

Learning Objective:

To be able to follow simple rules and expectations

Revisit- To recap previously taught sounds

Teach – to be able to correctly pronounce the grapheme being taught.

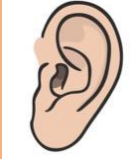
- To be able link the sound to words
- Practice/ Apply – to be able to form the sound correctly.
- To be able to identify words/ objects that begin with today's sound
- To be able to identify initial sounds.
- To be able to segment and blend simple words and captions with today's sound.

Date:

To be able to follow simple rules and expectations

Date:

1. Good listening



2. Good sitting



3. Good looking



4. Wait for your turn to speak/ answer



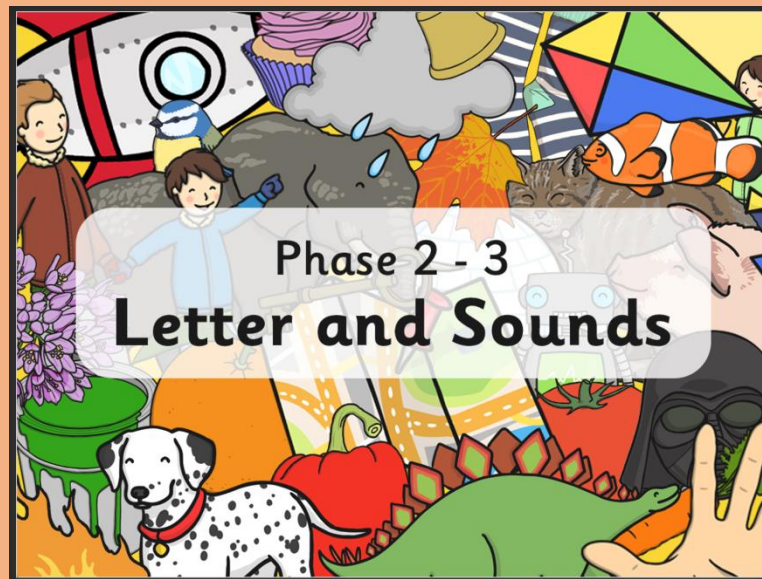
5. Hands to your self



Word bank

Revisit- To recap previously taught sounds

Date:



Word bank
Phonics
grapheme

Revisit- To recap previously HFW

Date:

is

it

at

in

and

Word bank
Common
words

Revisit- To recap previously TW

Date:

the

to

Word bank
Common
words

Teach – to be able to correctly pronounce the grapheme taught today.
- To be able link the sound to words

Date:

fish



fairy



f

fire



fox



Word bank
Diagraph

*Scribe other
words the
children come
up with*

Teach – to be able to correctly pronounce the grapheme taught today.
- To be able link the sound to words

Date:

huff



puff



muffin

ff

gruff



coffee

Word bank
Diagraph

*Scribe other
words the
children come
up with*

Teach – to be able to correctly pronounce the grapheme taught today.

- To be able link the sound to words

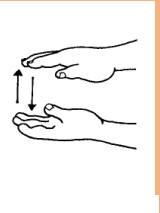
Date:

f

ff

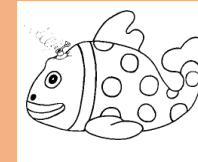


<https://www.youtube.com/watch?v=JPzXsy3jebk>



f

Let hands gently come together as if toy fish deflating, and say ffffff.



**Word bank
Diagraph**

*Scribe other
words the
children come
up with*

Practice/ Apply – to be able to form the sound correctly.

Date:



f

ff



Form it on different parts of the body and then on your board.
Can you think of any other words with this sound?

Word bank

Diagraph

Apply - To be able to blend simple words today's sound.

Date:

fix



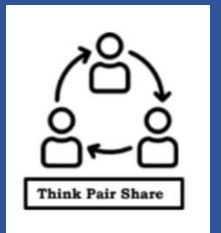
stuff



fin



Word bank
Real words
Nonsense
words



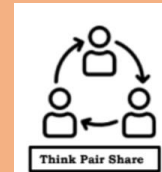
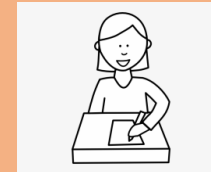
Intervention: complete the missing sounds (CVC) words

Extension: Write simple captions using the word

Apply - To be able to segment simple words and captions.

Date:

fox
The has
stuff .



Word bank

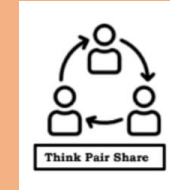
Diagraph

As a class segment make the caption 'The fox has stuff.'
Extension: Extend the sentence using 'and'

Behaviours: courage, self discipline, resilience

Inferencing - To be able to answer questions in response to an image.

Date:

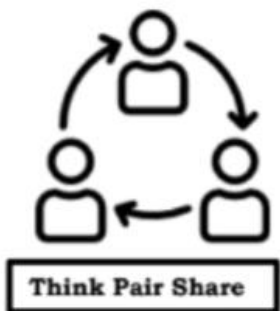


What can you see?
How do you think he feels? Why?
What could have happened?
What might happen next? How could you help?

Behaviours: courage, self discipline, resilience

Word bank

Sad
Crying
Upset
Angry
Hot
Boiling
shocked





Demonstration



Presentation



Think Pair Share



Challenge



Peer assess



Read



Group work



(New) Idea



Mind map



Self assess



Feedback



Analyse



Debate



Discuss



Add/Build



Silent work



Timed work



Paired work



Hands up



Questions



Discussion



Model



Copy



Proof read