

Reception: Term 1.1 Week 6	Focus GPCs - Letters and Sounds Set 5: h b f, ff l, ll ss	Focus Tricky Words: no go l (reading)
Learning Objectives: <ul style="list-style-type: none"> Learn to identify and read Set 5 GPCs. Revise learnt GPCs. Teach reading the tricky words no, go, l. Practise blending for reading. Practise segmenting for spelling. 		Phase 2 GPCs taught so far: Set 1: s a t p Set 2: i n m d Set 3: g o c k Set 4: ck e u r <i>*Astrid, Mason, Ava, Max, Harriet, Archie R assess this week 1:1</i>

Teaching Sequence	Monday (GV & JB)	Tuesday (GV & JB)	Wednesday (GV)	Thursday (GV)	Friday (GV & JB)
Revisit & Review (3 minutes)	Revise all taught Phase 2 GPCs and tricky words, using flashcards	Revise all taught Phase 2 GPCs, including 'b', and tricky words, using flashcards.	Revise all taught Phase 2 GPCs, including 'h', 'b', and tricky words, using flashcards.	Revise all taught Phase 2 GPCs, including 'h', 'b', 'f/ff', and tricky words, using flashcards.	Revise all taught Phase 2 GPCs, including 'h', 'b', 'f', 'l/l', and tricky words, using flashcards.
Teach (5 minutes)	<p>Introduce phoneme 'h' ask the children to make the sound 'h' and 'breathe out sharply onto their hand' to say the words: h-h-h-horse h-h-h-hat H-h-h-hen</p> <p>Introduce the children to the 'h' grapheme using the mnemonic flashcard, action and caption. Practise forming 'h' in the air. Introduce tricky words 'no', 'go', 'l'.</p>	<p>Introduce phoneme 'b' ask the children to make the sound 'b' and 'bounce it' to say the words: b-b-b-boot b-b-b-ball b-b-b-bicycle B-b-b-bag</p> <p>Try to say a short 'b' rather than 'buh'.</p> <p>Introduce the children to the 'b' grapheme using the mnemonic flashcard, action and caption. Practise forming 'b' in the air.</p>	<p>Introduce phoneme 'f' and 'ff' ask the children to make the sound 'f' (keep teeth on bottom lip and force the air out sharply) and 'stretch it out' to say the words: ffffish fffflower ffffrog Fffairy</p> <p>And at the end of the words: puffffffff hufffffff</p> <p>Elongate the f at the end. Introduce the children to the 'f' and 'ff' graphemes using the mnemonic flashcard, action and caption. Practise forming 'f' in the air.</p>	<p>Introduce phoneme 'l' and 'll' ask the children to make the sound 'l' (keep tongue pointed and curled behind teeth) and 'stretch it out' to say the words: lllllorry llllolly llllleg lllladder</p> <p>And at the end of the words: bell shell</p> <p>Introduce the children to the 'l/ll' grapheme using the mnemonic flashcard, action and caption. Practise forming 'l' in the air.</p>	<p>Introduce phoneme 'ss' ask the children to make the sound 'ss' and 'stretch it out' (keep teeth together and hiss) to say the words: sssssnake ssssnail sssspider Ssssun</p> <p>And at the end of the words: fuss mess</p> <p>Introduce the children to the 's/ss' grapheme using the mnemonic flashcard, action and caption. Practise forming 's' in the air.</p>

<p>Practise (6 minutes)</p>	<p>Using the cuddly toy frog explain how Fred talks. Fred Talk (oral): Model how you say words in Fred Talk. Fred says: 'h-a-t' (really emphasise the pure sounds), but we can say 'hat' (really exaggerate the pronunciation so that the children relate 'h-a-t' to 'hat'. Use 'My turn, your turn' to get the children to say: 'h-a-t' and 'hat' 'h-e-n' and 'hen' 'h-o-p' and 'hop'</p>	<p>Using the cuddly toy frog explain how Fred talks. Fred Talk (oral): Model how you say words in Fred Talk. Fred says: 'b-a-t' (really emphasise the pure sounds), but we can say 'bat' (really exaggerate the pronunciation so that the children relate 'ba-t' to 'bat'. Use 'My turn, your turn' to get the children to say: 'b-a-t' and 'bat' 'b-i-n' and 'bin' 'b-o-p' and 'bop'</p>	<p>Using the cuddly toy frog explain how Fred talks. Fred Talk (oral): Model how you say words in Fred Talk. Fred says: 'f-a-t' (really emphasise the pure sounds), but we can say 'fat' (really exaggerate the pronunciation so that the children relate 'fa-t' to 'fat'. Use 'My turn, your turn' to get the children to say: 'f-a-t' and 'fat' 'f-u-n' and 'fun' 'f-i-t' and 'fit'</p>	<p>Using the cuddly toy frog explain how Fred talks. Fred Talk (oral): Model how you say words in Fred Talk. Fred says: 'l-o-g' (really emphasise the pure sounds), but we can say 'log' (really exaggerate the pronunciation so that the children relate 'lo-g' to 'log'. Use 'My turn, your turn' to get the children to say: 'l-o-g' and 'log' 'l-a-d' and 'lad' 'l-e-g' and 'leg'</p>	<p>Using the cuddly toy frog explain how Fred talks. Fred Talk (oral): Model how you say words in Fred Talk. Fred says: 's-u-n' (really emphasise the pure sounds), but we can say 'sun' (really exaggerate the pronunciation so that the children relate 's-u-n' to 'sun'. Use 'My turn, your turn' to get the children to say: 's-u-n' and 'sun' 's-a-t' and 'sat' 's-e-t' and 'set'</p>
<p>Apply (6 Minutes)</p>	<p>Model how you blend with the magnetic letters. Say 'hat' clearly again and ask the children to use Fred Frog Fingers to segment. Say you will need the 'h' 'a' and 't'. Model putting these letters on the 'phoneme frame'. Point to the sounds and say 'h-a-t' then sweep your finger under the word and say 'hat' - in an exaggerated manner. Take away the letters and repeat the same task but this time writing the letters. Ask the children to do this on their own whiteboards and to write the letters in the correct order. Apply by writing a sentence: 'I can hop.' Ensure capital letter, finger spaces and full stop.</p>	<p>Model how you blend with the magnetic letters. Say 'bat' clearly again and ask the children to use Fred Frog Fingers to segment. Say you will need the 'b' 'a' and 't'. Model putting these letters on the 'phoneme frame'. Point to the sounds and say 'b-a-t' then sweep your finger under the word and say 'bat' - in an exaggerated manner. Take away the letters and repeat the same task but this time writing the letters. Ask the children to do this on their own whiteboards and to write the letters in the correct order. Apply by writing a sentence: 'I can bat.' Ensure capital letter, finger spaces and full stop.</p>	<p>Model how you blend with the magnetic letters. Say 'fat' clearly again and ask the children to use Fred Frog Fingers to segment. Say you will need the 'f' 'a' and 't'. Model putting these letters on the 'phoneme frame'. Point to the sounds and say 'f-a-t' then sweep your finger under the word and say 'fat' - in an exaggerated manner. Take away the letters and repeat the same task but this time writing the letters. Ask the children to do this on their own whiteboards and to write the letters in the correct order. Apply by writing a sentence: 'I am fat.' Ensure capital letter, finger spaces and full stop.</p>	<p>Model how you blend with the magnetic letters. Say 'log' clearly again and ask the children to use Fred Frog Fingers to segment. Say you will need the 'l' 'o' and 't'. Model putting these letters on the 'phoneme frame'. Point to the sounds and say 'l-o-g' then sweep your finger under the word and say 'log' - in an exaggerated manner. Take away the letters and repeat the same task but this time writing the letters. Ask the children to do this on their own whiteboards and to write the letters in the correct order. Apply by writing a sentence: 'A bat is on a log.' Ensure capital letter, finger spaces, full stop.</p>	<p>Model how you blend with the magnetic letters. Say 'sun' clearly again and ask the children to use Fred Frog Fingers to segment. Say you will need the 's' 'u' and 'n'. Model putting these letters on the 'phoneme frame'. Point to the sounds and say 's-u-n' then sweep your finger under the word and say 'sun' - in an exaggerated manner. Take away the letters and repeat the same task but this time writing the letters. Ask the children to do this on their own whiteboards and to write the letters in the correct order. Apply by writing a sentence: 'I am set to go.' Ensure capital letter, finger spaces and full stop.</p>