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| **Term 2, Week 5- Date: 30.11.20** |
| Focus for the week:- Teach reading and spelling of **a-e i-e o-e**- Teach reading and spelling of sight words **Mr, Mrs** and recap sight words **people, their, your, here** |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Revisit/ Review | Go through phase 5 flashcards sounds- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, y | Show flashcard for a-e. Can you think of any a-e sound words? Write them on board together. | Go through phase 5 flashcards. Can you tell your partner a word with the a-e sound and a word with the o-e sound? | Can you write a word with each sound (a-e, i-e, o-e)? | Go through all phase 5 flashcards sounds learnt |
| Teach | Explain split digraphs.using the a-e sound. 4 children to hold a sound. The children with the ‘a’ and ‘e’ sounds hold hands over the child in the middle. Explain that they are friends and go together. | Introduce o-**e** sound. Repeat- 4 children to hold a sound. The children with the ‘i’ and ‘e’ sounds hold hands. They are friends and go together. | Introduce i-esound. Repeat- 4 children to hold a sound. The children with the ‘i’ and ‘e’ sounds hold hands. They are friends and go together. | Have two children stand up to make the split digraph. Give all other children a card with different graphemes. Children to make different words by standing in between them. | Sight word splat-Sight word cards on the floor or words written on the board. Children to splat the word you say.(Mr, Mrs, people, their, your, here) |
| Practice | Display with sound buttons a-e sound words. Read with sound buttons **a-e** sound words. cake, made, shake, snake, name, flame, late, lane, take, flake, blame, tape | Read with sound buttons **o-e** sound words. cone, mode, rose, phone, home, alone, note, stroke, stone, those, spoke­­­­Challenge- envelopeRead sentence together- Can I phone home? | Read with sound buttons **i-e** sound words. fine, rise, whine, line, strike, spike­­­­, bike, white, dislike, fine, inside, time, quiteRead sentence together- White spikes on the bike | Children to write a sentence with one of the words they have written down. Challenge- can you write a sentence using all three split diagraphs we’ve learnt. | Have different split digraphs on coat hanger clips. Children to work in groups to see what words they can make. |
| Apply | Ask children to write a-e sound words with sound buttons. | Outside with chalk, write o-e sound words. | Use magnetic letters to make different i-e sound words. Use different colours if possible- e.g… | Play buried treasure on phonics play- a\_e, o\_e and i\_e sound. |
| Assessment:* Can orally blend & segment words with (**a-e, o-e, i-e).**
* Can blend & segment in order to read and spell

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