Term 2 | Week 4 | ur

Learning Objective/Success Criteria	Assessment
Teach the ur grapheme.	Can they recognise the ur grapheme?
Practise blending for reading.	Can they blend the ur grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the ur grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: see, going, just, have.	Can they spell the HFWs: see, going, just, have

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Quick HFWs Roar Read the HFW flashcards – put cards that need a recap to one side.	Play Full Circle with the ur grapheme Display the interactive graphemes PowerPoint. Move ‘ur’ to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: turn burn burp curl curds	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce ur grapheme The Black Cats make this sound. Download the PowerPoint to introduce the ur grapheme. Watch the Black Cats video. This also tells the story of Sleeping Beauty, called ‘The Big Sleep’. Ask the class to make the Black Cat (fingers walking across the other palm) action every time they hear a ur word. Can the children	Speech Bubbles Model writing one of the following sentences: It was my turn. I see the trees. We will sleep. She will not be hurt. Children write sentences in pairs on small whiteboards.	Model Story Sequencing Print out and make copies of The Big Sleep story. Show how some of the pages are not in the right order. Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.	Phonics Art Explain to the children that they are going to create phonics art, either for display or in their books. Recap the ee and the ur graphemes. Show how write these and recall the monsters that make these sounds.	Model Sentence Writing Model read and then write the sentence: My cheek was hurt. 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.

	remember all of the ur words in the song?				At the end of the activity there are also questions to read with a partner and answer yes or no.
Activity	ur Flashcards Children make their own flashcards with the words: fur burn burp curl hurt surf turn turnip curds	Download the Speech Bubbles activity. Children write/cut and paste a sentence or caption in one of the bubbles. They may cut the sentence in words and put back together again.	Book Making Print out and make copies of The Big Sleep. 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. Can anyone find any ur words in the story? turn turned hurt church	Phonics Art Recap the ee and the ur graphemes. Use a variety of media to create ee and ur flashcards for a wall display. - paint, pastels, felt tip pens - playdough letters - iPad drawings Take photos of models and screenshot of digital work.	Sentence Writing & Yes/No Questions Write the following sentences with pictures. We go this week. I can see the tree. We turn into the street. My cheek was hurt. Yes/No Questions Read each question and answer yes or no.
Follow-Up Activities (optional)			ur Word Wheel Game Download and print the activity. You will also need 2 paper fasteners and a piece of card. Make 2 'pointers' out of the card. Join these to the ur spinner templates using a paper fastener for each. Play in groups using the ur spinners 1 and 2. Each child has a Record Sheet. Children take turns to spin the spinner and tick the ur word on their Record Sheet that the spinner points to. The winner is the first person to have ticked all the ur words in the list.	ur Word Wheel Game Download and print the activity. You will also need 2 paper fasteners and a piece of card. Make 2 'pointers' out of the card. Join these to the ur spinner templates using a paper fastener for each. Play in groups using the ur spinners 1 and 2. Each child has a Record Sheet. Children take turns to spin the spinner and tick the ur word on their Record Sheet that the spinner points to. The winner is the first person to have ticked all the ur words in the list.	Black Cat ur Video Play the Black Cat ur video to recap the ur words.

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Learning Objective/Success Criteria	Assessment
Teach the ai grapheme.	Can they recognise the ai grapheme?
Practise blending for reading.	Can they blend the ai grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the ai grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: it's, do, so.	Can they spell the HFWs: it's, do, so?

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Yes/No Questions Blend to read the questions in the PowerPoint and answer yes or no.	Play Full Circle with the ai grapheme Display the interactive graphemes PowerPoint. Move 'ai' to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: rain main pain pail hail sail tail Gail	Read Captions Sound-talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit and blend sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce ai grapheme Angry Red A makes the long A sound and colours the graphemes red. Download the PowerPoint to introduce the ai grapheme. Watch the Angry Red A ai video. This tells the story of Hansel and Gretel. Ask the children to do the Angry Red A (hands clenched, elbows bent, ay, ay, ay!) action	Read Read the Hansel and Gretel PowerPoint or eBook. 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. Read the ai words and HFWs on the final page.	Model Writing Download the flashcards. Read through as a class, blending the graphemes to read each word. Select one ai word, sound-talk as a class and model writing the word.	Reading Read the cream section of the Hansel and Gretel eBook as a class, point out the ai words and blend the graphemes to read.	HFW Art it's do so 1. Download the HFW PowerPoint. Read each word, highlighting the graphemes and the sounds that they make. Explain that Cool Blue makes the oo sound in do . This also happens in to and into . Miss Oh No makes the long o sound in so . This also happens in go and no . It's is a contraction of it is .

	every time they hear an ai word. Can the class remember all of the ai words by the end of the video?				
Activity	ai Flashcards Children make their own flashcards with the words: wait Gail hail pain aim sail main tail rain bait	ai Word Hunt Hide the ai flashcards for that the class created yesterday. Children search for the flashcards in small groups. They note down the words that find on whiteboards or make the word out of magnetic letters. You may wish to hide additional ee flashcards downloaded from the website.	Choose one of two activities: Story Map (LA/MA) Create a large story map of The Hansel and Gretel using a long roll of display paper. Label parts and glue ai flashcards to the map to label. Character Actions (HA) Use templates to write one or more ai sentences. Children may cut and paste the sentence/words. They went again. He left a trail. It's raining. The snails had it.	Model Sentence Writing I left the trail. Children write a sentence in pairs on whiteboards. Ask if they can write similar sentences.	HFW Art Create HFW flashcards for a wall display.
Follow-Up Activities (optional)		ai Miming Game Use ai flashcards tail trail train rain sail snail paid rail email to play a miming game. Take turns to pick a card, keep this secret but mime the action or noun for their partner to guess.	ai Dice Game Play in a group. Give each child an ai flashcard. Take turns to roll a die with the graphemes tr l n m r s twice. Write the grapheme down. If an ai word can be made with the flashcard, a point is given. Another die may have the graphemes p d l r w t .		HFW Game – I spy Hide the Reception HFW flashcards and words from phase 2 and 3 Tricky and Decodable words. Ask the children to find them and organise them into monster groups. For example, so will be in Cool Blue's group. Some words will be in more than one. Let the children decide. Which monster has the most HFWs?

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Reception | Term 2 | Week 6 | or

Learning Objective/Success Criteria	Assessment
Teach the or grapheme.	Can they recognise the or grapheme?
Practise blending for reading.	Can they blend the or grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the ai grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: it's, do, so.	Can they spell the HFWs: it's, do, so?

Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Quick HFWs Roar Read the HFW flashcards – put cards that need a recap to one side.	Play Full Circle with the or sound Display the interactive graphemes PowerPoint. Move 'or' to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: born worn torn cork fork fort sort	Read Captions Sound-talk and read the first word. Sound-talk and read the second word. Say both words together. Continue until the end of the caption.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce the or grapheme The Black Cats make this sound. Download the PowerPoint to introduce the or grapheme. Watch the Black Cat or video. This tells the happy ending to the Hansel and Gretel story. Ask the children to do the Black Cat (fingers walking across the palm of the hand) action every time they hear an or word. Can the class remember all of the or words by the end of the video?	Speech Bubbles Model writing one of the following sentences: I left a trail. It is a storm. We will go for wood. I have been paid. Wait!	Model Story Sequencing Print out and make copies of the Hansel and Gretel story. Show how some of the pages are not in the right order. Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.	Phonics Art Explain to the children that they are going to create phonics art, either for display or in their books. Recap the ai and the or graphemes. Show how write these and recall the monsters that make these sounds.	Model Sentence Writing Model read and then write the sentence: That train is so fast. Ask the children what picture might 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.

					At the end of the activity there are also questions to read with a partner and answer yes or no.
Activity	or Flashcards Children make their own flashcards with the words: for fork cord cork sort born worn fort torn cornet	Speech Bubbles Download the Speech Bubbles activity. Children write/cut and paste a sentence or caption in one of the bubbles. They may cut the sentence in words and put back together again.	Book Making Print out and make copies of the Hansel and Gretel. 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. Can anyone find any or words in the story? morning storm worn torn torch horn short forgot fork	Phonics Art Recap the ai and the or graphemes. Use a variety of media to create ai and or flashcards for a wall display. - paint, pastels, felt tip pens - playdough letters - iPad drawings Take photos of models and screenshot of digital work.	Sentence Writing & Yes/No Questions Write the following sentences with pictures. That train is so fast. I will do the cooking. She had just been born. It's raining at the fort. Yes/No Questions Read each question and answer yes or no.
Follow-Up Activity (optional)		Recap the or PowerPoint Can the children spot any word families?	or Miming Game Use or flashcards born fork torch sort shorts to play a miming game. Take turns to pick a card, keep this secret but mime the action or noun for their partner to guess.	or Dice Game Give each child in a group an or flashcard. Take turns to roll a die twice to collect the graphemes t n b w ch f h . Write the grapheme. If an or word can be made, a point is given. A die can also have graphemes s f t st m k .	Black Cat ur Video Play the Black Cat ur video to recap the ur words.

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Reception | Term 2 | Week 7 | oa

Learning Objective/Success Criteria	Assessment
Teach the oa grapheme.	Can they recognise the oa grapheme?
Practise blending for reading.	Can they blend the or grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the ai grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: come, some, were, one, were.	Can they spell the HFWs: come, some, were, one?

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Reading Captions Select a page of the Vowel Digraph Captions PowerPoint. Focus on blending skills to read as a whole class.	Reading Captions Hand out copies of the Vowel Digraph Captions. Children work in pairs to read the sentence and draw a picture of this on a whiteboard.	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce the oa grapheme Miss Oh No makes this sound and colours the long O graphemes pink. Download the PowerPoint to introduce the oa grapheme. Watch the Miss Oh No oa video. This tells the story of Cinderella, called 'Floatella'. Ask the children to do the Miss Oh No (surprised hands in the air) action every time they hear an oa word. Can the	Reading Read the Floatella PowerPoint or eBook which tells the story of Cinderella. 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. Read the oa words and HFWs on the final page.	Model Writing Download the flashcards. Read through as a class, blending the graphemes to read each word. Select one oa word, sound-talk as a class and model writing the word.	Reading Read the cream section of the Floatella eBook pointing out the oa words. Focus on blending the oa grapheme with other graphemes to read.	HFW Art come some were one 1. Download the HFW PowerPoint. Read each word, highlighting the graphemes and the sounds that they make. Explain that Tricky Witch has change the o to an u sound in the words come and some . She has changed the o to a wo sound in one . She has also changed the er in were .

	class remember all of the oa words by the end of the video?				
Activity	oa Flashcards Children make their own flashcards with the words: coat load goat loaf road soap oak toad foal boatman	oa Word Hunt Hide the oa flashcards for that the class created yesterday. Children search for the flashcards in small groups. They note down the words that find on whiteboards or make the word out of magnetic letters. You may wish to hide additional oa flashcards downloaded from the website.	Choose one of two activities: Story Map (LA/MA) Create a large story map of Floatella using a long roll of display paper. Draw, then label. Also stick flashcards to the map to further label. Character Actions (HA) Use templates to write one or more oa sentences. Get me soap. I will roam. You must not boast. Thanks for the coach.	Model Sentence Writing Bring me 2 goats. Children write a sentence in pairs on whiteboards. What other variations of this sentence were in the story?	HFW Art Create HFW flashcards for a wall display.
Follow-Up Activities (optional)		oa Game – Tricky Magic Play in groups of 5 using 5 cups. Children take turns to be the leader. The leader selects 5 oa 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 other children try to guess before all words are revealed.	oa Game – Word Plates Hide oa flashcards around the room. Write oat , oad and oost on separate paper plates. Hunt to find all the oa flashcards and stick on the plate with the correct word family, e.g. boat and coat are stuck on the oat paper plate. The winning group is the first to have a complete set.		HFW Game – I spy Hide the flashcards for the Reception HFWs and phase 2 and 3 Tricky and Decodable words that have been learnt so far. Ask the children to find them and organise them into monster groups. For example, ‘do’ will be in Cool Blue’s group. Some words will be in more than one group. Let the children decide. Which monster has the most HFWs?

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Learning Objective/Success Criteria	Assessment
Teach the er grapheme.	Can they recognise the er grapheme?
Practise blending for reading.	Can they blend the or grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the er grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: come, some, were, one, were.	Can they spell the HFWs: come, some, were, one?

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Reading Sentences Select a page of the Sets 1-7 Sentence PowerPoint. Focus on blending skills to read as a whole class.	Reading Sentences Hand out copies of the Vowel Digraph Captions. Children work in pairs to read the sentence and draw a picture of this on a whiteboard.	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce the er grapheme Tricky Witch has changed the sound of this grapheme. Download the PowerPoint to introduce the er grapheme. Watch the Trick Witch er video. She is singing about the Monster Summer Fair. Ask the children to do the Tricky Witch (wave a pretend wand) action every time they hear an er word. Can the class remember all of the er words by the end of the video?	Speech Bubbles Model writing one of the following sentences: Get me the soap. That hurts! I will roam. You must boast. It is a coach!	Model Story Sequencing Print out and make copies of the Floatella story. Show how some of the pages are not in the right order. Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.	Phonics Art Explain to the children that they are going to create phonics art, either for display or in their books. Recap the oa and the er graphemes. Show how write these and recall the monsters that make these sounds.	Model Sentence Writing Model read and then write the sentence: The boat is quicker. Ask the children what picture might 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.

	hammer letter rocker ladder supper dinner boxer summer banner				At the end of the activity there are also questions to read with a partner and answer yes or no.
Activity	er Flashcards Children make their own flashcards with the words: hammer letter rocker ladder supper dinner boxer better summer banner	Download the Speech Bubbles activity. Children write/cut and paste a sentence or caption in one of the bubbles. They may cut the sentence in words and put back together again.	Book Making Print out and make copies of Floatella. 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. Can anyone find any er words in the story? better letter summer fitter faster quicker winter her ever never after forever sister	Phonics Art Recap the oa and the er graphemes. Use a variety of media to create oa and er 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 with pictures. See my winter coat. The boat is quicker. Toast is better with some jam. Then she took her letter. Yes/No Questions Read each question and answer yes or no.
Follow-Up Activities (optional)		Recap the er PowerPoint Can the children find any pattern in the words? The er is usually at the end. Sometimes these words have a double letter.	er Hopscotch Game Draw a hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the er words in chalk.	Game – er Fishing Place a paperclip on each er 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.	Quick er Words Roar Read the er word flashcards – put cards that need a recap to one side.

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Reception | Term 2 | Week 9 | igh

Learning Objective/Success Criteria	Assessment
Teach the igh grapheme.	Can they recognise the oo grapheme?
Practise blending for reading.	Can they blend the igh grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the oo grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: like, when, little, what.	Can they spell the HFWs: like, when, little, what?

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Sentence Substitution Download the PowerPoint and view in normal mode. Ask the children to read the sentence with their partners. Now all read together. Read the substitution words. Which words from the sentence could we swap? Click and drag the new word over the substituted word and read the sentence again.	Play Full Circle with the igh sound Display the interactive graphemes PowerPoint. Move 'igh' to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: night light might fight	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint
Teach	Introduce the igh grapheme Tricky Witch has changed the sound of this grapheme. Download the PowerPoint to introduce the igh grapheme. Watch the 'Yellow I igh' video, which tells story of Rapunzel. Ask the children to do the Yellow I (point to an eye) action	Read Read the Rapunzel PowerPoint. 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. Read the igh words and HFWs on the final page.	Model Writing Download the flashcards. Read through as a class, blending the graphemes to read each word. Select one igh word, sound-talk as a class and model writing the word.	Reading Read a section of the Rapunzel eBook pointing out the igh words. Focus on blending the igh grapheme with other graphemes to read.	HFW Art like when little what 1. Download the HFW PowerPoint. Read each word, highlighting the graphemes and the sounds that they make. Explain that Tricky Witch changes the a into an o sound in what and that the h makes no sound.

	every time they hear an igh word. Can the class remember all of the igh words by the end of the video? high sigh light might night right sight fight bright				Tricky Witch changes the le at the end of little to an ul sound. The word like has an i-e that makes the long I sound. The word when has a silent h.
Activity	igh Flashcards Children make their own flashcards with the words: - high night light bright might knight fight high - sigh	igh Word Hunt Hide the igh flashcards for that the class created yesterday. Children search for the flashcards in small groups. They note down the words that find on whiteboards or make the word out of magnetic letters. You may wish to hide additional igh flashcards downloaded from the website.	Choose one of two activities: Story Map (LA/MA) Create a large story map of Rapunzel using a long roll of display paper. Draw, then label. Also stick flashcards to the map to further label. Character Actions (HA) Use templates to write one or more igh sentences. He saw the light. They went high. At night she went up. She went with the knight.	Model Sentence Writing Let down your hair. Children write a sentence in pairs on whiteboards. What variations of this sentence can the children think of?	HFW Art Create HFW flashcards for a wall display.
Follow-Up Activities (optional)		igh Word Wheel Game – make the game by using a paper fastener to clip on a card pointer Play in groups using the igh spinners 1 and 2. Children take turns to spin the pointer and tick the igh word that it lands on off their list. The winner is the first person to have ticked all the igh words in the list.	igh Word Wheel Game – make the game by using a paper fastener to clip on a card pointer Play in groups using the igh spinners 1 and 2. Children take turns to spin the pointer and tick the igh word that it lands on off their list. The winner is the first person to have ticked all the igh words in the list.		HFW Game – I spy Hide the Reception HFW flashcards and also words from the 100 HFW (found in the HFW/CEW) section. Ask the children to find them and organise them into monster groups. For example, play will be in Angry Red A's group. Some words will be in more than one. Let the children decide. Which monster has the most HFWs?

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Reception | Term 2 | Week 10 | air

Learning Objective/Success Criteria	Assessment
Teach the air grapheme.	Can they recognise the air grapheme?
Practise blending for reading.	Can they blend the air grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the air grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: like, when, little, what.	Can they spell the HFWs: like, when, little, what?

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Quick HFWs Roar Download the PowerPoint to read and answer the Yes/No questions.	Play Full Circle with the air sound Display the interactive graphemes PowerPoint. Move air to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: fair lair pair hair chair	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint
Teach	Introduce the air grapheme Tricky Witch has changed the sound of this grapheme. Download the PowerPoint to introduce the air grapheme. Watch the Trick Witch air video, which tells story of Rapunzel. Ask the children to do the Tricky Witch (wave a pretend wand) action every time they hear an air word. Can the class remember all of the air words by the end of the video?	Speech Bubbles Model writing one of the following sentences: I do not fight! He said to jump in. I want help to go. I am cross.	Model Story Sequencing Print out and make copies of the Rapunzel story. Show how some of the pages are not in the right order. Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.	Phonics Art Explain to the children that they are going to create phonics art, either for display or in their books. Recap the igh and the air graphemes. Show how write these and recall the monsters that make these sounds.	Model Sentence Writing Model read and then write the sentence: She had hair for stairs. Ask the children what picture might 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.

	air fair lair hair pair chair				At the end of the activity there are also questions to read with a partner and answer yes or no.
Activity	air Word Art Use felt tips to draw these in colour code on large sheets of paper: hair stairs chair fair fairy fairytale hairdresser airport	Speech Bubbles Download the Speech Bubbles activity. Children write/cut and paste a sentence or caption in one of the bubbles. They may cut the sentence in words and put it back together again.	Book Making Print out and make copies of the Rapunzel. 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. Can anyone find any air words in the story? hair stairs chair fair fairy fairytale hairdresser airport	Phonics Art Recap the igh and the air graphemes. Use a variety of media to create igh and air flashcards for a wall display. - paint, pastels, felt tip pens - playdough letters - iPad drawings Take photos of models and screenshot of digital work.	Sentence Writing & Yes/No Questions Write the following sentences with pictures. The light will help. They said it is fair. She had hair for stairs. She said this pair is tight. Yes/No Questions Read each question and answer yes or no.
Follow-Up Activity (optional)		air Word Wheel Game – make the game by using a paper fastener to clip on a card pointer Play in groups using the air spinners 1 and 2. Children take turns to spin the pointer and tick the air word that it lands on off their list. The winner is the first person to have ticked all the air words in the list.	air Word Wheel Game – make the game by using a paper fastener to clip on a card pointer Play in groups using the air spinners 1 and 2. Children take turns to spin the pointer and tick the air word that it lands on off their list. The winner is the first person to have ticked all the air words in the list.	Game – air Fishing Place a paperclip on each air 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.	Quick air Words Roar Read the air word flashcards – put cards that need a recap to one side.

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Learning Objective/Success Criteria	Assessment
Teach the oi grapheme.	Can they recognise the oi grapheme?
Practise blending for reading.	Can they blend the oi grapheme and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the oi grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: day, away, play, children.	Can they spell the HFWs: day, away, play, children?

Week 11	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Sentence Substitution Download the PowerPoint and view in normal mode. Ask the children to read the sentence with their partners. Now all read together. Read the substitution words. Which words from the sentence could we swap? Click and drag the new word over the substituted word and read the sentence again.	Play Full Circle with the oi sound Display the interactive graphemes PowerPoint. Move 'igh' to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: oil boil foil soil coil coin join	Quick Write Words Draw a large phoneme frame on the whiteboard. Say a 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 in pairs and write on laminated phoneme frames or whiteboards.	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce the oi grapheme Tricky Witch has changed the sound of this grapheme. Download the PowerPoint to introduce the air grapheme. Watch the Trick Witch oi video. Ask the children to do the Tricky Witch (wave a pretend wand) action every time they hear an oi word. Can the class remember all	Read Read the story of The Frog and the Coin in the PowerPoint. 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. Read the oi words and HFWs on the final page.	Model Writing Download the flashcards. Read through as a class, blending the graphemes to read each word. Select one oi word, sound-talk as a class and model writing the word.	Reading Read the cream section of The Coin and the Frog eBook pointing out the oi words. Focus on blending the oi grapheme with other graphemes to read.	Word Art day away play children 1. Download the HFW PowerPoint. Read each word, highlighting the graphemes and the sounds that they make. Explain that Tricky Witch makes the ure sound and the ear sound. HFW flashcards for a wall display.

	of the oi words by the end of the video? oil boil coin join soil poison				
Activity	oi Flashcards Children make their own flashcards with the words: oil boil coin soil join coil foil point pointed	oi Word Hunt Hide the oi flashcards that the class created yesterday. Children search for the flashcards in small groups. They note down the words that find on whiteboards or make the word out of magnetic letters. You may wish to hide additional oi flashcards downloaded from the website.	Choose one of two activities: Story Map (LA/MA) Create a large story map of The Coin and the Frog using a long roll of display paper. Draw, then label. Also stick flashcards to the map to further label. Character Actions (HA) Use templates to write one or more oi sentences. She went across the soil. She lost the coin. He will join them.	Model Sentence Writing I lost my coin. Children write a sentence in pairs on whiteboards. Can the children think of variations of this sentence?	HFW Art Create HFW flashcards for a wall display
Follow-Up Activity (optional)		oi Word Wheel Game – make the game by using a paper fastener to clip on a card pointer Play in groups using the oi spinners 1 and 2. Children take turns to spin the pointer and tick the oi word that it lands on off their list. The winner is the first person to have ticked all the oi words in the list.	oi Lily Pad game In groups of up to 6, each take a frog and write the children's name on them. Take it turn to roll dice and when they land on a spot, they need to blend and segment word (with support). First one to the end wins. Player goes back to beginning if they are unsuccessful in decoding word.		HFW Game – I spy day away children little Hide the Reception HFW flashcards and also words from the 100 HFW (found in the HFW/CEW) section. Ask the children to find them and organise them into monster groups. For example, day will be in Angry Red A's group. Some words will be in more than one. Let the children decide. Which monster has the most HFWs?

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Reception | Term 2 | Week 12 | ear and ure

Learning Objective/Success Criteria	Assessment
Teach the ear and ure graphemes.	Can they recognise the ear and ure graphemes?
Practise blending for reading.	Can they blend the ear and ure graphemes and other graphemes to read words?
Practise segmenting for spelling.	Can they segment the oi grapheme and other graphemes to spell words?
Practise blending to read sentences.	Can they blend to read sentences?
Practise segmenting to write sentences.	Can they segment to write sentences?
HFW: day, away, play, children.	Can they spell the HFWs: day, away, play, children?

Week 12	Monday	Tuesday	Wednesday	Thursday	Friday
Review	Sentence Substitution Download the PowerPoint and view in normal mode. Ask the children to read the sentence with their partners. Now all read together. Read the substitution words. Which words from the sentence could we swap? Click and drag the new word over the substituted word and read the sentence again.	Play Full Circle with the ear sound Display the interactive graphemes PowerPoint. Move ear to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: hear near fear tear	Play Full Circle with the ure sound Display the interactive graphemes PowerPoint. Move ure to the centre. Ask the children to choose letters to add to the beginning or the end of the word to create new words. For example: pure cure lure hear near fear tear	Blending Skills Read through the Blending PowerPoint.	Buried Treasure Revisit of sounds learnt by playing the Buried Treasure PowerPoint.
Teach	Introduce the ear and ure graphemes Tricky Witch has changed the sound of these graphemes. Download the PowerPoint to introduce the ear grapheme. Watch the Trick Witch ear/oi video. Ask the children to do the Tricky Witch (wave a pretend wand) action every time they hear an oi word. Can the class remember all of the oi words by the end of the video?	Speech Bubbles Model writing one of the sentences and read together as a class: I shed a tear. I fear her. A dear frog. I am near the pond.	Model Story Sequencing Print out and make copies of the The Frog and the Coin story. Show how some of the pages are not in the right order. Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book.	ure Reading Read through the ure PowerPoint. Tricky Witch changes the sound of these letters to a new sound. Blend to read the words, identifying the ure grapheme..	Model Sentence Writing Model read and then write the sentence: I can hear the children. Ask the children what picture might 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.

	assure pure cure secure ears near fear dear tear beard rear				At the end of the activity, there are also questions to read with a partner and answer yes or no.
Activity	air Word Art Use felt tips to draw these in colour code on large sheets of paper: hear near fear ear tear rear beard	Speech Bubbles Download the Speech Bubbles activity. Children write/cut and paste a sentence or caption in one of the bubbles. They may cut the sentence in words and put back together again.	Book Making Print out and make copies of The Frog Prince 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. Can anyone find any ure words in the story? mixture, picture, cure, pure	ure Writing Ask the children to write one or more ure words. Can they highlight the ure grapheme? Extend this activity by asking the children to write a sentence.	Sentence Writing & Yes/No Questions Write the following sentences with pictures. I can hear the children. I am near. This is the last day of the year. I shed a little tear. Yes/No Questions Read each question and answer yes or no.
Follow-Up Activity (optional)		ear Word Wheel Game – make the game by using a paper fastener to clip on a card pointer Play in groups using the ear spinners 1 and 2. Children take turns to spin the pointer and tick the ear word that it lands on off their list. The winner is the first person to have ticked all the ear words in the list.	ear/ure Wishing Well game Children to sort all the flashcards into the right wishing wells. Can they notice the different graphemes? Can they read them aloud? Can they help the frog escape from the well?	Game – ear/ure Fishing for the golden coin Place a paperclip on each ear/ure golden coin 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. What tricky witch sound did they find ear or ure ? You could make a well to fish from.	Quick ure Words Roar Read the ear and ure word flashcards – put cards that need a recap to one side.

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