

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.

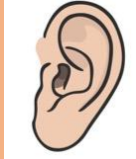
- To be able link the sound to words
- Practice/ Apply – to be able to form the sound correctly.
- To be able to identify words/ objects that begin with today's sound
- To be able to identify initial sounds.
- To be able to segment and blend simple words and captions with today's sound.

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 taught HFW

Date:

is

it

at

in

and

Word bank
Common
words

Revisit- To recap previously taught 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:

ladybird

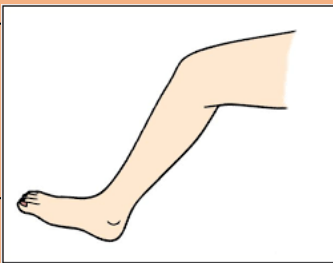


lion



l

leg



lollypop



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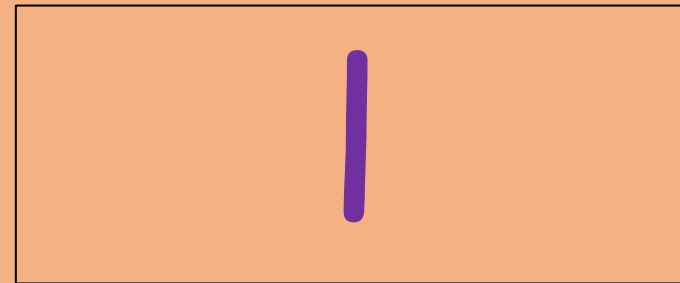
Word bank
Diagram

*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:



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



Pretend to lick a lollipop and say *l, l, l, l.*

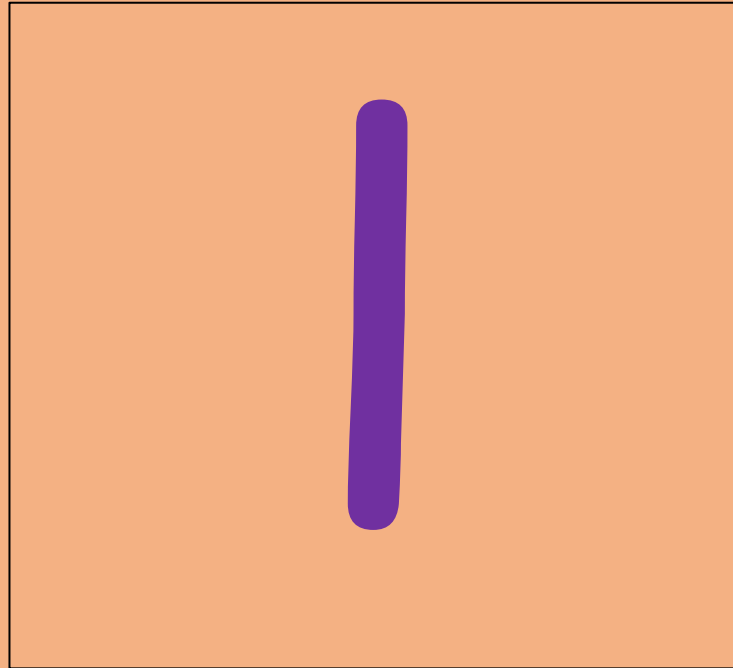
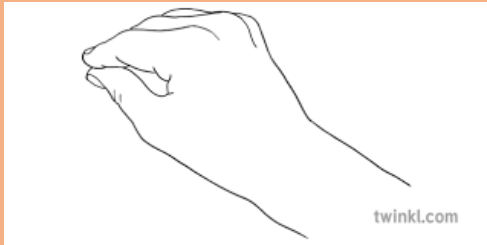


Word bank
Diagraph

Scribe other words the children come up with

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

Date:



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:

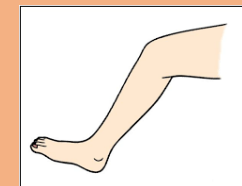
lap



leg



log



Word bank
Real words
Nonsense
words

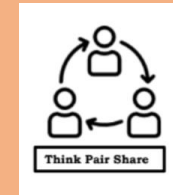
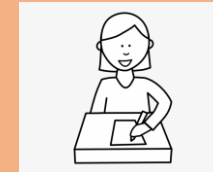


Intervention: complete the missing sounds (CVC) words

Extension: Write simple captions using the word

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

Date:



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As a class segment and write 'lick'

Behaviours: courage, self discipline, resilience

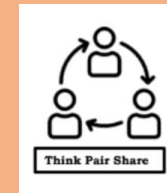
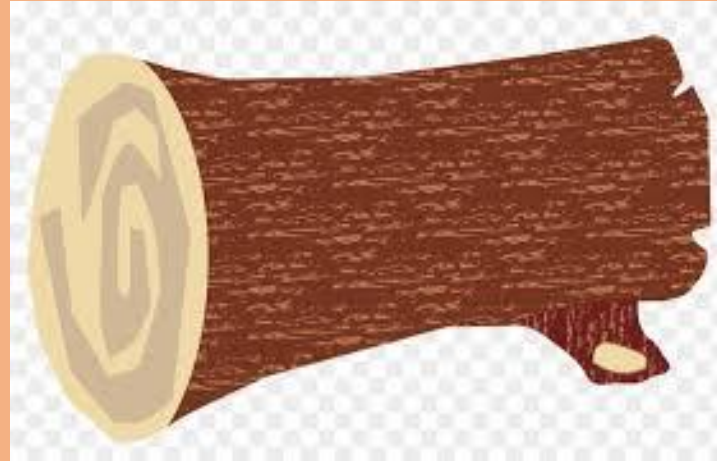
Word bank

Diagraph

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

Date:

log
The is
big .



Word bank

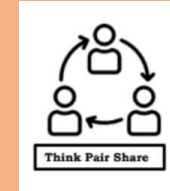
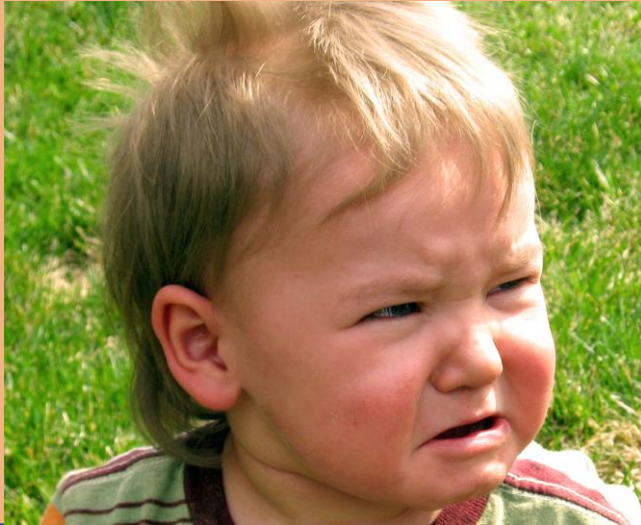
Diagraph

As a class segment make the caption 'The log is big.'
Extension: Extend the sentence using 'and'

Behaviours: courage, self discipline, resilience

Inference questioning- To be able to answer in response to an image.

Date:



Word bank

Sad
Crying
Upset
Angry
Hot
Boiling
shocked

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

