

English Additional Support Phonics planning

- Twice weekly sessions – adapt plan accordingly, based on start of year assessments
- Page numbers relate to Letters & Sounds document

Set 1 s, a, t, p					
Objective	<i>We are learning a new letter s</i>	<i>We are learning a new letter a.</i>	<i>We are learning a new letter t</i>	<i>We are learning a new letter p</i>	<i>We will practise all the letters we have learned and practise blending and segmenting</i>
Revisit/ Review	Revision from Phase 1. Look at sets of 3 pictures – 2 that rhyme and 1 that doesn't. Ask children to find the odd one out. E.g. hat, cat, bus / bin, bell, pin / bun, lock, sock / fan, pan, pig Cake Bake (Phase 1)	Revision from Phase 1. Play Name Play see p34 in Letters and Sounds. Children make up alliterative sentences including their name e.g. Josh jumps and jiggles.	Play Silly Soup (Revision of Phase 1) see p34 Ask children to find the pictures that start with t and put them into the saucepan.	Play Flashcards with the letters s a t. See p52. Show a flashcard, children say the phoneme. Repeat, increasing speed. Flashcards: Speed Trial Flashcards: Time Challenge	Put an assortment of magnetic letters/phonix cubes or grapheme cards down. Say a phoneme (s a t p) and ask children to find the letter. Muddle the letters up again and repeat. Who can get to the letter first.
Teach	Introduce the letter s - see three part example session for teaching a letter p51.	Introduce the letter a - see three part example session for teaching a letter p51	Introduce the letter t - see three part example session for teaching a letter p51.	Introduce the letter p - see three part example session for teaching a letter p51.	Repeat Say it and Write it from p52 for each of the four letters learned so far. Talk through the formation of the letter whilst following the shape with your finger. Encourage the children to join in with talking through the formation and making the shape with their finger in the air then try writing the letter on whiteboards or paper
Practise	The children practise writing the letter s – with a finger in the air, on the carpet, on the back of another child, on a whiteboard, on paper with a pencil. See p52	The children practise writing the letter a – with a finger in the air, on the carpet, on the back of another child. See p52	The children practise writing the letter t – with a finger in the air, on the carpet, on the back of another child. See p52.	The children practise writing the letter p – with a finger in the air, on the carpet, on the back of another child. See p52.	Children write each letter (s a t p) on a post it note

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Apply	Play Silly Soup (Revision of Phase 1) see p34. Ask children to find the pictures that start with s and put them into the saucepan	Revision of Phase 1. Look at pictures of objects that start with s and a. Write s on a small box (a whiteboard with a box drawn on it will do). Write a on another box. Children take it in turns to choose a picture card, say what the picture is of, what phoneme it starts with and place it in the correct box	Practise oral blending. Play What's Missing (p56) Put picture cards on the table - cat, pin, map, dog, pig, mug. Sound talk a word Ask children to repeat the word in sound talk then blend together to make the word. Children look to see if that item is there. Include the words shown in the pictures and some other items that are missing. E.g. dog, pig, ship, map, pin, rat, cat, hat, mug.	Practise oral segmentation – play the picnic game see p57. A toy (who only understands soundtalk is choosing what to put in a picnic basket. Tell the children the name of the item e.g. jam and ask them to say the word then soundtalk it for the toy. Use a mixture of sensible and crazy items	Find items around the room that begin with each letter. Label with the post it notes.
Assessment: ➤ Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?		➤			

Set 2: i, n, m, d Reading High Frequency Words : is, it, in, at					
Objective	We are learning a new letter <i>i</i>.	We are learning to blend words for reading.	We are learning a new letter <i>n</i> and learning to blend to read words	We are learning a new letter <i>m</i> and learning to blend to read words	We are learning a new letter <i>d</i> and learning to blend to read words.
Revisit/ Review	Play Quickwrite Letters with the letters s a t p. See p55 Say a phoneme with actions. Children write the	Play Flashcards with the letters s a t p i see p 52/53 Show a flashcard – children say the sound.	Play Flashcards with the letters s a t p i	Revise oral blending by playing Georgie's Gym – see p55 Explain that Georgie (a soft toy) will give exercise	Play Flashcards with: s a t p i n m Flashcards: Speed Trial, Flashcards: Time Challenge

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	grapheme on a whiteboard. Flashcards: Speed Trial,	Repeat and build up speed. Flashcards: Speed Trial. Flashcards: Time Challenge		instructions but that she only talks in soundtalk. For example if Georgie says stand u-p ask the children to repeat the soundtalking, blend and follow the instructions. E.g. put your hands on your t-oe-s. P-a-t your t-u-m etc	
Teach	Introduce the letter i - see three part example session for teaching a letter p51.	Play Sound Buttons to teach blending for reading see p58. Write a word and draw a sound button underneath each sound in the word. Pretend to press each button as you make the sound, then blend all the sounds together to say the word. Ask children to repeat. Use any of these words: at, it, is, sat, pat, tap, sit, tip, pip, sip.	Introduce the letter n - see three part example session for teaching a letter p51	Introduce the letter m - see three part example session for teaching a letter p51.	Introduce the letter d - see three part example session for teaching a letter p51.
Practise	The children practise writing the letter i – with a finger in the air, on the carpet, on the back of another child. See p52	Play Buried Treasure using the words: sat pat tas si is, ti, it, pip Show children a real or made up word written on a coin. Ask a child to soundtalk the word then blend it together. Ask all children to repeat the soundtalking	Play sound buttons see p58 using any of these words an, in, nip, pan, pin, tin, tan, nap, nit	Play Sound Buttons see p58 using any of these words: am, man, mat, map, Sam, Tim, an, in, nip, pan, pin, tin, tan, nap, nit	Play Buried Treasure see p60 using the words: sad, dad, did, dip, dap, nim, pid, tid Buried Treasure, Dragons Den, Picnic on Pluto

English Additional Support Phonics planning

- Twice weekly sessions – adapt plan accordingly, based on start of year assessments
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		and the blending Buried Treasure, Dragons Den, Picnic on Pluto			
Apply	Practise writing the letters learned so far using a range of writing implements on different sizes and colours of paper	Hold up word cards that give instructions in turn. Children take it in turns to sound talk the word and then act out following the instruction. sit tap sip pat	Spread out word and picture cards for pat, tap, pip, pin . Model taking a word card, sound talking the word and blending it. Ask children to match the card to the picture. Repeat with the other word cards.	Spread out word and picture cards for mat, map, tin, pan . Model taking a word card, sound talking the word and blending it. Ask children to match the card to the picture. Repeat with the other word cards	Spread out word and picture cards for pip, pin, pan, tin . Model taking a word card, sound talking the word and blending it. Ask children to match the card to the picture.
Assessment: ➤ Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?			➤ Can the children recognise the letters learned so far? Can they blend the sounds together?		

Set 3: g, o, c, k Reading Tricky words : and					
Objective	<i>We are learning a new letter g and learning to blend to read words</i>	<i>We are learning a new letter o.</i>	<i>We are learning to segment words for spelling</i>	<i>We are learning a new letter c and learning to segment to spell words</i>	<i>We are learning a new letter k and learning to segment to spell words.</i>
Revisit/ Review	Play Flashcards with the letters s a t p i n m d Flashcards: Speed Trial, Flashcards: Time Challenge	Play Quickwrite Graphemes with the letters s a t p i n m d g . Flashcards: Speed Trial,	Play Flashcards s a t p i n m d g o Flashcards: Speed Trial, Flashcards: Time Challenge	Play Quickwrite Graphemes using the letters s a t p i n m d g o Flashcards: Speed Trial	Play Flashcards using the letters s a t p i n m d g o c Flashcards: Speed Trial, Flashcards: Time Challenge
Teach	Introduce the letter g - see three part example session for teaching a letter p51	Introduce the letter o - see three part example session for teaching a letter p51	Teach segmentation by playing Phoneme Frame see p61 Use a two or three phoneme frame as appropriate. Say a word. Segment it. Think about the	Introduce the letter c - see three part example session for teaching a letter p51 .	Introduce the letter k - see three part example session for teaching a letter p51

English Additional Support Phonics planning

- Twice weekly sessions – adapt plan accordingly, based on start of year assessments
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			first phoneme and choose which magnetic letter (from a small selection) represents that phoneme. Put that letter in the first section of a phoneme frame. Repeat with the other phonemes in the word. Use the words: at in am, is, it, sat, mat, map, pip		
Practise	Lay out picture cards for: pat, tap, pip, pin, pan, tin, mat, map, pig . Have the matching word cards in a pile. Children take it in turns to take a word card, sound talk it and match it up to a picture card.	Play Buried Treasure. Words: dog, pot, got, not, pog, gop, sog, gom Buried Treasure, Dragons Den, Picnic on Pluto	Practise segmentation by playing Quickwrite Words p62 Hold up three fingers. Say a CVC word and then each phoneme in the word pointing to one finger for each sound. Ask children to copy this and then write the letters for each phoneme into a phoneme frame. Use the words: dog, pig, gap pop, dig Space Race, Rocket Rescue	Play Full Circle see p63. Give children whiteboards and magnetic letters c, t, n, m, p, a, o . Start with the word cat and bit by bit change it to can, man, map, mop, cop, cap , and finally back to cat . Say full circle when you get back to cat	Play Quickwrite Words. Words: kid, kit, cat, cop, cap can, dog, top
Apply	Look at three pictures. Show children the caption A pig is sad . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66	Look at three pictures. Show children the caption Pat a dog . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption matches p66	Look at three pictures. Show children the caption A pin in a map . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66.	Look at three pictures. Show children the caption A cat and a dog . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66.	Look at three pictures. Show children the caption A pig in a cap . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66. Repeat with A cat in a kit.
Assessment:					

English Additional Support Phonics planning

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➤ Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?	➤
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Set 4: ck, e, u, r Reading Tricky words : and, the, to					
Objective	<i>We are learning a new grapheme ck and how to read and write it.</i>	<i>We are learning a new phoneme e and how to read and write it</i>	<i>We are learning to read some tricky words.</i>	<i>We are learning a new phoneme u and how to read and write it</i>	<i>We are learning a new phoneme r and how to read and write it</i>
Revisit/ Review	Practise GPCs s a t p i n m d g o c k . Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge Teach new grapheme ck . Say the sound and show the act	Practise GPCs. s a t p i n m d g o c k + ck Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge	Practise GPCs s a t p i n m d g o c k c k + e Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge	Practise GPCs s a t p i n m d g o c k c k + e Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge	Practise GPCs s a t p i n m d g o c k c k e + u Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge
Teach	Teach new grapheme ck . Say the sound and show the action. Remind children that c and k also make the same phoneme but there is a new grapheme ck. Explain that this grapheme isn't used at the beginning of words. All children say the sound and do the action then try writing the grapheme in	Challenge Teach Introduce the phoneme e with actions and model writing it	Teach reading tricky words the, to and see p64 for help. Train Your Brain Phase 2	Introduce the phoneme u with actions and model writing it. Show the words cut, sun. Model sound talking and blending	Introduce the phoneme r with actions and model writing it. Show the words rat and rug

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	the air. Write it on a whiteboard.				
Practise	Play Buried Treasure. Words: sock pick pack sick tick dack gick gack Buried Treasure, Dragons Den, Picnic on Pluto	Use a phoneme frame and set out magnetic letters for all the GPCs learned so far. Say a word and model sound talking it and choosing the letters to put in each place in the phoneme frame. Ask the children to try sound talking and choosing letters. Words: get pet pen men neck peg	Children read word cards by sound talking and attempt to find a matching picture. Words and pictures for: pen, sock, tick, peg, neck. Pick-A-Picture	Play Buried Treasure. Words: sun mug cup sunset mun dup sug Buried Treasure, Dragons Den, Picnic on Pluto	Play Phoneme Frame. Words: rip ram rat rag rot rocket
Apply	Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. A dog is sick. Pick a cat. Dad can pack a cap. Sentences	Hold up sentence on card or whiteboard One child reads – encourage them to blend if they get stuck. All children read together. Get a pen. A cap on a peg. A cat is a pet. Sentences	Read these sentences together. The man is sick. A cat and a dog dig. Did the kid get to sit on a pig? Sentences	Read questions together and ask children to decide whether the answer is yes or no. Can the sun sit? Is mud bad? Can a dog put on a sock? Sentences	Read captions together. Model blending words to read. Rip up the rag. Put the rug in the sun. The cat got a rat. Sentences
Assessment: ➤ Make notes on assessment sheet			➤		

Set 5: **h, b, f/ff, l/l, ss**

Reading Tricky words : **no, go, l**

Objective	<i>We are learning two new phonemes h and b</i>	<i>We are learning a new phoneme f and how to read and write it</i>	<i>We are learning a new phoneme l and how to read and write it</i>	<i>We are learning a new grapheme for a phoneme that we know</i>	<i>We are learning to read the tricky words: I go no</i>
Revisit/	Practise GPCs s a t p i n m	Practise GPCs. s a t p i n m d	Practise GPCs. s a t p i n m d g	Practise GPCs s a t p i n m d g	Practise GPCs s a t p i n m d g o

English Additional Support Phonics planning

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Review	d g o c k c k e u r Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge	g o c k c k e u r h b Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge	o c k c k e u r h b f f Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge	o c k c k e u r h b f f l l Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge	c k c k e u r h b f f l l s s Use the games Flashcards or Quickwrite Graphemes Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge
Teach	Introduce the phoneme h and b with actions and model writing them – see instructions for introducing phonemes	Introduce the phoneme f with actions. Show that there are two ways of writing this sound. We can write it as f but sometimes at the end of a word it is spelt ff (remind children that the sound is still the same. Model using sound talking to read fun and puff).	Introduce the phoneme l with actions. Show that there are two ways of writing this sound. We can write it as l but sometimes at the end of a word it is spelt ll (remind children that the sound is still the same) Model using sound talking to read lick and bell	Recap the phoneme s . Ask children to show you the actions and pick the letter that makes that sound from some magnetic letters. Explain that ss can also make the same sound. Remind children that double letters often come at the end of words	Teach reading tricky words I go no see p64 for help. Train Your Brain Phase 2
Practise	Play Buried Treasure. Words: hat hug big bag bed bat hap huck bip bem bup hin Buried Treasure, Dragons Den, Picnic on Pluto	Play full circle see p63 Use the words: run, bun, but, bit, hit, him, dim, din, sin, sun, run	Play Sound Buttons. Words: hum bug back fan huff leg fill full	Play Buried Treasure. Words: less hiss fuss kiss mess niss dess tass goss. Buried Treasure, Dragons Den, Picnic on Pluto	Play Phoneme Frame mess fat bun boss back hop cuff dull sell
Apply	Hold up captions on card or whiteboard One child reads – encourage them to blend if they get stuck then all children read together. The cat had a hat. The dog had a big red bed. Hug a pet Sentences	Hold up sentence on card or whiteboard Read together model blending tricky words. Where there is a double letter draw a line underneath both letters to show that it is one sound only. I can huff and puff. Get off the bus. It is fun to sit back to back. Sentences	Hold up sentence on card or whiteboard Read together model blending tricky words. Where there is a double letter draw a line underneath both letters to show that it is one sound only. Get to the top of the hill. Put a doll in a cot. Sit on top of the rocks. Sentences	Read captions together. Mum got a hug and a kiss. The dog bed is in a mess. A cat can hiss. Sentences	Model writing a caption see p67 Go and pat a cat. I put a hat on a doll. No, it is not hot. Sentences
Assessment:	➤				

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➤ Make notes on assessment sheet	
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