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| **Term 3, Week 2- Date: 11.01.20** | | | | | |
| Focus for the week:  - Teach alternate pronunciations for ‘a’ and ‘e’  - Recap all phase 3 and 5 sounds.  - Recap reading and spelling of sight words **that have been taught.** | | | | | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Revisit/ Review | Phase 5 flashcards | Introduce sight words (read altogether)-  Where, who, again, thought | Recap alternate pronunciations for a sounds. | Go through all phase 5 flashcards.  Recap reading sight words- where, who, again, thought | Recap alternate pronunciations of a and e. |
| Teach | Recap previous ‘a’ pronunciations- (a,ay,ar).  Look at pronunciation /o/ written ‘a’ in words: was, what, wasp, squad, want, watch, wallet. | Recap alternate pronunciations for a sounds. | Look at alternative pronunciation of ‘e’.  Can make sound ee in some words  He, me, she, be, recent, frequent | Recap alternative pronunciation of ‘e’.  Write e words on the board to recap that they can sound like e or ee.  she, be, recent, frequent, tent, send, bed, penny | Write sight words from this week (where, who, again, thought).  Recap adding s to make a plural (where the root doesn’t change). |
| Practice | Read a couple together then children to read words above to a partner- can you work out what they say?  TPS to check understanding. | Alternate pronunciation word cards sorting game.  (Take water out of set) | Read words above altogether. | Children to write words down but in to two sections- e and ee sounds. | Children to write sentence-  Where are the cats again?  I thought the pigs were in huts. |
| Apply | Can you write a question with one of these words? | Children write sentence:  ‘He said you are the best’ | Dragons den on Phonics Play- all phase 5 sounds. | Can you write sentence with one of our new sight words AND a plural? |
| Assessment:   * Can identify any phase 3 or 5 sound when shown * Can blend & segment in order to read and spell | | | | | |