|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 Spelling Curriculum Planning | Term 3 | Week: 1 | Phonics Screening Check Preparation**  **Year 1 | Term 3 | Week 1 | Assess Phonics Screen**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Practise Year 1 grapheme recognition.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.** | **Can they recognise the Year 1 graphemes?**  **Can they blend the Year 1 graphemes and other graphemes to read words?**  **Can they segment the Year 1 graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?** | | | | | | |
| **Week 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Real Word and Nonsense Word Reading**  Explain the difference between real and nonsense words and how the latter are depicted with aliens. | **Real Word Reading**  Show several Real Word Flashcards. These are not colour-coded. Ask the children to talk about the features of each word, such as long vowel graphemes. | **Real Word Reading**  Show several Real Word Flashcards. These are not colour-coded. Ask the children to talk about the features of each word, such as long vowel graphemes. | **Nonsense Word Reading**  What are nonsense words? How do we know that a word is a nonsense word (alien picture)?  Show several Nonsense Word Flashcards. These are not colour-coded. Ask the children to talk about the features of each word, such as long vowel graphemes**.** | **Nonsense Word Reading**  Show several Nonsense Word Flashcards. These are not colour-coded. Ask the children to talk about the features of each word, such as long vowel graphemes. | Use the flashcards to review the words taught this week. |
| **Phonics Screen 1:1 throughout the week**  Use page 19 Administrative Guidance to explain how the test works and the purpose of the phonics screening check and how it works. | Monster Phonics Mock Phonics Screen  1:1  This screening test covers all the graphemes in the curriculum and so is longer than the Government test. | Monster Phonics Mock Phonics Screen  1:1  This screening test covers all the graphemes in the curriculum and so is longer than the Government test. | Monster Phonics Mock Phonics Screen  1:1  This screening test covers all the graphemes in the curriculum and so is longer than the Government test. | Monster Phonics Mock Phonics Screen  1:1  This screening test covers all the graphemes in the curriculum and so is longer than the Government test. | Monster Phonics Mock Phonics Screen  1:1  This screening test covers all the graphemes in the curriculum and so is longer than the Government test. |
| **PowerPoint Reading**  Read the words and colour the sounds. Write the words in the spaces. Add the rule. | Whole class reading of Real Word PowerPoint. | Whole class reading of Real Word PowerPoint. | Whole class reading of Nonsense Word PowerPoint. | Whole class reading of Nonsense Word PowerPoint. | Whole class reading of Real and Nonsense Word PowerPoints. |
| **Flashcard games** | **Matching Pairs:** In pairs. Place 2 sets of flashcards face down on the floor. Children take turns turning over 2 cards (reading aloud). If the cards match, then they keep the cards. If the cards are different, the cards are turned back over again in their original places. The pupil with the most pairs at the end of the game is the winner. | **Over-under:** Line up in 2 teams. Give the 2 children at the front each a flashcard. The first in line says the word and passes the card over their head. The next student says the word and passes the card under between their legs, over, then under. The last pupil races to the front and says the word. The first team to do so gets a point. | **Concentration:** In pairs. Place 2 sets of flashcards face down on the floor. Children take turns turning over 2 cards (reading aloud). If the cards match, then they keep the cards. If the cards are different, the cards are turned back over again in their original places. The pupil with the most pairs at the end of the game is the winner. | **Over-under:** Line up in 2 teams. Give the 2 children at the front each a flashcard. The first in line says the word and passes the card over their head. The next student says the word and passes the card under between their legs, over, then under. The last pupil races to the front and says the word. The first team to do so gets a point. | Play both flashcard games from earlier in the week using both real and nonsense words. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 2 | Review ee, ea, er**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the ee, ea and er graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: be, he, me, she, no, go, so, do, to, today, I, by, my.** | **Can they recognise the ee, ea, er graphemes?**  **Can they blend the ee, ea, er graphemes and other graphemes to read words?**  **Can they segment the ee, ea, er graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: be, he, me, she, no, go, so, do, to, today, I, by, my?** | | | | | | |
| **Week 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 1 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **blank kitchen train give shrunk hutch love snail** | **stay boy take extreme Sunday toys race complete** | **time home rule star nice close flute farm** | **tune seen read letter tube meet leaf winter** | 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 | ee Review  Action: E Smiley face.  Read the PowerPoint.  Watch the video ‘Meet Me at the Green Tree’. | ea Review  Action: E Smiley face.  Read the PowerPoint.  Watch the video ‘If I was’. | ea Review  Action: Fingers to your lips, ghost letter **a** makes no sound.  Read the PowerPoint.  Watch the video ‘Ghost Dog Feather’. | er Review  Action: Tricky Witch’s wand.  Read the PowerPoint.  Watch the video ‘Tricky Witch Birthday Girl’. | **Year 1 CEWs**  **be he me she**  **no go so**  **do to today**  **I by my** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **teeth sweet street weekend asleep three** | **heat each really scream please clean** | **head sweat heavy dreamt ready bread** | **better under brother after dinner ever** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **seem need sleep sweep**  More than One – **sweet tree week tooth foot** | + ing – **eat teach leave dream**  More than One Machine – **rule flute prune** | Time – **head spread sweat**  More than One Machine – **headache, feather, breakfast** | More than One – **monster sister mother other** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | Meet me at the green tree.  I need to sleep for a week! | We eat treats.  The team screamed. | I dreamt about the weather.  We had breakfast already. | She eats her dinner.  I like winter and summer. |  |
| **CEW Recap**  Show the flashcard print-out or the CEW PowerPoint. Resources under the HFW/CEW tab  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **be he me she** – this is the open syllable **e**, which makes the long Green Froggy sound. | **Year 1 CEWs**  **no go so** – this is the open syllable **o**, which makes the long Miss Oh No sound. | **Year 1 CEWs**  **do to today** - this is the open syllable **oo**, which makes the long Cool Blue sound. | **Year 1 CEWs**  **I by my** - this is an open syllable, which makes the long Yellow I sound. | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 3 | Review ir, ur, oo, oo**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ir, ur, oo, oo graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **CEW: love, some, come, was, his, is, has, here, there, friend, your** | **Can they recognise the ir, ur, oo, oo graphemes?**  **Can they blend the ir, ur, oo, oo graphemes and other graphemes to read words?**  **Can they segment the ir, ur, oo, oo graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the CEWs: love, some, come, was, his, is, has, here, there, friend, your?** | | | | | | |
| **Week 3** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 1 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **spread shirt burn moon sweat stir fur zoom** | **took soap catches shook moan wishes** | **turned freshest toes mouth helped quickest tomatoes loud** | **down glue tie light power glued dries bright** | 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 | Teach the ir grapheme. Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Watch the **ir** video ‘Tricky Witch Birthday Girl’. | ur Review  Action: Black Cat walking.  Read the **ur** words in the PowerPoint. Listen to the song ‘A Burp in Church’. | oo Review  Action: **oo** round mouth.  Read the **oo** words. Play Guess the Window.  Watch the video ‘At the Zoo’. | oo Review  Action: Tricky Witch’s wand.  Read the story Looking for a Good Book. | **love some come**  **was his is has**  **here there**  **friend, your** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **first third girl birthday bird skirt** | **hurt fur turn burn burst Thursday** | **room spoon zoom pool soon food** | **shook book stood football woolly** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **squirt swirl twirl stir**  More than One – **bird shirt skirt birthday** | Time – **turn burn burp burst**  More than One Machine – **burp church Thursday** | More than one – **school classroom broom roof**  Time – **boom zoom scoop hoot** | Time – **cook look flood take**  More than one – **book hood hook foot** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | It was his first birthday.  The bird is thirsty. | My skin hurt when I had sunburn.  Turn left after the church. | I had some goo on my tooth.  Baboons don’t go moo. | They stood in the flood.  I hooked the hood on my peg. |  |
| **CEW Recap**  Show the flashcard print-out or the CEW PowerPoint. Resources under the HFW/CEW tab  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **love some come** – all have a tricky **o** that makes a **u** sound and end in a silent **e**. | **Year 1 CEWs**  **was his is has** – all end with a tricky letter **s** that makes a **z** sound, common to other words ending in **s** (us, as).  was – has a tricky **a** that makes an **o** sound. | **Year 1 CEWs**  **here there** – **ere** is a tricky spelling that makes two different sounds here. | **Year 1 CEWs**  **friend, your** – both have silent letters  friend – silent **i**  your – silent **u** | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 4 | Review oa, oe, ou, ow**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the oa, oe, ou, ow graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: the, said, of, one, once, house, our.** | **Can they recognise the oa, oe, ou, ow graphemes?**  **Can they blend the oa, oe, ou, ow graphemes and other graphemes to read words?**  **Can they segment the oa, oe, ou, ow graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: the, said, of, one, once, house, our?** | | | | | | |
| **Week 4** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **show due chew chief know statue flew belief** | **knew August horse hair stew dinosaur forgot fair** | **yawn hear share happy lawn clear scare only** | **wear photo which began tear phone when being** | 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 | oa Review  Action: Surprised Oh!  Watch the video ‘Going to Score Some Goals at Football’. | oe Review  Action: Surprised Oh!  Sing the ‘Toe Dance’ song to the tune of ‘Hokey Cokey’. | ou Review  Action: Ouch!  Read the **ou** words.  Watch the video ‘A Loud Sound’. | ow Review  Action: Ouch!  Watch the ‘Brown Owl and her Friend Brown Cow’ video. | **the said of**  **house our**  **one once** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **coat road soap float load toad** | **toe goes toes heroes tomatoes** | **out our sound loud house mouse** | **brown power crown now clown how** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **croak boast groan moan**  More than One – **goal goat coach boast** | Third person – **go**  More than One Machine – **toe tomato potato** | More than One – **cloud pound house mouse**  + ing – **shout round mouth** | Time – **frown flower allow bow**  More than One – **towel town flower owl** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | I like boats more than coaches.  The soap floats on the water. | She goes to get the potatoes.  My toes are as red as tomatoes. | The sound is loud.  I found it on the ground. | Clowns have fun with flowers.  How far is town? |  |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources under the HFW/CEW tab  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **the said of** – all have tricky letters.  – tricky **e**  said – **ai** the makes an **e** sound  of – **f** makes a **v** sound. This makes of sound differently to off. | **Year 1 CEWs**  **one once** – both have an **o** that makes a ‘**wo**’ sound and a silent **e**.  **once** – has a soft **c**. | **Year 1 CEWs**  **house our** – both have the Brown Owl **ou** grapheme.  **house** – ends in a silent **e**. The silent **e** ending is common in the English language, e.g. **please, live, some, come**. | **Year 1 CEWs you** – **ou** makes the long Cool Blue **oo** sound. Other words that have this grapheme are **group, soup, troupe**.  School – has the long Cool Blue **oo** grapheme and a silent **h**. | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 5 | Review ow, ue, ue. ew**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the ow, ue, ue, ew graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: where, were, are,** **they, ask, put, push, pull, full, a (emphasis).** | **Can they recognise the ow, ue, ue, ew graphemes?**  **Can they blend the ow, ue, ue, ew graphemes and other graphemes to read words?**  **Can they segment the ow, ue, ue, 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: where, were, are,** **they, ask, put, push, pull, full, a (emphasis)?** | | | | | | |
| **Week 5** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **most kitten unfit kick both king undo buzz** | **think watch move wait honk witch prove main** | **coil way royal join same played annoyed date** | **wheel maybe bite over where even open five** | 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 | ow Review  Action: Surprised oh!  Play Guess the Window.  Call out the action song that is on each page of the PowerPoint, adding actions. | ue Review  Action: oo round mouth.  Read the **ue** words.  This is a rare grapheme. | ue Review  Action: You!  Read the **ue** words as they are rescued from the sea. | ew Review  Action: oo round mouth.  Play the PowerPoint game ‘Word Bomb’ - read the word on the page to get a point. Decide whether to continue or go return to the start. | **where were are**  **they says**  **ask put push pull full**  **a** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **snow blow know pillow follow yellow** | **blue glue true clue** | **due Tuesday argue rescue value** | **grew drew threw screw flew jewels** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **show blow grow know**  + ing – **flow throw snow glow** | Time – **glue** | More than One – **queue statue issue**  + ing – **rescue argue pursue** | Time – **screw grow throw fly**  + ing – **brew screw chew** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | It was glowing yellow.  The grass grows slowly. | It is true that the sky is blue.  I glued the blue plate. | I will queue to see the statue.  The baby is due on Tuesday. | The horse chewed the grass that grew.  She blew on the tea as it brewed. |  |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources under the HFW/CEW tab  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **where were are** – the **ere** in where and were makes a different sound.  **where** – silent **h** common to question words.  **are** – tricky **ar** and silent **e**. | **Year 1 CEWs**  **they** – the **ey** makes a long Angry Red A sound. Unusual spellings like this tend to stick in common words.  **says** – the final **s** makes a **z** sound. | **Year 1 CEWs**  Regional differences in the short vowel sound for:  - **ask put push pull full**  Give examples of northern and southern pronunciations. | **Year 1 CEWs**  **a** usually is pronounced as a short vowel. When emphasis is required, it is a long vowel, e.g. Is this your coat? It is **a** coat but it is not mine. | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 6 | ew, ie, ie, igh**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the ew, ie, ie, igh graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: from, help, back, animals,will, this, that, then, them, with, went, children, just, off.** | **Can they recognise the ew, ie, ie, igh e graphemes?**  **Can they blend the ew, ie, ie, igh graphemes and other graphemes to read words?**  **Can they segment the ew, ie, ie, 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: from, help, back, will, this, that, then, them, with, went, children, just, off?** | | | | | | |
| **Week 6** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year1 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **undress itch off think unlock stretch back sunk** | **lovely sail soil always down aim coil say** | **enjoyed made white note boy late like bone** | **include used card feel pollute huge garden bear** | 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 | ew Review  Action: You!  Watch the video ‘Newspaper Stew’. | ie Review  Action: I eye.  Watch the video ‘A Taste of Pie’. | ie Review  Action: E smile.  Work through the Changer (she/she/it) and the Time Machine in the PowerPoint. Read the **ie** words before they are stolen by the thief. | igh Review  Action: I eye.  Watch the video ‘I Need to Turn the Light Off’. | **from help back, animals, will went this that then them with children just off** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **new knew few newspaper dew news** | **tie pie lie tried tries dries** | **field shield chief belief piece** | **jar star hard cart market sharp scarf** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **know stew**  More than One – **newspaper nephew** | Third person – **cry spy fry lie**  Time – **tie dry spy try** | More than One – **field piece chief shriek**  Time – **achieve shield believe shriek** | + ing – **light fight brighten sigh**  Time – **sigh delight frighten light** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | He knew how to make stew.  My nephew was in the news. | I tried to tie the tie.  She spied on the pie. | The chief shrieked loudly.  He believed that the shield was lost. | The flight was at midnight.  The bright sun was delightful. |  |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **from help back will** | **First 100 HFWs**  **this that then them** | **First 100**  **with went** | **First 100 HFWs**  **children just off** | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 7 | Review or, ore, aw, au**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the or, ore, aw, au graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: made, make, came, like, time, by, my, I , I’m, into, too.** | **Can they recognise the or, ore, aw, au graphemes?**  **Can they blend the or, ore, aw, au graphemes and other graphemes to read words?**  **Can they segment the or, ore, aw, au graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: made, make, came, like, time, by, my, I , I’m, into, too?** | | | | | | |
| **Week 7** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **meat heavy greener pool easy already dinner zoo** | **foot groan wished potatoes look boast starting heroes** | **found down throw about crown yellow** | **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 | or Review  Action: Black Cat walking.  Read the story ‘Stormy Night’. | ore Review  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 & Snore Game. | aw Review  Action: Tricky Witch’s wand.  Click once to listen to Tricky  Witch talk about the **aw** objects. Click to see each **aw** word. Play the memory game, click to see each item. | au Review  Action: Tricky Witch’s wand.  Read Tricky Witch’s poem, which helps her to cast her **au** spell. |  |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **born morning sorted storm fork forgot** | **wore sore more shore score** | **saw yawn drawing jaw awful paw** | **August dinosaur autumn astronaut** | **made make came**  **like time by my**  **I I’m**  **into too** |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **storm forget sort**  More than One – **fork torch horse morning** | Time – **bore snore order tear**  +ing machine – **store bore snore score** | More than One – **lawn straw drawer strawberry**  + ing – **claw crawl yawning draw** | Time – **launch haunt catch teach haunt**  More than one – **dinosaur restaurant astronaut sauces** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | I forgot to bring a torch.  The horse ran in the storm. | There are more shells at the shore.  I will order before the shop shuts. | My cat clawed with her paws.  We ate strawberries on the lawn. | The astronaut launched into space.  August is in summer not in autumn. |  |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **made make came** | **First 100 HFWs**  **like time by my** | **First 100 HFWs**  **I I’m** | **First 100 HFWs**  **into too** | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 8 | air, ear, ear, are**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the air, ear, ear, are graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: see, day, very, have, when, about, out, people.** | **Can they recognise the air, ear, ear, are graphemes?**  **Can they blend the air, ear, ear, are graphemes and other graphemes to read words?**  **Can they segment the air, ear, ear, are graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: see, day, very, have, when, about, out, people?** | | | | | | |
| **Week 8** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 2 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **blew babies right astronaut screw ladies might autumn** | **nephew dried sort airport newspaper tries torn fairy** | **straw near while phonics jaw fear why alphabet** | **every became also sketch any before ago kick** | Use the flashcards to review this week’s graphemes. 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 | air Review  Action: Tricky Witch’s wand.  Watch ‘Hairylocks and the Three Bears’ – 4 short clips. | ear (long E-r) Review  Action: Tricky Witch’s wand.  Click and listen to Tricky Witch’s story about the lost ears, pointing out the ear words. | ear (air) Review  Action: Tricky Witch’s wand.  Read the sentences. Who can remember all 4 ear (air) words? | are Review  Action: Tricky Witch’s wand.  Watch the video ‘Little Witches’. | **see day very**  **have when**  **about out**  **people** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces. Add the rule. | **stairs chair air hair fairy airport** | **dear year near tear hear disappear** | **bear wear pear tear** |  | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | More than One – **hair fair chair fairy**  Time – **pair air** | More than One – **tear beards ear year**  Time – **clear fear hear gear** | More than One – **bear pear tear**  Time – **wear tear** | More than One – **square hare scarecrows care**  Time – **scare dare care share** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | I sat on a chair at the hairdressers.  I left a pair of shoes upstairs. | I can hear clearly with my ears.  I have nearly cleared the mess. | He was tearing into a pear.  I was wearing teared jeans. | I was scared of the hare.  We cared for the rare bird. |  |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **see day very** | **First 100 HFWs**  **have when** | **First 100 HFWs**  **about out** | **First 100 HFWs**  **people** | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 9 | Review y, ph, wh, e**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the y, ph, wh, e graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: review the first 100 HFWs.** | **Can they recognise the y, ph, wh, e graphemes?**  **Can they blend the y, ph, wh, e graphemes and other graphemes to read words?**  **Can they segment the y, ph, wh, e graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the first 100 HFWs?** | | | | | | |
| **Week 9** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 1 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **Unload gave mine hole unhappy cake wipe nose** | **day compete tree read play extremely see instead** | **her room coach rocks freshest too load spends** | **thirsty hook our grow birthday flood mouse slow** | 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 | y (long E) Review  Action: E Smile.  Watch the video ‘Happy Family Day’. | ph Review  Action: Black Cats walking.  Sing the song and watch the video ‘Photo on my Phone’. | wh Review  Action: Fingers to your lips, ghost letter e makes no sound.  Watch ‘The Wheel Fell Off’. | e (long E)  Action: E Smile.  Read through the PowerPoint. | **Down now**  **look looked asked**  **could**  **saw all** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces. Add the rule. | **Happy funny silly very pretty rainy** | **alphabet elephant phonics phone photo** | **when which where what why while** | **below before began because being became** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | More than One – **party bunny mummy daddy**  More than One – **family baby lady fairy** | + ing – **phone**  More than One Machine – **elephant dolphin photo phone** | Time – **whistle wheel**  + ing – **whistle wheel** | More than One – **people** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | The happy bunny was pretty.  The funny baby was silly. | I took a photo of the dolphin.  I looked at an elephant on my phone. | Why not wait a while?  Which wheel fell off? | Maybe we were behind you.  Odd numbers come before even. |  |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs** | **First 100 HFWs** | **First 100 HFWs** | **First 100 HFWs** | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 10 | Review o, k before i/e/y, Prefix un, 2 Syllable Words**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Review the o graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **Review using the prefix un.**  **Practise blending and segmenting 2 syllable words.**  **HFW: Mr, Mrs, their, little, what, called.** | **Can they recognise the o grapheme?**  **Can they blend the o grapheme and other graphemes to read words?**  **Can they segment the o graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they use the prefix un correctly?**  **Can they blend and segment 2 syllable words?**  **Can they spell the HFWs Mr, Mrs, their, little, what, called?** | | | | | | |
| **Week 10** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 1 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **Cow carried knight worn owl tidied higher torch** | **paw stairs many white claw hairy pretty what** | **spied ear careful email cries tear square pain** | **toilet lake wrote ice poison face note pipe** | 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 (long O)  Action: Surprised Oh!  Read the common words that have this grapheme in the PowerPoint. | K before i, e and y  Read through the PowerPoint. | Prefix un  Read through the PowerPoint. | 2 Syllable Words  Read through the PowerPoint. | **Mr Mrs**  **their little**  **what**  **called** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces. Add the rule. | **Most only don’t over open also** | **skin kit Kent frisky kitchen skill** | **unwell untidy unhappy unwell undo unlock** | **picnic morning until grandad children dragon** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Time – **notice open echo comb**  More than One – **volcano piano photo potato** | + ing – **kick sketch**  More than One Machine – **kitten king kettle kite** | Time – **undo undress unlock unload**  + ing – **undo undress unlock unload** | More than One – **pocket carrot planet monster**  + ing – **thunder open garden picnic** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | The robot only said hello.  The pony is going to jump over. | The kitten ran after the kite.  The king kicked the ball. | I was unhappy that it was untidy.  It was unfair to be unwell | We ate a picnic in the garden.  The rabbit ate the carrot. |  |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **Mr Mrs** | **First 100 HFWs**  **their little** | **First 100 HFWs**  **what** | **First 100 HFWs**  **called** | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 11 | Compound Words, Numbers, Contractions**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Practise blending and segmenting compound words and numbers.**  **Practise blending and forming contractions: I’m, he’s, she’s, they’re, we’re, you’re, I’ll, he’ll, she’ll, they’ll, we’ll, you’ll.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: review all HFWs.** | **Can they blend and segment compound words?**  **Can they blend and segment numbers?**  **Can they blend contractions: I’m, he’s, she’s, they’re, we’re, you’re,**  **I’ll, he’ll, she’ll, they’ll, we’ll, you’ll?**  **Can they form contractions: I’m, he’s, she’s, they’re, we’re, you’re,**  **I’ll, he’ll, she’ll, they’ll, we’ll, you’ll?**  **Can they segment to write sentences?**  **Can they spell all HFWs?** | | | | | | |
| **Week 11** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 1 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **Start sweet sea Thursday farmyard sheep eat turned** | **mood wished smarter feather zoom fizzed smartest weather** | **dinner hatch well huge letter match miss cube** | **broom burp beads air cool church treat chair** | 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 | Compound Words  Read through the PowerPoint. | Compound Words  Read through the PowerPoint. | Numbers  Read through the PowerPoint and watch ‘The Numbers Song’ video. | Contractions  + is  + will |  |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **Bedroom sunset rainfall herself himself everyone** | **sunlight rainbow themselves somewhere cannot anyone** | **one two three four five eight** | **I’m he’s she’s they’re we’re you’re** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | More than One – **football handbag blackberry farmyard cupboard** | More than One Machine – **butterfly supermarket footprint peppermint**  Time Machine – **become daydream** | Read-Colour-Write  **eleven twelve thirteen fifteen eighteen twenty** | Read-Colour-Write  **I’ll he’ll she’ll they’ll we’ll you’ll** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | Everyone ate the blackberries.  The rainfall stopped at sunset. | The supermarket sold peppermints.  Anyone would like butterflies. | One cat had thirteen kittens.  Two shops opened at eight o’clock. | We’ll bring food and they’ll bring drinks.  He’s going and I’m going too. |  |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1 | Term 3 | Week 1 | oy, a-e, e-e, o-e**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Practise blending and segmenting days of the week, months of the year and common colours.**  **Practise blending and forming contractions: I’ve, he’s, she’s, they’ve, you’ve, we’ve, isn’t, wasn’t, didn’t, hasn’t, weren’t.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: review all HFWs.** | **Can they blend and segment the days of the week?**  **Can they blend and segment the months of the year?**  **Can they blend and segment common colour names?**  **Can they blend contractions: I’ve, he’s, she’s, they’ve, you’ve, we’ve, isn’t, wasn’t, didn’t, hasn’t, weren’t?**  **Can they form contractions: I I’ve, he’s, she’s, they’ve, you’ve, we’ve, isn’t, wasn’t, didn’t, hasn’t, weren’t?**  **Can they segment to write sentences?**  **Can they spell all HFWs?** | | | | | | |
| **Week 12** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Quick Mix Review**  Test knowledge of year 1 graphemes by reading aloud words. Children write these in the boxes in the Review Worksheet. | **wave alive prune bark date slide rule harp** | **keep crook foal taller feet nook toad grander** | **lead tail poke silly dreamer brain rope smelly** | **feel frighten lie shriek knee highest cried shield** | 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 | Contractions  + have  + not | Days  Read through the PowerPoint and watch the ‘Days of the Week’ video. | Months  Read through the PowerPoint and watch the ‘Months of the Year’ video. | Colours  Read through the PowerPoint and watch ‘A Monster Rainbow’ video. | **Review all HFWs** |
| **Read-Colour-Write**  Read the words and colour the sounds. Write the words in the spaces.  Add the rule. | **I’ve he’s she’s they’ve you’ve we’ve** | **Sunday Monday Tuesday Wednesday Thursday Friday Saturday** | **January February March April May June** | **green blue yellow brown black purple grey white** | Review Words from the Quick Mix Review. Use this to consolidate graphemes that were not secure. |
| **Grammar Machines**  + ing Machine  Third Person Machine  Time Machine  More than One Machine | Read-Colour-Write  **isn’t wasn’t didn’t hasn’t weren’t** | More than One – **Sunday Tuesday Wednesday Thursday** | Read-Colour-Write  **July August September October November December** | More than One – **blue green grey yellow**  + ing – **yellow grey** |  |
| **Monster Partners**  Working in pairs, children take turns to dictate and write sentence dictations with their partner. | I’ve been there but she hasn’t.  We weren’t ready but they’ve been waiting. | I don’t go to school on Saturday or Sunday.  Wednesdays and Thursdays are my best days. | July and August are in summer.  December and January are in winter. | The dog is black and white.  Red and green are in traffic lights. |  |
| **HFWs**  Refer to the HFW charts and flashcards. Highlight features, graphemes, silent and tricky letters. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **First 100 and Next 200 HFWs**  Review all HFWs using the class display and the HFW chart. | **Homework**  Send home words from the **Quick Mix Review**. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.