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| **Year 1 Spelling Curriculum Planning Term 2 Weeks: 1-12 Graphemes, Spelling Rules, CEW, HFW and Assessment**  **Year 1 | Term 2 | Week 1| ue, ue, ew**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ue, ue and ew graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: three, tree, trees, green, sleep, queen, please, ever, never, river, under, better, after** | **Can they recognise the ue, ue and ew graphemes?**  **Can they blend the ue, ue and ew graphemes and other graphemes to read words?**  **Can they segment the ue, ue and ew graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: snow, grow, know, window, more, horse, gone, live, ever, never, river, under, better, after?** | | | | | | |
| **Week 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **ow ou** and **ow** graphemes from last term. | Use the PowerPoint to recap the **ue** words.  Recap **snow grow know window**. | Use the flashcards to recap the **ue** words.  Recap **more horse gone live**. | Use the flashcards to recap the **ew** grapheme. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **three, tree, trees, green, sleep, queen, please, ever, never, river, under, better, after** |
| **Teach**  Teach new graphemes. | Teach the **ue**, the long oo grapheme. Introduce the grapheme with the PowerPoint.  Action: oo round mouth.  Read the **ue** words.  This is a rare grapheme.  Play the Robotron Memory Game on the PowerPoint. How many words can they remember? Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ue**, the long Ugrapheme. Introduce the grapheme with the PowerPoint.  Action: You!  Read the **ue** words as they are rescued from the sea.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ew** long oo grapheme. Introduce the grapheme with the PowerPoint.  Action: oo round mouth.  Read the **ew** words. Play Word Bomb - read the word on the page (and get a point) and then decide whether to continue to the next page or go home. These are often past tense verbs. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **ue**, **ue** and **ew**.  Download the nonsense flashcards. Use these to play flashcards games. |
| **Main Activity**  Reading and writing words with the new grapheme. | Watch the ‘UE ooh Cool Blue’ video. Ask the children to write the words either in blue and black pens on the ue activity sheet. Then write one or more silly sentences to remember the **ue** words, e.g. glue sticks on blue socks. It is true that I don’t have a clue. | Watch the ‘I was Late to School’ video.  Work in pairs to cut out the **ue** words from the activity sheet and glue on purple paper. Can anyone think of a silly sentence to remember the **ue** words? For example – They like to argue about the value of a tissue. Who can put a tune to this? Nursery rhymes are easy tunes to remember. | Watch the ‘Monster Phonics Crew’ video.  In groups or pairs, make a poster to tell the class what they have learnt about **ew** words. Use A2 or A3 paper to write the words in colour-code. Add a funny sentence if possible. Display the posters for future spelling support. | Complete a **ue** or **ew** word search.  This set of word searches can be completed as part of home learning or in another lesson. | Weekly Spelling Test. |
| **Plenary** | Recap the most common long **oo** grapheme. Is **ue** rare/common? | Share funny sentences **or** stories. | One more game of Word Bomb. | Play Robotron. | Play Word Bomb. |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **Three, tree, trees, green, sleep** | **Next 200 HFWs**  **Queen please** | **Next 200 HFWs**  **ever never river under** | **Next 200 HFWs**  **better after** | **Homework**  Send home **Year 1B Spelling Log Book** - tick words to learn for next week’s test - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 2 | Week 2| ew, k before i, e, y, Assess**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ew grapheme.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **Practice the ‘use k before i, e and y’ spelling rule.**  **HFW: good, took, book, looks, looking, car, dark, park, hard, garden, found, round, around, mouse, shouted** | **Can they recognise the ew grapheme?**  **Can they blend the ew graphemes and other graphemes to read words?**  **Can they segment the ew graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell words starting with c/k correctly by following the spelling rule ‘k before i, e and y’?**  **Can they spell the HFWs: good, took, book, looks, looking, car, dark, park, hard, garden, found, round, around, mouse, shouted?** | | | | | | |
| **Week 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **ue** and **ew** graphemes from last week. | Use the PowerPoint to recap the **ew** words.  Recap **good took book looks looking**. | Use the flashcards to recap the **k before i and e** words.  Recap **car dark park hard garden**. | Recap any required learning that is immediately apparent in the assessment. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **good took book looks looking car dark park hard garden found round around mouse shouted** |
| **Teach**  Teach new graphemes. | Teach the **ew**, the long oo grapheme. Introduce the grapheme with the PowerPoint.  Action: You!  Read the **ew** words.  Look at know/knew. How is the past tense formed? Which word would you use in the sentences? Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the spelling rule **k before i e and y**.  The **k** sound at the start of words is spelt either as **c** or **k**. Help Yellow I discover the rule. Leave the PowerPoint Slideshow mode in order to sort the words. The clue is in the second letter. Return to the slideshow. Watch the sorting activity. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | **Formative assessment**  Set 4 graphemes – **oe ou ow ue ew**. Download the assessment from the Assessment section at the top of the Year 1 resources page. The class write dictations on separate lined paper. Record results as a Word document or print-out. | Review the graphemes **ew** and the spelling rule **k before i e and y**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Write a recipe for Newspaper Stew using purple and black felt tips and gel pens to write in colour-code. Use flashcards for support. | In pairs, test each other with Yellow I’s secret code  messages in Code Words PDF. Who can write the code words correctly? | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This assesses the ability to add suffixes **s es ed** and **er**. | Play flashcard activities for:  - **ew** words  - **k** before **i e** and **y** words | Weekly Spelling Test. |
| **Plenary** | Share the Newspaper Stew recipes. Recap the spelling and usage of knew. | In pairs, test each other with the nonsense code words.  Can your partner use the k/c rule to spell the words with  the correct grapheme? | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. |  | Complete the **ew** word search. |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **good took book looks looking** | **Next 200 HFWs**  **car dark park hard garden** | **Next 200 HFWs**  **found round around** | **Next 200 HFWs**  **mouse shouted** | **Homework**  Send home **Year 1B Spelling Log Book** - tick words to learn for next week’s test - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 2 | Week 3| ie, ie, igh**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ie, ie and igh graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: going, most, over, cold, told, gave, take, place.** | **Can they recognise the ie, ie and igh graphemes?**  **Can they blend the ie, ie and igh graphemes and other graphemes to read words?**  **Can they segment the ie, ie and igh graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: going, most, over, cold, told, gave, take, place?** | | | | | | |
| **Week 3** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **ew** graphemes and **k before i e and y** from last week. | Use the PowerPoint to recap the **ie** words.  Recap **going most over**. | Use the flashcards to recap the **ie** words.  Recap **cold told** | Use the flashcards to recap the **igh** words. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **going most over cold told gave take place** |
| **Teach**  Teach new graphemes. | Teach the **ie**, the long I grapheme. Introduce the grapheme with the PowerPoint.  Action: I eye.  Read the nouns, look at the More than One machine. Read the verbs. Look at the Changer (he/she/it) machine and the Time Machine. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the spelling rule **ie**, the long E grapheme.  Introduce the grapheme with the PowerPoint.  Action: E Smile.  Read the **ie** words and look at the More than One machine. See how Green Froggy changes verbs in the third person (she/she/it). Look at the Time Machine. Read the **ie** words before they are stolen by the thief. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **igh**, the long I grapheme. Introduce the grapheme with the PowerPoint.  Action: I eye.  Read the **igh** words.  Watch the video ‘I Need to Turn the Light Off’ about a monster who cannot reach the light. Look at the crossword clues. Try out some of the questions. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **ie** and **igh**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Watch the ‘A Taste of Pie’ video and write a report about why Yellow I and Ida fell out. Write the story in the past tense. Highlight the **ie** grapheme with a yellow highlighter. | Watch ‘The Thief’ video. Green Froggy has caught the thief but the ie words are all mixed up after they have tumbled out of the thief’s sack. Help Green Froggy by putting back the words back in the right order. Decorate the words with the pictures. | Complete the crossword using colour-coded pens (felt tips or fine liners). Have **igh** flashcards available for support. | Complete the Green Froggy **ie and igh** word searches. | Weekly Spelling Test. |
| **Plenary** | Watch the video and sing the song ‘A Taste of Pie’. | Repeat the machines. Can the children guess what word will come out of each machine. | Return to the PowerPoint. Use the Boaster Machine to add **er** and **est** to the end of words. |  | Complete the Yellow I **ie** word search and flashcard activities. |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **going most** | **Next 200 HFWs**  **over cold** | **Next 200 HFWs**  **told, gave** | **Next 200 HFWs**  **take place** | **Homework**  Send home **Year 1B Spelling Log Book**  - tick words to learn for next week’s test  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 2 | Week 4| or, ore, aw**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the or, ore, aw graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: he’s, we’re, even, began, before, because, girls, birds, first** | **Can they recognise the or, ore, aw graphemes?**  **Can they blend the or, ore, aw graphemes and other graphemes to read words?**  **Can they segment the or, ore, aw graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: he’s, we’re, even, began, before, because, girls, birds, first?** | | | | | | |
| **Week 4** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Review**  Revisit previously learned graphemes. | Recap the **ie,** and **igh** graphemes from last week. | Use the PowerPoint to recap the **or** words.  Recap **he’s we’re even**. | Use the flashcards to recap the **ore** words.  Recap **began before because**. | Use the flashcards to recap the **aw** words. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **he’s we’re even began before because girls birds first** | |
| **Teach**  Teach new graphemes. | Teach the **or** grapheme. Introduce the grapheme with the PowerPoint.  Action: Black Cat walking.  Watch the video ‘Horse in the storm’. How many **or** words can the children remember? Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ore** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Fingers to your lips, ghost letter **e** makes no sound.  Read the **ore** words and click to make the ghosts vanish. Play the Bore and Snore Game. Look at the connection between present and past tense – bore-bored, snore-snored, wear-wore, tear-tore. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **aw** grapheme. Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Click once to listen to Tricky  Witch talk about the **aw** objects. Click again to see each **aw** word. Play the memory game, click to  see each item return.  Read the **aw** sentences. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **or ore** and **aw**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Use the Stormy Night story to write sentences on **or** writing paper. Have **or** flashcards or the PowerPoint available to support spelling. | First write as many **ore** words from memory. Then make **ore** books using oil pastels and grey paper. Large writing, drawing the ghost letter **e** in thick white oil pastel, to help remember that the e is in these words but that it cannot be heard. | Print out one copy of **aw** Make a Scene per pair/group of 3. Children cut out, label the items and stand on the scene. Take turns to ply the **aw** Memory Game – putting back **aw** items as they are remembered. Write silly **aw** sentences using the sentence strips. | Play the **or ore** and **aw** flashcard games. | Weekly Spelling Test. | |
| **Plenary** | Share the **or** writing. | Share **ore** books and sing ‘Wear Your Flip Flops to the Sea Shore’ song. | Whole class to read the word family display tog. |  | Complete the **or ore** and **aw** word searches. | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **he’s we’re even** | **Next 200 HFWs**  **began before because** | **Next 200 HFWs**  **girls birds first** | **Next 200 HFWs**  **Revise all** | **Homework**  Send home **Year 1B Spelling Log Book** - tick words to learn for next week’s test- add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 1 | Term 2 | Week 5| au, air, un prefix**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the au and air graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **Practise using the un prefix appropriately.**  **HFW: sea, tea, eat, each, really, these, other, mother, another.** | **Can they recognise the au and air graphemes?**  **Can they blend the au and air graphemes and other graphemes to read words?**  **Can they segment the au and air graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they use the un prefix appropriately?**  **Can they spell the HFWs: sea, tea, eat, each, really, these, other, mother, another?** | | | | | | |
| **Week 5** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Review**  Revisit previously learned graphemes. | Recap the **or ore** and **aw** graphemes from last week. | Use the PowerPoint to recap the **au** words.  Recap **sea tea eat each**. | Use the flashcards to recap the **ore** words.  Recap **really please**. | Use the flashcards to recap the **aw** words. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.    **sea tea eat each really please** **other mother another** | |
| **Teach**  Teach new graphemes. | Teach the **au** grapheme. Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Read the **au** words. The ‘ed’ in ‘haunted’ is pronounced ‘id’. There are 2 types of au words – ones with a silent **gh** grapheme and ones without (focus on these).  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **air** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Tricky Witch has hidden an air word inside the golden bubbles. Click on the bubbles to see the words.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **un** prefix.  The most common prefix. Adding it to an adjective gives the opposite description. Adding it to a verb reverses the action. Watch out for dis and in.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **au air** and **prefix un**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Watch the ‘If I was’ video.  Cut out **au** Games pictures and labels. Place face down. Play a matching game, taking turns to turn over a picture and a word. If they match, the pair can be taken. | Watch ‘Hairylocks and the Three Bears’ – 4 short clips. After each clip, write the air words that they have heard in colour-code.  Working in groups of 3 or 4 – they will need paper, clipboard, black, gold and green pastels. | Angry Red A was pleased with his diary when he handed it to his teacher, Green Froggy. Tricky Witch has decided to play a trick on him. She used her ‘un’ reversing potion to give each adjective and verb the opposite meaning! Can the children be Tricky Witch and add the un prefix? Can they label the pictures on the next sheet? | Play the **au aw** and **prefix un** flashcard games. | Weekly Spelling Test. | |
| **Plenary** | Share the **or** writing. | PowerPoint air page 3 – normal mode. Move match air words and pictures. | In pairs, suggest an adjective/verb. Their partner decides if the un prefix works, e.g. **drive-undrive** doesn’t but **pack-unpack** does. |  | Complete the **au** and **aw** word searches. | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **sea tea eat each** | **Next 200 HFWs**  **really these** | **Next 200 HFWs**  **other** | **Next 200 HFWs**  **mother another** | **Homework**  Send home **Year 1B Spelling Log Book** - tick words to learn for next week’s test - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 1 | Term 2 | Week 6| Assess, ear, ear**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ear and ear graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: floppy, any, many, every, everyone, baby, only, suddenly, pulled.** | **Can they recognise the ear and ear graphemes?**  **Can they blend the ear and ear graphemes and other graphemes to read words?**  **Can they segment the ear and ear graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: floppy, any, many, every, everyone, baby, only, suddenly, pulled?** | | | | | | |
| **Week 6** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Review**  Revisit previously learned graphemes. | Recap the **au air** and **prefix un** graphemes from last week. | Recap any required learning that is immediately apparent in the assessment.  Recap **floppy any many**. | Use the flashcards to recap the **ear (long E-r** words).  Recap **every everyone**. | Use the flashcards to recap the **ear (air)** words. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **floppy any many every everyone** **baby only suddenly** | |
| **Teach**  Teach new graphemes. | **Formative assessment**  Set 5 graphemes – **ie (long I) ie (long E) igh or ore aw au air**.Download the assessment from the Assessment section at the top of the Year 1 resources page. The class write dictations on separate lined paper. Record results as a Word document or print-out. | Teach the **ear (long E-r)** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Click and listen to Tricky Witch’s story about the lost ears, pointing out the **ear** words. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ear (air)** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Tricky Witch is being kind! She has decided to help the children to remember which words have the **ear** grapheme making an **air** sound. Read the sentences. Who can remember all 4 **ear (air)** words? Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **ear (long E-r)** and **ear (air)**. |
| **Main Activity**  Reading and writing words with the new grapheme. | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This assesses the ability to add suffixes **ed ing** and **est**. | Write about the story of the lost ears using the template Tricky Witch’s Lost Ears PDF. If possible, highlight the **ear** grapheme with a metallic gold pen (which can be called a wand). | Complete the Bear Sentences template PDF. If possible, write over the **ear** grapheme in metallic gold pen (or wand). | Play the **ear (long E-r)** and **ear (air)** flashcard games. | Weekly Spelling Test. | |
| **Plenary** | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. | PowerPoint 15 – 18 simple addition of **ing** and **ed** to ear words. Note the irregular past tense form of **hear**. | PowerPoint pages 6 in ‘normal’ mode. Use Tricky Witch’s magic rings to circle the **ear (air)** words. Which sound has the most words?  Which sound is rarest? |  | Complete the **ear (long E-r)** and **ear (air)** word searches. | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **floppy any many** | **Next 200 HFWs**  **every everyone** | **Next 200 HFWs**  **baby only suddenly** | **Next 200 HFWs**  **pulled** | **Homework**  Send home **Year 1B Spelling Log Book** - tick words to learn for next week’s test - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 1 | Term 2 | Week 7| are, y, ph**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the are, y and ph graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: want, wanted, great, us, has, white, inside, liked, can’t, didn’t, key, hear.** | **Can they recognise the are, y and ph graphemes?**  **Can they blend the are, y and ph graphemes and other graphemes to read words?**  **Can they segment the are, y and ph graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: want, wanted, great, us, has, white, inside, liked, can’t, didn’t, key, hear?** | | | | | | |
| **Week 7** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Review**  Revisit previously learned graphemes. | Recap the **au air** and **prefix un** graphemes from last week. | Use the PowerPoint to recap the **are** words.  Recap **us has**. | Use the flashcards to recap the **(long E)** words.  Recap **white inside liked**. | Use the flashcards to recap the **ph** words. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **us has white inside liked can’t didn’t** | |
| **Teach**  Teach new graphemes. | Teach the **are** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Click on the bricks to read the **are** words. Tricky Witch can’t find her jewellery. She asks her nieces if they will help her to find some in the haunted house. Guess which window leads to the gems. Watch the video ‘Little Witches’. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **y (long E)** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Smile.  Look at the position of the **y** grapheme. Read the **y** nouns, adjectives. Look at plurals and the More than One machine.  Watch the video ‘Happy Family Day’. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ph** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Black Cats walking.  Black Cats say the sound of the alphabet and the consonant digraphs. Read the **ph** words. The Black Cat has some photos on her phone. Sing the song and watch the video ‘Photo on my Phone’. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes a**re y (long E)** and **ph.** |
| **Main Activity**  Reading and writing words with the new grapheme. | Write 3 sentences:  I dare to …  I share my …  I care for my …  Use fine liners and metallic gold pens if possible. Draw a picture for each sentence. | Plan a party by cutting and pasting the **y** pictures and writing sentences. Highlight the **y** grapheme in green. | Draw the Black Cat’s photos on her phone and label them using the Photos PDF. | Play the **are y (long E)** and **ph** flashcard games. | Weekly Spelling Test. | |
| **Plenary** | PowerPoint Page 6 - 8 Look at how **ing** is added to **are** words – introduce the drop e rule as this is useful for free writing. | Sing and watch ‘Happy Family Day’. | Sing the song ‘Photos on my Phone’. |  | Complete the **are y (long E)** and **ph** word searches. | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **us has want wanted** | **Next 200 HFWs**  **white inside liked** | **Next 200 HFWs**  **can’t didn’t great** | **Next 200 HFWs**  **key hear** | **Homework**  Send home **Year 1B Spelling Log Book** - tick words to learn for next week’s test- add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 1 | Term 2 | Week 8| wh, e, o**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the wh, e and o graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: love, something, coming, fly, why, new, use, there, where, boy.** | **Can they recognise the wh, e and o graphemes?**  **Can they blend the wh, e and o graphemes and other graphemes to read words?**  **Can they segment the wh, e and o graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: love, something, coming, fly, why, new, use, there, where, boy?** | | | | | | |
| **Week 8** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Review**  Revisit previously learned graphemes. | Recap the a**re y (long E)** and **ph** graphemes from last week. | Use the PowerPoint to recap the **wh** words.  Recap **floppy any many**. | Use the flashcards to recap the **e (long E)** words.  Recap **every everyone**. | Use the flashcards to recap the **o (long O)** words. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **love something coming fly why new use there where boy** | |
| **Teach**  Teach new graphemes. | Teach the **wh** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Fingers to your lips, ghost letter **e** makes no sound.  The ghosts have a fun ghost train that the monsters can have rides on. Watch the video ‘The Wheel Fell Off’. Play Where is the Wheel on the PowerPoint. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **e (long E)** grapheme.  Introduce the grapheme with the PowerPoint.  Action: E Smile.  The CEWs **he me we be she** have an open long E vowel. Read the words on the PowerPoint. Read the common words that have this grapheme in the PowerPoint. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **o (long O)** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Surprised Oh!  The CEWs **go no so** have an open long O vowel. Read the words on the PowerPoint. Read the common words that have this grapheme in the PowerPoint. Notice the position of the **o** grapheme. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **wh** **e (long E)** and **o (long O)**. |
| **Main Activity**  Reading and writing words with the new grapheme. | In pairs or a group of 3, cut out the train. Read each question - What happened? Which wheel? When did it happen? Then write an answer on each carriage/engine. Use a **wh** word in each answer, writing in each **w** as an outline to show that it is a ghost letter that makes no sound. | Place the PDF Lily Pads & Stones on the floor, spread out. Hide the **e** flashcards under the pictures. Jump along the stone or lily pads in time to the music. Stop and check if there is anything hidden underneath.  PDF **e** Pictures – children draw stick pictures to match the CEWs me, he, she or we and colour all the words in colour-code. | Polo is a pink monster who is in love with Miss Oh No! Watch the video ‘Miss Oh No I love You So’. Tell the class to imagine that they are Polo. Write a letter to Miss Oh No to tell her what he has sung in the song. Include as many **o** words as possible. | Play the **wh e (long E)** and **o (long O)** flashcard games. | Weekly Spelling Test. | |
| **Plenary** | Sing the song ‘The Wheel Fell Off’. | How many **e** words can the class remember? | Watch the video and sing the song, adding actions. |  | Complete the **wh e (long E)** and **o (long O)** word searches. | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **love something coming** | **Next 200 HFWs**  **fly why** | **Next 200 HFWs**  **new use** | **Next 200 HFWs**  **there where boy** | **Homework**  Send home **Year 1B Spelling Log Book** - tick words to learn for next week’s test - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 1 | Term 2 | Week 9| Assess**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ck, ss, ll, ff, zz, nk graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: boat, cried, which, head, dragon, animals, couldn’t, eyes, lived.** | **Can they recognise the ck, ss, ll, ff, zz, nk graphemes?**  **Can they blend the ck, ss, ll, ff, zz, nk graphemes and other graphemes to read words?**  **Can they segment the ck, ss, ll, ff, zz, nk graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: boat, cried, which, head, dragon, animals, couldn’t, eyes, lived?** | | | |
| **Week 9** | **Monday** | ***Teaching of Year 1 Spelling Curriculum Planning is complete.***  ***Grapheme review sessions commence.***  ***HFWs continue.*** |
| **Review**  Revisit previously learned graphemes. | Recap the **wh e (long E)** and **o (long O)** graphemes from last week. |
| **Teach**  Teach new graphemes. | **Formative assessment**  Set 6 graphemes – **ear (long E-r) ear are y (long E) ph wh e (long E) o (long O)**.Download the assessment from the Assessment section at the top of the Year 1 resources page. The class write dictations on separate lined paper. Record results as a Word document or print-out. |
| **Main Activity**  Reading and writing words with the new grapheme. | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This assesses the ability to add suffixes **ed s er est** and **un**.  Make time to recap any required learning that is immediately apparent in the assessment. |
| **Plenary** | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **boat cried** |

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| **Year 1 | Term 2 | Week 9 Continued | Review ck, ss, ll, ff, zz, nk**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ck, ss, ll, ff, zz, nk graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: boat, cried, which, head, dragon, animals, couldn’t, eyes, lived.** | **Can they recognise the ck, ss, ll, ff, zz, nk graphemes?**  **Can they blend the ck, ss, ll, ff, zz, nk graphemes and other graphemes to read words?**  **Can they segment the ck, ss, ll, ff, zz, nk graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: boat, cried, which, head, dragon, animals, couldn’t, eyes, lived?** | | | | | |
| **Week 9** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Quick Mix Review**  Test knowledge of Term 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **park green hard better first keep summer skirt** | **dream turn soon coat really hurt food road** | **head good boxes wishes bread book lunches glasses** | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster.  **which head dragon animals would couldn’t eyes** | |
| **Grapheme Review**  Action  Song/Video/Story/Memory aids. | ff ll ss zz ck Review.  Action: Black Cat walking.  Read through the words in PowerPoints 1 and 2. Focus on the endings and how suffixes are added. | nk Review.  Action: Black Cat walking.  Look at the formation of the past tense. | tch Review.  Action: Fingers to your lips, ghost letter **t** makes no sound.  Watch the video ‘Ghost Dog Patch’. |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **hill kick buzz grass dull black huff less** | **thank blank junk stink pink wink shrunk** | **catch fetch kitchen match stretch patch** | Weekly Spelling Test. | |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **miss, fizz, peck, yell**  Third Person – **buzz, huff, pull, hiss** | + ing – **shrink, blink, think, honk**  More than One Machine – **bank, sink, drink, bunk** | Time – **fetch scratch itch stitch**  Third Person – **catch watch itch match** |  | |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | I will pick up the mess.  The fluff is stuck on the dress. | The pink pig is winking.  I think the top has shrunk. | They will fetch my crutches.  I watched the match on TV. |  | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **boat cried dragon** | **Next 200 HFWs**  **which head lived** | **Next 200 HFWs**  **couldn’t eyes animals** | **Homework**  Send home **Year 1B Spelling Log Book**  - tick words to learn for next week’s test  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 1 | Term 2 | Week 10 | Review ve, ai, oy, oi, ai**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ck, ss, ll, ff, zz, nk graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: giant, find, laughed, again, friends, different, door, jumped, stopped.** | **Can they recognise the ck, ss, ll, ff, zz, nk graphemes?**  **Can they blend the ck, ss, ll, ff, zz, nk graphemes and other graphemes to read words?**  **Can they segment the ck, ss, ll, ff, zz, nk graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: giant, find, laughed, again, friends, different, door, jumped, stopped?** | |

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| **Week 10** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of Term 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet | **helping started fresher grandest wishing jumped quicker tallest** | **toe house blow blue goes around snow true** | **brown argue grew tried fork now rescue threw pie born** | **few field high caught new thief night author** | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster. |
| **Grapheme Review**  Action  Song/Video/Story/Memory aids. | ve Review.  Action: Fingers to your lips, ghost letter **e** makes no sound.  Watch the video ‘I Have a Puppy’. | ai Review.  Action: Angry Red A angry action.  Watch the video ‘Teddy Bear **ai**’ and follow the actions. | oi Review.  Action: Tricky Witch’s wand.  Watch the video ‘Spell for **oi**’  Read the **oi** Flashcards as a class. | ay Review.  Action: Angry Red A angry action.  Watch the video ‘Play Away’. | **giant find**  **laughed again**  **friends different door**  **jumped stopped** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **give love lovely live have above** | **wait pain paid main rain snail aim** | **coin soil coil foil toilet oil point** | **today always Sunday way** | Weekly Spelling Test. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **love live move prove**  Third Person – **give live move prove** | + ing – **rain sail wait train**  More than One Machine – **snail train email drain** | Time – **boil join point oil**  +ing – **coil join point poison** | + ing – **stay play say lay**  Third Person – **say play stay pay** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | They have to move.  I love to give things. | She aims to go sailing.  He is waiting for a train. | I saw a coin in the soil.  She pointed to the toilet. | They will fetch my crutches.  I watched the match on TV. |  | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **giant find** | **laughed again** | **friends different door** | **stopped jumped** | **Homework**  Send home **Year 1B Spelling Log Book**  - tick words to learn for next week’s test  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | |

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| **Year 1 | Term 2 | Week 11 | oy, a-e, e-e, o-e**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the oy, a-e, e-e, o-e graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: thought through magic, narrator, once, air, I’ve, I’ll, these.** | **Can they recognise the oy, a-e, e-e, o-e graphemes?**  **Can they blend the oy, a-e, e-e, o-e graphemes and other graphemes to read words?**  **Can they segment the oy, a-e, e-e, o-e graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: thought through magic, narrator, once, air, I’ve, I’ll, these?** | | | | | |
| **Week 11** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of Term 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **draw pair crawl party year chair dear funny** | **bear dolphin pear drink less elephant grass thank** | **doll catch dare live pull fetch rare have** | **rain boil today shape enjoy paid coin saying toy came** | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster. |
| **Grapheme Review**  Action  Song/Video/Story/Memory aids. | oy Review.  Action: Tricky Witch’s wand.  Read the oy story from the PowerPoint. | a-e Review.  Action: Angry Red A angry action.  Watch the video ‘Make a Cake’. | e-e Review.  Action: E Smiley face.  Read the **e-e** words in the PowerPoint. | i-e Review.  Action: I eye.  Watch the video ‘Having a good time’. Add actions. | **thought through magic great narrator once air I’ve I’ll these** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **boy toy enjoy annoy royal enjoyed toys** | **made lake wave late place hate snake** | **these theme complete compete extreme** | **side five line hide wide drive slide** | Weekly Spelling Test. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **enjoy annoy**  More than One – **toy boy royal joy** | + ing – **make take wake blame**  More than One Machine – **cake shape race gate** | More than One – **theme extreme**  Third Person – **compete complete** | Time – **time like pile wipe**  More than One – **bike kite line bite** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | He enjoyed the toy.  The boy was annoyed. | The pink pig is winking.  I think the top has shrunk. | The race that I competed in had a theme.  I have completed these tests. | I ride my nice bike.  There are five white kites. |  |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **thought through magic** | **Next 200 HFWs**  **narrator** | **Next 200 HFWs**  **once air** | **Next 200 HFWs**  **I’ve I’ll these** | **Homework**  Send home **Year 1B Spelling Log Book**  - tick words to learn for next week’s test  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 2 | Week 12 | o-e, u-e, u-e, ar**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the o-e, u-e, u-e and ar graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Prractise segmenting to write sentences.**  **HFW: Review 200 HFWs.** | **Can they recognise the o-e, u-e, u-e and ar graphemes?**  **Can they blend the o-e, u-e, u-e and ar graphemes and other graphemes to read words?**  **Can they segment the o-e, u-e, u-e and ar graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the next 200 HFWs?** | | | | | | |
| **Week 12** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | |
| **Quick Mix Review**  Test knowledge of Term 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **these bike woke June theme side hope rude** | **cute arm week ready use sharp seen dreamt** | **ever heat bird school burst over each girl burnt soon** | **hood float dishes buzzed wood goal glasses hunted** | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Poster. | |
| **Grapheme Review**  Action  Song/Video/Story/Memory aids. | o-e Review.  Action: Surprised oh!  Watch the video ‘I Wrote a Note’. | u-e Review.  Action: **oo** round mouth.  Read the u-e flashcards and sing the song ‘The Rules’.  Jump with the **u-e** words. | u-e Review.  Action: Pointing You!  Read the u-flashcards and  sing the song ‘U-Hoo is a Really Friendly Guy’. | ar Review.  Action: Tricky Witch’s wand.  Watch the video ‘Just a Little Bit of Magic’. |  | |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **those bone rode woke spoke hole whole** | **June rude flute rule include pollute prune** | **huge cute use cube tube tune** | **jar star hard cart market sharp scarf** | Weekly Spelling Test. | |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **hope close joke phone**  More than One – **hole note bone home** | + ing – **include pollute rule pollute**  More than One Machine – **rule flute prune** | More than One – **cube tune tube**  + ing – **use** | More than One – **car star garden card**  + ing – **park garden farm bark** |  | |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | Those roses are nice.  We will write a note. | The summer includes June.  The rule is not to be rude. | The used the tube.  The huge cat is cute. | We parked the car.  The dog barked in the garden. |  | |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  All of the HFW (except the simple Black Cat words) have now been taught.  Now review all HFWs using the class display and the HFW chart. | **Next 200 HFWs**  All of the HFW (except the simple Black Cat words) have now been taught.  Now review all HFWs using the class display and the HFW chart. | **Next 200 HFWs**  All of the HFW (except the simple Black Cat words) have now been taught.  Now review all HFWs using the class display and the HFW chart. | **Next 200 HFWs**  All of the HFW (except the simple Black Cat words) have now been taught.  Now review all HFWs using the class display and the HFW chart. | **Homework**  Send home **Year 1B Spelling Log Book**  - tick words to learn for next week’s test  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. | | |

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