

Year 1: Term 1.1 Week 6	Focus GPCs - Letters and Sounds Set 5: ow, oi, ear, air ure	Focus Tricky Words: no go l (reading)
Learning Objectives: <ul style="list-style-type: none"> ● Learn the alphabet song from Phonics Bug ● Learn to identify and read Phase 3 GPCs. ● Revise learnt GPCs. ● Teach reading the tricky words he, she, we, me, be, you, all, are, her, was, they my ● Practise blending for reading. ● Practise segmenting for spelling. ● Read Phase 3 captions containing GPCs and tricky words. 		Phase 3 GPCs to review: ch, sh, th, ng ai, ee, igh, oa, oo ar, or, er, ur

Teaching Sequence	Monday (GV)	Tuesday (GV)	Wednesday (GV)	Thursday (GV)	Friday (GV)
Revisit & Review (3 minutes)	Revise Phase 3 GPCs above and tricky words, using flashcards.	Revise Phase 3 GPCs above, including 'ow' and tricky words, using flashcards.	Revise Phase 3 GPCs above, including 'ow' and 'oi' and tricky words, using flashcards.	Revise Phase 3 GPCs above, including 'ow', 'oi' and 'ear' and tricky words, using flashcards.	Revise Phase 3 GPCs above, including 'ow', 'oi', 'ear' and 'air' and tricky words, using flashcards.
Teach (5 minutes)	<p>Introduce the vowel digraph (oral) 'ow' and the phoneme this makes. Ensure the children know that these two letters make one sound. Show the children how to make the sound 'ow' with their mouths and to watch each other do it. Say the following words and encourage the children to exaggerate the 'ow' and to watch each other saying them:</p> <p>now down town now crowd</p> <p>Introduce the children to the 'ow' grapheme using the mnemonic flashcard,</p>	<p>Introduce the vowel digraph (oral) 'oi' and the phoneme this makes. Ensure the children know that these two letters make one sound. Show the children how to make the sound 'oi' with their mouths and to watch each other do it. Ensure the children know that it is 'oi' coin on the Phase 3 Sound Mat. Say the following words and encourage the children to exaggerate the 'oi' and to watch each other saying them:</p> <p>coin join oil soil foil</p>	<p>Introduce the trigraph (oral) 'ear' and the phoneme this makes. Ensure the children know that these three letters make one sound. Show the children how to make the sound 'ear' with their mouths and to watch each other do it. Say the following words and encourage the children to exaggerate the 'ear' and to watch each other saying them:</p> <p>ear hear year spear</p> <p>Introduce the children to the 'ear' grapheme using the mnemonic flashcard, action and caption:</p>	<p>Introduce the trigraph (oral) 'air' and the phoneme this makes. Ensure the children know that these three letters make one sound. Show the children how to make the sound 'ear' with their mouths and to watch each other do it. Say the following words and encourage the children to exaggerate the 'air' and to watch each other saying them:</p> <p>fair hair chair stair</p> <p>Introduce the children to the 'air' grapheme using the mnemonic flashcard, action and caption:</p>	<p>Introduce the trigraph (oral) 'ure' and the phoneme this makes. Ensure the children know that these three letters make one sound. Show the children how to make the sound 'ure' with their mouths and to watch each other do it. Say the following words and encourage the children to exaggerate the 'ure' and to watch each other saying them (clap/teach each syllable):</p> <p>pic/ture mix/ture creat/ure ad/ven/ture</p> <p>Introduce the children to the 'ure' grapheme using the mnemonic flashcard, action and caption:</p>

	<p>action and caption: Say caption: 'Brown cow' (RWI) Action: Create cow horns placing thumbs by the side of your head and extend little fingers (Storytime Phonics) Write the words above with sound buttons and ask the children to tell a friend where the 'ow' comes in the words. Reinforce that this is in the middle or end of a word. Introduce tricky words 'he', 'she', 'we', 'me', 'be'. Highlight that these are tricky words and it sounds like there is an /ee/ sound but that it is with one e.</p>	<p>Introduce the children to the 'oi' grapheme using the mnemonic flashcard, action and caption: Say caption: 'Spoil the boy' (RWI) (boy? Re-do caption?) 'oi! Don't spoil him!' Action: Clasp one hand around mouth then shout 'oi' followed by a thumb shake as if hitchhiking. (Storytime Phonics) Write the words above with sound buttons and ask the children to tell a friend where the 'oi' comes in the words. Reinforce that this is in the beginning or middle of a word and never at the end. Introduce tricky words 'you', 'all', 'are'.</p>	<p>Say caption: 'Hear with your ear' (RWI) Action: Place hand behind ear as if to listen. (GV) Write the words above with sound buttons and ask the children to tell a friend where the 'ear' comes in the words. Reinforce that this is at the end of a word. Introduce tricky words 'was', 'they', 'my'.</p>	<p>Say caption: 'That's not fair!' (RWI) Action: Put hands on hips. (GV) Write the words above with sound buttons and ask the children to tell a friend where the 'air' comes in the words.</p>	<p>Say caption: 'The witch is saying sure it's pure' (RWI) Action: Offer someone a potion cup (GV) Write the words above with sound buttons and ask the children to tell a friend where the 'ure' comes in the words. Write the words: pure cure Sure Ensure that the children know that there can be an /er/ sound and a /your/ sound for this GPC.</p>
<p>Practise (6 minutes)</p>	<p>Children play the 'Roll and Read' game in pairs. Praise all children that are using their Fred Frog Fingers to read and blend. Practise writing words containing the GPC on whiteboards using the 'Roll and Read' mat. Take it in turns to say a word from the mat and friend to write it with sound buttons.. Then check. Give each other a thumbs up if correct. Which pair can do the most words in 3 minutes? Use a sand timer to give 3 minutes to each game.</p>	<p>Play Dragon's Den, Buried Treasure or Picnic on Pluto on Phonics Play. Put words on the whiteboard containing the GPC (no sound buttons) and practise writing them - children to add sound buttons. Encourage the children to see how many they can write in 3 minutes - explain that this is a 'quick write'. Ensure that the children are writing neatly and not too large. Create own 3 minute 'quick write' score.</p>	<p>Children play the 'Roll and Read' game in pairs. Praise all children that are using their Fred Frog Fingers to read and blend. Practise writing words containing the GPC on whiteboards using the 'Roll and Read' mat. Take it in turns to say a word from the mat and friend to write it with sound buttons.. Then check. Give each other a thumbs up if correct. Which pair can do the most words in 3 minutes? Use a sand timer to give 3 minutes to each game.</p>	<p>Play Dragon's Den, Buried Treasure or Picnic on Pluto on Phonics Play. Put words on the whiteboard containing the GPC (no sound buttons) and practise writing them - children to add sound buttons. Encourage the children to see how many they can write in 3 minutes - explain that this is a 'quick write'. Ensure that the children are writing neatly and not too large. Create own 3 minute 'quick write' score.</p>	<p>Children play the 'Roll and Read' game in pairs. Praise all children that are using their Fred Frog Fingers to read and blend. Practise writing words containing the GPC on whiteboards using the 'Roll and Read' mat. Take it in turns to say a word from the mat and friend to write it with sound buttons.. Then check. Give each other a thumbs up if correct. Which pair can do the most words in 3 minutes? Use a sand timer to give 3 minutes to each game.</p>

<p>Apply (6 Minutes)</p>	<p>Hold up caption on card or whiteboard. Read together model blending words. This owl is not feeling sad and down. I park my car in the town. How do I feed a cow?</p> <p>Children must write an 'ow' sentence of their own before going out to play.</p>	<p>Hold up caption on card or whiteboard. Read together model blending words. Can a cow get a coin? Can you put a fish in foil? Can oil boil? Will a car need oil? Can soil be red? Will a coil go boing?</p> <p>Children must write an 'oi' sentence of their own before going out to play.</p>	<p>Hold up caption on card or whiteboard. Read together model blending words. Did the shark feel fear? Can a toad hear? Is the church near the park or the farmyard?</p> <p>Children must write an 'ear' sentence of their own before going out to play.</p>	<p>Hold up caption on card or whiteboard. Read together model blending words. Do I need to cut his hair? Put that pair of socks on the chair. He went back to his lair.</p> <p>Children must write an 'air' sentence of their own before going out to play.</p>	<p>Hold up caption on card or whiteboard. Read together model blending words. Will a farmyard be full of manure? Can a vet cure a sad cow?</p> <p>Children must write an 'ure' sentence of their own before going out to play.</p>
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