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|  | **Reception | Term 3 | Week 1| CVCC Words**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending graphemes to read CVCC words.****Practise segmenting graphemes to spell CVCC words.****Practise blending to read sentences containing CVCC words.****Practise segmenting to write sentences containing CVCC words.****HFW: revision of HFW taught so far.** | **Can they blend graphemes to read words CVCC words?****Can they segment graphemes to spell CVCC words?****Can they blend to read sentences containing CVCC words?****Can they segment to write sentences containing CVCC words?****Can they spell selected HFWs?** |
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| **Week 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Action Song**Sing along to the song again. | **Play Full Circle with the CVCC words**Display the interactive graphemes PowerPoint. Start with one CCVC word. Ask the children with one letter to change over at the time to create a new word. Continue to add and change For example: **damp camp** **lamp limp, hand band bank** | **Blending Skills**Read through the Blending CVCC PowerPoint. | **Action Song**Sing along to the song again.What CCVC words are in Miss Oh No’s song? Draw a large phoneme frame on the whiteboard. Say a word. Hold up 4 fingers, sound-talk it, pointing to a finger at a time for each phoneme. |
| **Teach** | **Introduce CVCC word blending**Play the PowerPoint and demonstrate how to blend to read the words.Listen to the ‘Miss Oh No’s Dance Class’ video. Can the children follow the actions?Can they spot any CVCC words? Write them on the board. | **Read ‘I can’ zigzag books**Download the ‘I can’ Zig Zag Reading Books. Miss Oh No has made a zigzag book to help the pupils in her class. Can you help her by drawing the pictures?Demonstrate reading the sentence and drawing pictures to match. **I can jump****I can bend.****I can help.** | **Model Writing Phase 3 Sentences to Match Pictures**Download the Sentences PowerPoint to review blending to read Phase 3 graphemes.Display and discuss one picture. Model writing a sentence for that picture. Sound-talk the first word. Ask them to repeat. Then write the sentence word by word together. Remind the children to add a space and put a mark where the next sentence starts. Repeat for each word. | **Model Writing CVCC Words using a Phoneme Frame** Demonstrate on the board how to make CVCC flashcards families.Words that rhyme with: **camp****link****melt** | **Model Writing CVCC Words in Sentences**Download the ‘I can’ zigzag Writing Books. monstrate writing the sentence and drawing pictures to match. **I can spin.****I can swim.****I can clap.** |
| **Activity** | **Action Mix Up!**Download the activity. Copy enough so that there is one set for each group of 5 children. Cut into sentences and hide them around the classroom.Tell the class that Miss Oh No has a dance class. She has printed off instructions for the other monsters to follow. However, the sentences have got muddled! Tricky Witch is up to her tricks again and has mixed up the instructions. Can the children find the sentences and put them in the right order to match the song? Once they find them, can they stick the sentences onto a large sheet of paper?**We can jump.****We can bend.****We can help.****We can mend.**3. Download a phoneme frame. Children choose a CVCC word to write in the phoneme frame. They may choose another CVCC word from the remaining sentence strips. | **Zig Zag Books**Download the template zigzag books, print and fold. The children read the ‘I can CVCC’ sentences in their ‘I can’ zigzag books. They draw pictures to match the action. | **Writing Phase 3 Sentences to Match Pictures**Download the activity. Ask the children to work in pairs/individually to write their own sentence(s). | **Writing CVCC Words using a Phoneme Frame**Download the CVCC word flashcard templates.Children work in a group to create a set of rhyming flashcards.Tricky Witch mixes all of the flashcards up.Can the children sort them into rhyming families again? | **Writing CVCC words in ‘I can’ Sentences.**Download the template zigzag books, print and fold. Children write their own ‘I can CVCC word’ sentence and drawing pictures to match. **I can lift.****I can tilt.** |

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|  | **Reception | Term 3 | Week 2| CCVC Words**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending graphemes to read CVCC words.****Practise segmenting graphemes to spell CVCC words.****Practise blending to read sentences containing CVCC words.****Practise segmenting to write sentences containing CVCC words.****HFW: revision of HFW taught so far.** | **Can they blend graphemes to read words CVCC words?****Can they segment graphemes to spell CVCC words?****Can they blend to read sentences containing CVCC words?****Can they segment to write sentences containing CVCC words?****Can they spell selected HFWs?** |
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| **Week 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Action Song**Sing along to ‘The Naughty Tricky Witch’ song again. | **Play Full Circle with the CCVC words**Display the interactive graphemes PowerPoint. Start with one CCVC word. Ask the children to choose one letter to change over at the time to create a new word. Continue to add and change. For example: **damp camp** **lamp limp, hand band bank** | **Quick Write**Can we make a CCVC nonsense word? **spad****prin****flup** | **Action Song**Sing along to the song again.What CCVC words are in Miss Oh No’s song? Draw a large phoneme frame on the whiteboard. Say a word. Hold up 4 fingers, sound-talk it, pointing to a finger at a time for each phoneme. |
| **Teach** | **Action Song**Tricky Witch has created her own action song. She loves to be naughty and cause chaos in the classroom. Sing along to the ‘Naughty Tricky Witch’ song.Can the children spot CCVC words? Write them down at the end. | **Read ‘They can all CCVC’ zigzag books**Tricky Witch has also made a zigzag book. Can you help her by drawing the pictures?Demonstrate reading the sentence and drawing pictures to match. **They can all stop.****They can all spin.****They can all drop.** | **Sentence Substitutions for Shared Reading**Download the PowerPoint and view in Normal view. Display and discuss a sentence. Ask the children which word could be substituted. Switch the word to create a new sentence.  | **Buried Treasure**Download the Buried Treasure PowerPoint. Tricky Witch has been up to her tricks again and mixed up the real and rubbish words. Can the children help to fix this? Sort the words into ‘real’ and ‘rubbish’ words. | **Model CCVC Sentence Writing**Think of the sentences in the Tricky Witch song.Choose a sentence and drawing pictures for CCVC word ‘I can’ zigzag books.Demonstrate writing the sentence and drawing pictures to match. **They can all spin.****They can all swim.****They can all clap.** |
| **Activity** | **Spell for Tricks!**Help Tricky Witch to create her naughty spell for her naughty song to work by: - writing CCVC words onto the magic phoneme frames- sticking them onto her magic cauldron to display in the classroom. | **Read and draw pictures for CCVC word ‘They can all’ zigzag books.**Download the template zigzag books, print and fold.  | **Paired Reading and Writing**Children work in small groups to read through the Sentence Substitution Cards. After substituting several, the pair choose one new sentence to write and draw a picture. | **Paired Reading and Writing**Download the Buried Treasure activity Ask the children to work in small groups to sort words into real and rubbish words.Ask the children to record each time they have identified a real word by writing this on a whiteboard. | **CCVC Sentence Writing**Download the template zigzag books, print and fold. Children write their own sentence ‘They can all CCVC word’ sentence and drawing pictures to match.  |

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|  | **Reception | Term 3 | Week 3 | The Little Man | CVCC and CCVC words with previously taught graphemes**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending graphemes to read CVCC and CCVC words that use previously taught digraphs.****Practise segmenting graphemes to spell CVCC and CCVC words that use previously taught digraphs.****Practise blending to read sentences containing CVCC and CCVC words that use previously taught digraphs.****Practise segmenting to write sentences containing CVCC and CCVC words that use previously taught digraphs.****HFW: your, here, saw.** | **Can they blend graphemes to read words CVCC and CCVC words that use previously taught digraphs?****Can they segment graphemes to spell CVCC and CCVC words that use previously taught digraphs?****Can they blend to read sentences containing CVCC and CCVC words that use previously taught digraphs?****Can they segment to write sentences containing CVCC and CCVC words that use previously taught digraphs?****Can they spell selected HFWs your, here, saw?** |
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| **Week 3** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Blending Phase 3 Graphemes**Download the PowerPoint to blend sounds to read CVCC that include the phase 3 graphemes. | **HFWs**Read the Reception HFW Flashcards – put cards that need a recap to one side. | **Quick Write** Blend sounds to read CVCC flashcards – put cards that need a recap to one side. | **Buried Treasure**Revisit of sounds learnt by playing the Buried TreasurePowerPoint. |
| **Teach** | **Reading**Read the PowerPoint or eBook of ‘The Little Man’ which tells the story of The Gingerbread Ma’ PowerPoint.Children read the yellow sections. Each page has an optional section for an adult to read, shown at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to bring the story to life. Point out words that use the graphemes taught last term. Identify and blend these graphemes and recap their sound.Match actions to the characters on the last page. | **Read**Read ‘The Little Man’ e-book. Download the activity. Display the sentences on page 2 on the whiteboard. These sentences come from characters in the story. **Model reading a sentence.**Show the words on page 3. **Model blending to segment a word.** | **Song** Watch The Little Man video.Can the children hear words that they have been reading and spelling this week?Some of these use graphemes taught in Term 2. With help from the children, write some of these on the board.**gran trot spoil groan cream brush smell crash creep scoop beast bring**Model the writing of the sentence.**I can thump.** **I will creep.****I want to scoop.****I will growl.** | **Make toast with Cool Blue**Reading the story of the Gingerbread Man has made Cool Blue hungry. He wants to make some toast but cannot remember how. Can the children help by putting the instructions in the right order?**Pop up the toast****Smear with butter.****Spoon on jam.****Scoop up the toast. Yum!** | **HFW Art**Read the HFW in the PowerPoint. Highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds.**you’re here saw****your** – silent u**saw** – Tricky Witch changes the sound of **aw** to an **or** sound. This is taught in Year.**here** – Tricky Witch changes the sound of ere. This makes a different sound in there, where and were.Recap previously taught HFWs.Explain to the children that they are going to create phonics art, either for display or in their books. Use paint, pastels, felt tip pens, playdough letters, iPad drawings. Take photos of models and screenshot of digital work.  |
| **Activity** | **HFW Flashcards**Children use words from the story to write CVCC and CCVC words with previously taught graphemes:-  **thump woof bark growl hunt grunt groan creep scoop munch** | **CVCC and CCVC words with previously taught graphemes Word Hunt**Hide the **character action** cards that the class created yesterday. Children search for the flashcards in small groups. Add additional flashcards to these. Ask them to note down the words that they find on whiteboards or make the word out of magnetic letters. | **Label each character with an action.**Children write a sentence on the character template. Use flashcards to support. make their own flashcards with the words:Highlight the sound of the middle grapheme by writing in colour. | In pairs, stick the sentences together. Do they make toast? Check on the back to see. | **HFW Art**Use a variety of media to create HFW flashcards for a wall display. |
| **Follow-up Activities (optional)** |  | **Reading and Writing Boardgame**The children choose a counter and roll a die to move.If they land on a star square, they select a sentence strip. Read the sentence to jump 2 places.If they land in a green sun square, they select a word. Write the word on a whiteboard to jump 2 places. The winner reaches the finish first. | **Word Puppets**Glue the edges of the 2 A4 puppet templates to make a puppet.Write the words on the back of the Gingerbread Man puppet. | **Map**Draw and label a map to show the The Little Man’s journey. Use words from the story to show the character actions**thump****crash****scoop****smell****creep** | **HFW Game – Roll the Die**Tick the Reception HFWs and the new words from this week onto a large die. Children work in pairs to roll the die and make the word that the die lands on out of magnetic letters. If magnetic letters are not available, then children can write the word using felt tips. Repeat to create several words. Can the pair now use these words to write a sentence?**Recap the song**Recap this weeks CVCC/CCVC words by singing along to the song in the video. |

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|  | **Reception | Term 3 | Week 4 | The Little Man | CVCC and CCVC words with previously taught graphemes**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending graphemes to read CVCC and CCVC words that use previously taught digraphs.****Practise segmenting graphemes to spell CVCC and CCVC words that use previously taught digraphs.****Practise blending to read sentences containing CVCC and CCVC words that use previously taught digraphs.****Practise segmenting to write sentences containing CVCC and CCVC words that use previously taught digraphs.****HFW: your, here, saw** | **Can they blend graphemes to read words CVCC and CCVC words that use previously taught digraphs?****Can they segment graphemes to spell CVCC and CCVC words that use previously taught digraphs?****Can they blend to read sentences containing CVCC and CCVC words that use previously taught digraphs?****Can they segment to write sentences containing CVCC and CCVC words that use previously taught digraphs?****Can they spell selected HFWs your, here?** |
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| **Week 4** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Blending Phase 3 Graphemes**Download the PowerPoint to blend sounds to read CCVC that include the phase 3 graphemes. | **Yes/No Questions PowerPoint – Phase 3 Recap**Read one or two slides together and decide whether the answer is Yes or No. | **Quick Write** Blend sounds to read CVCC flashcards – put cards that need a recap to one side. | **Sentence Substitutions****Phase 3 Recap** Read one or two slides of the sentences and decide what words to substitute |
| **Teach** | **Gingerbread** Watch ‘The Little Man’ and sing along to the song.Download ‘The Little Man’ Sentences PowerPoint. Together with the children, read the sentences to decide on the correct order. Click to see the answer.Download the activity. Tricky Witch has been up to her tricks and jumbled up the sentences from the song. Children work in groups to cut out and sort the sentences in the right order. They choose their favourite sentence and write their own sentence strip, adding colour-code. | **Model Reading and Writing**Show the zigzag books to the class and explain that we are going to create our own books to tell the story about the little gingerbread man.There are 2 levels for the activity – demonstrate each one1. Book with words - model reading a sentence and then draw a picture to match.2. Book with no words- think about each character in the story. Write a sentence and draw a picture to match what they say or do. | **Model Story Sequencing**Print out and make copies of The Little Man story. Show how some of the pages are not in the right order.Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book. | **Phonics Art**Explain to the children that they are going to Phonics, either for display or in their books. Highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds. Show the flashcard on the whiteboard as an example of**CVCC and CCVC words with previously taught graphemes**Ask the children to sound-talk each grapheme first and to count there on their fingers. How many sounds can they hear? Then use pencil crayons, paint, pastels, felt tip pens, playdough letters or iPads to draw. Take photos of models and screenshot of digital work. | **Model Sentence Writing**Model read and then write the sentence:**Here is a man.**Ask the children what picture could they draw to show this.Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.At the end of the activity there are also questions to read with a partner and answer yes or no.  |
| **Activity** | **Sentence Strip Sorting**Children work in groups to sort the sentences in the right order. They choose their favourite sentence and write their own sentence strip, adding colour-code. | **Zigzag Books**Create ‘The Little Man’ zigzag book.LABook with words - draw the pictures to match the storyMA/HABook with no words- write the sentences and draw the pictures.Print off the sentence strips from yesterday’s to support writing. | **Book Making**Print out and make copies of The Gingerbread Man story.In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group. | **HFW Art**Use a variety of media to create HFW flashcards for a wall display. - paint, pastels, felt tip pens - playdough letters- iPad drawingsTake photos of models and screenshot of digital work. | **HFW Sentence Writing & Yes/No Questions**Write the following sentences with pictures.**Here is a man****Your man is fast.****There was a fox.****What a beast.****Yes/No Questions**Read each question and answer yes or no. |
| **Follow-Up Activities (optional)** |  | **Hopscotch Game**CVCC and CVCC word hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the key words in chalk. | **Repeat Hopscotch Game**CVCC and CVCC word hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the key words in chalk. | **Vehicle Race Game**Have 2 sets of **were there here** flashcards per group. Each flashcard is taped to a vehicle. Each time a matching flashcard is taken from a feely bag, that car moves forward. The first to pass the finish wins. | **Vehicle Race Game**Have 2 sets of **go no going I like** flashcards per group. Each flashcard is taped to a vehicle. Each time a matching flashcard is taken from a feely bag, that car moves forward. The first to pass the finish wins. |

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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.

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|  | **Reception | Term 3 | Week 5 | The Little Red Hen | CCVCC, CCCVC, CCCVCC**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending graphemes to read CCVCC, CCCVC and CCCVCC words.****Practise segmenting graphemes to spell CCVCC, CCCVC and CCCVCC words.****Practise blending to read sentences containing CCVCC, CCCVC and CCCVCC words.****Practise segmenting to write sentences containing CCVCC, CCCVC and CCCVCC words.****HFW: time, out, house, about.** | **Can they blend graphemes to read CCVCC, CCCVC and CCCVCC words.?****Can they segment graphemes to spell CCVCC, CCCVC and CCCVCC words.?****Can they blend to read sentences containing CCVCC, CCCVC and CCCVCC words.?****Can they segment to write sentences containing CCVCC, CCCVC and CCCVCC words.?****Can they spell the HFWs time, out, house, about?** |
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| **Week 5** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **CVCC Blending**Download the PowerPoint to blend sounds to read CVCC words. | **Quick HFW Roar**Read the Reception HFW Flashcards – put cards that need a recap to one side. | **CVCC Blending**Download the PowerPoint to blend sounds to read CVCC words. | **Buried Treasure CCVCC Blending PowerPoint**Blend sounds to read CVCC words. |
| **Teach** | **Reading**Read The Little Red Hen PowerPoint. Children read the yellow sections. Each page has an optional section for an adult to read, shown at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to bring the story to life. On the last page, match the actions to the characters. | **Read**Read the children’s section of ‘The Little Red Hen’ e-book. This is shown in the cream sections. Focus on blending graphemes to read CCVCC words. | **Model Reading and Writing**Show the zigzag books to the class and explain that we are going to create our own books to tell the story about the animals on the farm.There are 2 levels for the activity – demonstrate each one1. Book with words - model reading a sentence and then draw a picture to match.2. Book with no words- think about each character in the story. Write a sentence and draw a picture to match what they say or do.Have the sentence strips from yesterday’s to support writing. | **Shared Reading**Read through the children’s section of The Little Red Hen PowerPoint.**Model Speech Bubbles** Model writing of the sentence **Will you grunt?****Will you blink?****Will you sniff?**Children write a sentence in pairs on whiteboards. | **HFW Art****A picture containing graphical user interface  Description automatically generated****time out house about**Download the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds. Show how the word **time** is similar to the word **like**. It has a split digraph **i-e** that makes the Yellow I sound. Take time to explain and revise this grapheme, which they will learn more about in Year 1.Brown Owl makes the ow sound, which is spelt as either ow or ou. How is it spelt in ‘out’, ‘house’ and ‘about’? Brown Owl flies all about in and out of her house.Explain to the children that they are going to create HFW art, either for display or in their books |
| **Activity** | **Label each character with an action** **– Action Flashcards**Children make their own flashcards with the words:**- stamp grunt scratch bark blink sniff woof tramp twitch grump slump munch yum gulp lick** | **CCVCC, CCCVC, CCCVCC Word Hunt**Hide the **character action** cards that the class created yesterday. Children search for the flashcards in small groups. Add additional flashcards to these. Ask them to note down the words that they find on whiteboards or make the word out of magnetic letters. | **Zigzag Books**Create ‘The Little Red Hen’ zigzag book.LABook with words - draw the pictures to match the storyMA/HABook with no words- write the sentences and draw the pictures.Print off the sentence strips from yesterday to support writing.**A pig likes to ... grunt.****A dog likes to … woof.****A rat likes to … sniff.****A hen likes to … think.** Choose from**stamp grunt scratch bark blink sniff woof tramp twitch grump slump munch yum gulp lick** | **Writing****Speech Bubbles**Download the Speech Bubbles activity.Children cut out the Little Red Hen from and write the sentence.  | **HFW Art**Use a variety of media to create HFW flashcards. Continue to make the link between the grapheme and the sound that it makes. |
| **Follow-Up Activities (optional)** |  | **Reading and Writing Boardgame**The children choose a counter and roll a die to move.If they land on a star square, they select a sentence strip. Read the sentence to jump 2 places.If they land in a green sun square, they select a word. Write the word on a whiteboard to jump 2 places. The winner reaches the finish first. | **Reading and Writing Boardgame**The children choose a counter and roll a die to move.If they land on a star square, they select a sentence strip. Read the sentence to jump 2 places.If they land in a green sun square, they select a word. Write the word on a whiteboard to jump 2 places. The winner reaches the finish first. |  **Game – Blow in the Wind**You will need pegs, string and straws. Peg the flashcards that the class created yesterday onto the washing line. Working in pairs, children whisper ‘blow the word, blink in the wind’. Their partner finds a copy of the word and blows it with their straw. Change places and repeat. | **HFW Game – Treasure Hunt**Hide the Reception HFW flashcards around the classroom. In pairs, children hunt for as many words as they can find. Write these on a piece of paper to win a point. Who can find the focus words?  |

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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.

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|  | **Reception | Term 3 | Week 6 | Week 6 | The Little Red Hen | CCVCC, CCCVC, CCCVCC**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending graphemes to read CCVCC, CCCVC and CCCVCC words.****Practise segmenting graphemes to spell CCVCC, CCCVC and CCCVCC words.****Practise blending to read sentences containing CCVCC, CCCVC and CCCVCC words.****Prractise segmenting to write sentences containing CCVCC, CCCVC and CCCVCC words.****HFW: time, out, house, about.** | **Can they blend graphemes to read CCVCC, CCCVC and CCCVCC words.?****Can they segment graphemes to spell CCVCC, CCCVC and CCCVCC words.?****Can they blend to read sentences containing CCVCC, CCCVC and CCCVCC words.?****Can they segment to write sentences containing CCVCC, CCCVC and CCCVCC words.?****Can they spell the HFWs time, out, house, about?** |
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| **Week 6** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Reception Grapheme Flashcards**Speed-read the Reception Grapheme Flashcards one by one. | **CCVCC Blending PowerPoint**Blend sounds to read CCVCC words. | **Reception HFW PowerPoint**Read the Reception HFWs. | **Buried Treasure CCVCC Blending PowerPoint**Blend sounds to read CVCC words. | **CCVCC Blending PowerPoint**Blend sounds to read CVCC words. |
| **Teach** | **Song** Old MacDonaldSing the song!Use the song to talk about the A, E, I and O sounds. How are these sounds different to the short a, e, i and o? Which Monster Phonics characters make these sounds?**Old Green Froggy had a school, E I E I O**This is a new song but sone of the words are missing. Write the missing CCVCC words on the board and read together.**trick crash twist swing chomp****think** | **Model Writing** Model write the following sentence. Which animal might have said this?**I like to sniff**Then write it in this animal’s speech bubble.Children practice writing the sentence in pairs on small whiteboards. | **Model Story Sequencing**Print out and make copies of The Little Red Hen story. Show how some of the pages are not in the right order.Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book. | **Phonics Art**Explain to the children that they are going to Phonics, either for display or in their books. Highlight the sound that each grapheme makes. Show how write these and recall the monsters that make these sounds. Show the flashcard on the whiteboard as an example of**CCVCC, CCCVC, CCCVCC**Ask the children to sound-talk each grapheme first and to count there on their fingers. How many sounds can they hear? Then use pencil crayons, paint, pastels, felt tip pens, playdough letters or iPads to draw. Take photos of models and screenshot of digital work. | **Model Sentence Writing****Model read and then write the sentence:****Here is a man.**Ask the children what picture could they draw to show this.Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.**At the end of the activity there are also questions to read with a partner and answer yes or no.**  |
| **Activity** | **New Song**Ask the children add the missing CCVCC words to the lyrics new song called ‘Green Froggy had a school’, which also has the same tune. Ask them to choose a monster and a CCVCC word to describe their actions. | **Writing****Speech Bubbles**Download the Speech Bubbles activity.Children cut out the pig, the dog, the rat and Angry Red A from the Animal Speech Bubbles and write the sentence in the speech bubbles. Stick all the characters on sugar paper and add farm drawing to create a scene. | **Book Making**Print out and make copies of The Little Red Hen story.In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group. | **Phonics Art**Use a variety of media to create flashcards. | **HFW Sentence Writing & Yes/No Questions**Write and complete the following sentences with pictures.It is time to go out.I like my house. I like your swing.I think about it.**Yes/No Questions**Read each question and answer yes or no. |
| **Follow-Up Activity (optional)** |  | **CVCC Bingo**Download the CCVCC Word Bingo and play in groups of 3 to 5. One player is the bingo caller and everyone else is a player and has a bingo card. Place the bingo cards face-down on the table. The bingo caller reads a word from the list. If a player has this word, they cover it up with one of the monster counters. The winner shouts bingo when they have covered all of their words. | **Repeat CVCC Bingo**Download the CCVCC Word Bingo and play in groups of 3 to 5. One player is the bingo caller and everyone else is a player and has a bingo card. Place the bingo cards face-down on the table. The bingo caller reads a word from the list. If a player has this word, the cover it up with one of the monster counters. The winner shouts bingo when they have covered all of their words. | **Game – Fishing Phonics**Place a paperclip on each**CCVCC, CCCVC, CCCVCC** flashcard.Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch. | **Game – Fishing HFW**Place a paperclip on each HFW flashcard. **time house about out**Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch. |

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|  | **Reception | Term 3 | Week 7 | The Three Billy Goats Gruff | CCVCC, CCCVC, CCCVCC including polysyllabic words**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending CVC+ combinations to read words including those that are polysyllabic.****Practise segmenting CVC+ combinations to spell words including those that are polysyllabic.****Practise blending CVC+ combinations to read sentences that include polysyllabic words.****Practise segmenting CVC+ combinations to write sentences that include polysyllabic words.****HFW: made, make, came.** | **Can they blend CVC+ combinations to read polysyllabic?****Can they segment CVC+ combinations to spell polysyllabic words?****Can they blend CVC+ combinations to read sentences that include polysyllabic words?****Can they segment CVC+ combinations to write sentences that include polysyllabic words?****Can they spell selected HFWs made, make, came?** |
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| **Week 7** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Blending PowerPoint**Blend sounds to read CCVCC words. | **Reading HFWs**Read the Reception HFW Flashcards – put cards that need a recap to one side. | **Read the Phase 4 Sentences**Read the sentences. Check the sentence with the matching picture. | **Yes/No** Read through any grapheme, CCVCC, compound or HFW flashcard that the class found tricky. |
| **Teach** | **Reading**Read The Three Billy Goats Gruff PowerPoint.Children read the yellow sections. Each page has an optional section for an adult to read, shown at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to bring the story to life. On the last page, read the words. The polysyllabic words can be moved apart to demonstrate how to break each syllable unit for reading. Read the HFWs and the CCVCC words.  | **Read**Read the children’s part of ‘The Three Billy Goats Gruff’ e-book. This is shown in the cream sections of text. Focus on blending graphemes to read CCVCC words including polysyllabic words such as **pondweed softer lunchbox sandwich** | **Model Reading and Writing**Show the zigzag books to the class and explain that we are going to create our own books to tell the story about the animals on the farm.There are 2 levels for the activity – demonstrate each one:1. Book with words - model reading a sentence and then draw a picture to match.2. Book with no words- think about each character in the story. Write a sentence and draw a picture to match what they say or do.Have the sentence strips from yesterday to support writing. | **Writing****Speech Bubbles**Model writing the sentence **I am going to the softest grass.** Children write the sentence in pairs on whiteboards.Next model**You cannot go.** | **HFW Art****made make came** Download the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds. Each of these words has an a-e grapheme that makes the long A sound. Recall the Angry Red A action. Explain to the children that they are going to create phonics art, either for display or in their books.  |
| **A picture containing graphical user interface  Description automatically generatedActivity** | **Writing Compound Words**Children use words from the story to look at compound words(pondweed, lunchbox, softest, sandwich).Cut out the Compound Words Flashcards PDF. Stick on the board – ask children to find matching pairs. Children use these to write compound flashcards. | **CCVCC, CCCVC, CCCVCC Word Hunt**Hide the **compound word** cards that the class created yesterday. Children search for the flashcards in small groups. Add additional flashcards to these. Ask them to note down the words that they find on whiteboards or make the word out of magnetic letters. | **Zigzag Books**Create ‘The Billy Goat’s Gruff’ zigzag books.LABook with words - draw the pictures to match the storyMA/HABook with no words- write the sentences and draw the pictures.Print off the sentence strips from yesterday to support writing.**They went for the softest grass.****He slept in a trench.****He had pondweed.****She had a lunchbox.****He had a sandwich.****She drank a drink.** | **Sentence Writing**Children cut out a Billy Goat and the Troll and write the sentences. | **HFW Art**Use media to create HFW flashcards. Continue to highlight the sound that each grapheme makes in the HFW.. |
| **Follow-Up Activities (optional)** |  | **Reading and Writing Boardgame**The children choose a counter and roll a die to move.If they land on a star square, they select a sentence strip. Read the sentence to jump 2 places.If they land in a green sun square, they select a word. Write the word on a whiteboard to jump 2 places. The winner reaches the finish first. | **Repeat Blow in the Wind**Repeat the game. This time, ask the children to blow and then take the flashcard. Play the game until all of the flashcards have been taken. |  | **HFW Game** Write the key words very largely in chalk in the outside area. Play games where the children run to the word that is shouted out by an adult. |



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| **A picture containing graphical user interface  Description automatically generated** | **Reception | Term 3 | Week 8 | The Three Billy Goats Gruff | CCVCC, CCCVC, CCCVCC including polysyllabic words**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending CVC+ combinations to read words including those that are polysyllabic.****Practise segmenting CVC+ combinations to spell words including those that are polysyllabic.****Practise blending CVC+ combinations to read sentences that include polysyllabic words.****Practise segmenting CVC+ combinations to write sentences that include polysyllabic words.****HFW: I’m, very, old.** | **Can they blend CVC+ combinations to read polysyllabic?****Can they segment CVC+ combinations to spell polysyllabic words?****Can they blend CVC+ combinations to read sentences that include polysyllabic words?****Can they segment CVC+ combinations to write sentences that include polysyllabic words?****Can they spell selected HFWs I’m, very, old?** |
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| **Week 8** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Phase 4 Sentences Substitutions PowerPoint**Read a sentence. Is there a word that the children could substitute?  | **Reception HFW PowerPoint**Read the Reception HFWs. | **Writing the Phase 4 Sentences**Look at the picture. Think of what the sentence can be. Together, sound-talk the sentence and children write on whiteboards. | **Buried Treasure**Read each word to decide whether it is real or rubbish.  |
| **Teach** | **Compound Words Song** Compound words are polysyllabic. They are 2 words stuck together. What have you got in your lunchbox?Read through the compound flashcards that the children made.Sing the song to the tune of ‘We All Go Round the Mulberry Bush’.**handbag sandpit lipstick drumstick anthill bathtub suntan sunset goldfish pondweed** | **Writing** **Speech Bubbles** Model write the sentence. **I made a sandwich.**Which character said this in the story? **I like pondweed.**Which character said this in the story?  | **Model Story Sequencing**Print out and make copies of The Three Billy Goat’s Gruff story. Show how some of the pages are not in the right order.Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book. | **HFW Art****I’m very old**Download the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds. The word **very** ends in Green Froggy’s sound. The word **I’m** makes the long I sound. The **o** in the word **old** makes Miss Oh No’s long O sound.Explain to the children that they are going to create phonics art, either for display or in their books.  | **Model Sentence Writing****Model read and then write the sentence:****I’m very big.**Ask the children what picture could they draw to show this.Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.**At the end of the activity there are also questions to read with a partner and answer yes or no.**  |
| **Activity** | **Write a new sentence for the song.**As a class, read through the compound word flashcards. Ak the children to choose one to add a new verse to the song e.g. raindrop, pondweed, lipstickThe children choose 2 other compound words to write on their whiteboards and to sing in pairs. | **Writing**Children write sentences in pairs on small whiteboards.Then cut out the characters from the Little Billy Goats Gruff Speech Bubbles and write the sentence in the speech bubbles.Stick all the characters on sugar paper and decorate the scene. | **Book Making**Print out and make copies of The Three Billy Goat’s Gruff story.In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group. | **HFW Art**Use media to create HFW flashcards. Continue to highlight the sound that each grapheme makes in the HFW. | **HFW Sentence Writing & Yes/No Questions**Write and complete the following sentences with pictures.**I’m very big.****I’m the fastest.****They came to the softest grass.****I can make you jump.****Yes/No Questions**Read each question and answer yes or no. |
| **Follow-Up Activities (optional)** |  | **Compound Words Bingo**Play in groups of 3 to 5. Each player has a bingo card. Place the bingo words face-down on the table. Players take turns to take a word. They keep it if is on their bingo card. If not then they return it to the table. | **Compound Words Bingo**Play in groups of 3 to 5. Each player has a bingo card. Place the bingo words face-down on the table. Players take turns to take a word. They keep it if is on their bingo card. If not then they return it to the table. | **Wall Race Game**Hide several copies of **I’m very old** in the room. Put one of each word in a space on a wall. Each time a flashcard is found, put it above the last one on the wall. The winner has the column that is the highest. | **Repeat Wall Race Game**Hide several copies of **I’m very p;d** in the room. Put one of each word in a space on a wall. Each time a flashcard is found, put it above the last one on the wall. The winner has the column that is the highest. |

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|  | **Reception | Term 3 | Week 9 | The Enormous Turnip | CCC Onset Focus, CCVC, CCCVC and CCCVCC + previously taught digraphs**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending 3 consonants in the onset position to read words.****Practise blending graphemes to read CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****Practise segmenting graphemes to spell CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****Practise blending to read sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****Practise segmenting to write sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****HFW: called, asked, looked.** | **Can they blend 3 consonants in the onset position to read words?****Can they blend graphemes to read words CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they segment graphemes to spell CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they blend to read sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they segment to write sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they spell HFWs called, asked, looked?** |
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| **Week 9** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Blending PowerPoint**Blend sounds to read CCVCC flashcards – put cards that need a recap to one side. | **HFW Review**Read the Reception HFW Flashcards – put cards that need a recap to one side. | **Read the Phase 4 Sentences**Read the sentences. Check the sentence with the matching picture. | **Yes/No** Read through any grapheme, CCVCC, compound or HFW flashcard that the class found tricky. |
| **Teach** | **Reading**Teach the children to blend 3 adjacent consonants at the onset of words. Download the PowerPoint. Highlight how each of the words start with 2 adjacent consonants. Model how to sound talk each consonant and blend the sounds to read the 3 adjacent consonants. Then sound talk the rest of the word and blend to read.Together practise blending to read the words - **strand, split, splint, strong, string, spring, sprung, scrap, strap, scrunch.**  | **Model Reading**Read ‘The Big Turnip’ PowerPoint.Children read the cream sections. Each page has an optional section for an adult to read, shown at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to bring the story. to life. Focus on modelling blending - show how each of these words starts with 3 adjacent consonants- blend the CCC at the onset words and then the rest of the word to read **spring strong string scrunch**- CCVCC, CCVCCC and CCC onset words that use previously taught digraphsOn the last page, read the CCC onset words, the CCVCC and CCCVCC words together. | **Model Writing**Model writing the following sentence:**The slugs will get it.**Focus on segmenting each word.  | **Model Writing****Speech Bubbles** Model writing the sentence **Have it for a snack.** Repeat with**Have it for a picnic.** | **HFW Art** **called asked looked**Download the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds. Explain that the final ‘ed’ sound makes an id, ed or t sound.Show Tricky Witch and her action. Which letters has she cast a spell on? She makes the **ed** make a **t** sound in **asked** and in **looked**.Introduce the Ghosts. The **e** in the word **called** is silent.Explain to the children that they are going to create phonics art, either for display or in their books. |
| **Activity** | **HFW Flashcards**Children use words from the story to write CCC onset words **strand split splint strong, string spring sprung scrap strap scrunch** | **CCC Onset Word Hunt**Download, print and hide the flashcards. **crunch scrunch crash smash blast grabs slugs snack grill picnic**Include the **CCC onset flashcards (strand street split splint strong, string spring sprung scrap strap scrunch)** that the children made yesterday. They search for the flashcards in small groups. Ask them to note down the words that find on whiteboards. | **Writing Character Actions**Children write a sentence on the flashcard to show what the characters said.For example:**Have it for a snack.****The slugs will get it.****Have it for a picnic.****We can grill it** **It will crunch.****Lots of turnip for grabs.** | **Speech Bubbles**Children cut out the old man and the dog and write the sentences. | **HFW Art**Use media to create HFW flashcards. Continue to highlight the sound that each grapheme makes in the HFW. |
| **Follow-Up Activities (optional)** |  | **Reading and Writing Boardgame**The children choose a counter and roll a die to move.If they land on a star square, they select a sentence strip. Read the sentence to jump 2 places.If they land in a green sun square, they select a word. Write the word on a whiteboard to jump 2 places. The winner reaches the finish first. | **Game – What’s the time?**One child is Mr Farmer holding the flashcards. The class call ‘What time is it Mr Farmer?’ The farmer either sounds out the word and the children take a step forward for every letter, e.g. strong, s-t-r-o-n-g or calls dinnertime! | **Sentence Matching**Match the Phase 4 sentences with the pictures. | **Game – Fishing HFW**Place a paperclip on each HFW flashcard.Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch. |

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|  | **A picture containing graphical user interface  Description automatically generated****Reception | Term 3 | Week 10 | The Enormous Turnip | CCVC, CCCVC and CCCVCC + Phase 3 Words**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending 3 consonants in the onset position to read words.****Practise blending graphemes to read CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****Practise segmenting graphemes to spell CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****Practise blending to read sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****Practise segmenting to write sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs.****HFW: there, our.** | **Can they blend 3 consonants in the onset position to read words?****Can they blend graphemes to read words CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they segment graphemes to spell CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they blend to read sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they segment to write sentences containing CCVCC, CCCVC and CCCVCC words that use previously taught digraphs?****Can they spell HFWs their, our?** |
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| **Week 10** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Phase 4 Sentences Substitutions PowerPoint**Read a sentence. Is there a word that the children could substitute? | **Reception HFW Flashcards**Read through the Reception HFWs. | **Writing the Phase 4 Sentences**Look at the picture. Think of what the sentence can be. Together, sound-talk the sentence and children write on whiteboards. | **Buried Treasure**Read each word to decide whether it is real or rubbish. |
| **Teach** | **The Turnip Chant**Write on the whiteboard:**push****pull****twist****thrust****must****pushes****bushes** Point out the sound of the **es** ending in **pushes** and **bushes**.Chant the song together, adding actions. | **Writing** **Speech Bubbles** Model write one sentence.**Lots of turnips to grab.****We can grill it.****We can crunch it.**Focus on segmenting graphemes to spell each word.Who might have said these sentence in the story? | **Model Story Sequencing**Print out and make copies of The Big Turnip story. Show how some of the pages are not in the right order.Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book. | **HFW Art****their our**Download the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how write these and recall the monsters that make these sounds. The word **our** has an ou that makes the Brown Owl sound.Tricky Witch casts a spell on **eir** to change this sound. Explain to the children that they are going to create phonics art, either for display or in their books. Use paint, pastels, felt tip pens, playdough letters, iPad drawings to create HFW flashcards for a wall display. Take photos of models and screenshot of digital work.  | **Model Sentence Writing****Model read and then write the sentence:****Our dog is called Ben.**Ask the children what picture could they draw to show this.Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.**At the end of the activity there are also questions to read with a partner and answer yes or no.**  |
| **Activity** | **Write a new sentence for the song.**Ask the children to think of a sentence from the story. Can they write this on a whiteboard?Can it be added to the chant? For example:**The turnip is a snack.****Have it for a picnic.** | **Speech Bubbles**Children write sentences in pairs on small whiteboards.Then cut out the characters from The Enormous Turnip Speech Bubbles PDF and write the sentence in the speech bubbles.Stick all the characters on sugar paper and decorate the scene. | **Book Making**Print out and make copies of The Enormous Turnip.In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group. | **HFW Art**Use media to create HFW flashcards. Continue to highlight the sound that each grapheme makes in the HFW. | **HFW Sentence Writing & Yes/No Questions**Use **called asked looked our their** to write the following sentences with pictures.**Our dog is called Ben.****They looked for their cat.****~~Oh~~ there you are.****They asked me to push their car.****Yes/No Questions**Read each question and answer yes or no |
| **Follow-Up Activity (optional)** |  | **CCVCC+ Phase 3 Bingo**Play in groups of 3 to 5. Each player has a bingo card. Place the bingo words face-down on the table. Players take turns to take a word. They keep it if is on their bingo card. If not then they return it to the table. | **Repeat CCVCC+ Phase 3 Bingo**Play in groups of 3 to 5. Each player has a bingo card. Place the bingo words face-down on the table. Players take turns to take a word. They keep it if is on their bingo card. If not then they return it to the table. | **Wall Race Game**Hide several copies of **oh their called looked asked** in the room. Put one of each word in a space on a wall. Each time a flashcard is found, put it above the last one on the wall. The winner has the column that is the highest. | **Game – Fishing HFW**Place a paperclip on each HFW flashcard. Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch. |

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|  | **A picture containing graphical user interface  Description automatically generatedReception | Term 3 | Week 11 | Goldilocks and the Three Bears | CVC +**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending VC+ combinations to read words.****Practise segmenting CVC+ combinations to spell words.****Practise blending CVC+ combinations to read sentences.****Practise segmenting CVC+ combinations to write sentences.****HFW: Mr, Mrs, don’t** | **Can they blend CVC+ combinations to read words?****Can they segment CVC+ combinations to spell words?****Can they blend CVC+ combinations to read sentences?****Can they segment CVC+ combinations to write sentences?****Can they spell selected HFWs, Mr, Mrs?** |
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| **Week 11** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Blending PowerPoint**Blend sounds to read CVCC words that use Phase 3 grapheme. | **Quick HFW Roar**Read the Reception HFW Flashcards – put cards that need a recap to one side. | **Read the Phase 4 Sentences**Read the sentences. Check the sentence with the matching picture. | **Recap Roar****Yes/No** Read through any grapheme, CCVCC, compound or HFW flashcard that the class found tricky. |
| **Teach** | **Reading**Read Goldilocks and the Three Bears PowerPoint.Children read the cream sections. Each page has an optional section for an adult to read, shown at the bottom of each page. This text is not critical for the understanding of the story but adds further detail to bring the story to life. On the last page, read the HFWs and the CCVC, CVCC, CCVCC and compound words. How did Brown Owl help Goldilocks? | **Read**Read the children’s part of ’Goldilocks and the Three Bears’ e-book. This is shown in the cream sections.Focus on modelling blending graphemes to read CVC+ words including those that use previously taught digraphs. | **Model Writing**Think of what the characters might say in the story. Who might have said the following?**I felt a drop of rain.**Model the writing of this  | **Writing**Model writing the sentence **This is too soft.** Children write the sentence in pairs on whiteboards. Now try**This is just right.****I will help you** | **HFW Art****Mr Mrs, don’t**Download the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how to write these and recall the monsters that make these sounds. Show Tricky Witch and explain how she likes to change the sounds of letters. Which letters has she cast a spell on and what sounds do they make? Explain to the children that they are going to create phonics art, either for display or in their books. Use pencil crayons, felt tip pens, paint, pastels and iPads. |
| **Activity** | **HFW Flashcards**Children use words from the story to write flashcards:**CCVCC** - **smell slept track drops blink crash****CVCC - just went soft felt lots fast help bang****CCVC - stop then** | **CVC + Word Hunt**Hide the **character action** cards that the class created yesterday. Children search for the flashcards in small groups. Add additional flashcards to these. Ask them to note down the words that they find on whiteboards or make the word out of magnetic letters.. | **Writing Goldilocks sentences**- show the sample sentences and picture cues. Children write a sentence on the flashcard to describe the actions of a chosen character.For example:**I felt a drop of rain.****I will just smell it.****I need a rest.****I have not slept.** | **Writing Speech Bubbles**Children cut out the Goldilocks and Brown Owl and write the sentences. | **HFW Art**Use media to create HFW flashcards. Continue to highlight the sound that each grapheme makes in the HFW. |
| **Follow-Up Activity (optional)** |  | **Reading and Writing Boardgame**The children choose a counter and roll a die to move.If they land on a star square, they select a sentence strip. Read the sentence to jump 2 places.If they land in a green sun square, they select a word. Write the word on a whiteboard to jump 2 places. The winner reaches the finish first | **Repeat the Hopscotch Game**CCVC, CVCC and CVCC word hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the key words in chalk. | **Sentence Matching**Match the Phase 4 sentences with the pictures. | **Game – Fishing HFW**Place a paperclip on each HFW flashcard.Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch. |

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|  | **Reception | Term 3 | Week 12 | Goldilocks and the Three Bears | CVC +**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Practise blending CVC+ combinations to read words.****Practise segmenting CVC+ combinations to spell words.****Practise blending CVC+ combinations to read sentences.****Practise segmenting CVC+ combinations to write sentences.****HFW: people, could.** | **Can they blend CVC+ combinations to read words?****Can they segment CVC+ combinations to spell words?****Can they blend CVC+ combinations to read sentences?****Can they segment CVC+ combinations to write sentences?****Can they spell selected HFWs people, could?** |
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| **Week 12** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Recap Phase 2 and 3 Grapheme**Point to letters on the friezes to quickly recap each sound. | **Phase 4 Sentences Substitutions PowerPoint**Read a sentence. Is there a word that the children could substitute? | **Reception HFW Flashcards**Read through the Reception HFWs. | **Writing the Phase 4 Sentences**Look at the picture. Think of what the sentence can be. Together, sound-talk the sentence and children write on whiteboards. | **Buried Treasure**Read each word to decide whether it is real or rubbish. |
| **Teach** | **Song – The Goldilocks Hokey Cokey**Write on the whiteboard:**track****smells****jumps****blinks****A picture containing graphical user interface  Description automatically generated**Sing the song together, adding actions. | **Writing** **Speech Bubbles**Model write. **Someone has been sleeping in my bed.**Change the ending to**Someone has been sitting in my chair.** | **Model Story Sequencing**Print out and make copies of the Goldilocks story. Show how some of the pages are not in the right order.Model reading the first page. Where would this go in the story? Repeat with the final page. Ask the children to work in groups to order the pages to create their own book. | **HFW Art****people could**Download the HFW PowerPoint. Read through and highlight the sound that each grapheme makes in the HFW. Show how to write these and recall the monsters that make these sounds. The word **people** has an **le** that Tricky Witch changes to an **ul** sound. It also has an **e** that makes the long E Green Froggy Sound. The **o** makes no sound at all.Both the **o** and the l are silent in the word **could**. **HFW Art**Use media to create HFW flashcards. Continue to highlight the sound that each grapheme makes in the HFW. | **Model Sentence Writing****Model read and then write the sentence:****We could go to the park.**Ask the children what picture could they draw to show this.Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.**At the end of the activity there are also questions to read with a partner and answer yes or no.**  |
| **Activity** | **Write a new sentence for the song.**Ask the children to think of a sentence from the story. Can it be added to the song? For example:**The three bears left the house.****They went to see Brown Owl.****Went to Brown Owl.****Left the house.****Shake it all about.**Ask the children to practice singing new lines to the song in pairs. The choose one sentence to write on a whiteboard. | **Speech Bubbles**Children write sentences in pairs on small whiteboards.Then cut out the characters from Goldilocks Speech Bubbles and write the sentence in the speech bubbles.Stick all the characters on sugar paper and decorate the scene. | **Book Making**Print out and make copies of Goldilocks and the Three Bears PDF.In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group. | **HFW Art**Use media to create HFW flashcards for a wall display. - paint, pastels, felt tip pens, playdough letters, iPad drawings. Take photos of models and screenshot of digital work. | **HFW Sentence Writing & Yes/No Questions**Use the Reception HFWs flashcardsto write the following sentences with pictures.**I like Mr and Mrs Smith.****We could go to the park.****Children are people.****I could go to sleep in this bed.****Yes/No Questions**Read each question and answer yes or no. |
| **Follow-Up Activity (optional)** |  | **HFW Bingo**Play in groups of 3 to 5. Each player has a bingo card. Place the bingo words face-down on the table. Players take turns to take a word. They keep it if is on their bingo card. If not then they return it to the table. | **Repeat HFW Bingo**Play in groups of 3 to 5. Each player has a bingo card. Place the bingo words face-down on the table. Players take turns to take a word. They keep it if is on their bingo card. If not then they return it to the table.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. | **Vehicle Race Game**Download the flashcards to play the Vehicle Race game.**people could Mr Mrs**Have 2 sets of 5 Reception HFW flashcards per group. One set is taped to a vehicle and another set is placed in a feely bag. Set up an area for a racing track with 5 defined spaces to the finish line. Children take turns to take a flashcard from the feely bad. Each time a flashcard is selected, the car with the matching flashcard moves forward by one space. The first to pass the finish line wins.  | **Game – Fishing HFW**Place a paperclip on each HFW flashcard. Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch. |

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