

The focus of the lesson. This may be a word type or a new sound.



CVCC words (1)
(consonant-vowel-consonant-consonant)

Time to read



We are learning to spell:

Recap of a sound to consolidate and embed. When 2 letters make one sound we call this a digraph and show this with a line underneath.



ai ai ai

Children are taught how to spell tricky words, high frequency words and common exception words. These are practised each day in phonics.

1. <u>w</u> ind	2. damp	3. must
4. mend	5. mask	6. bank
<u>fump</u>	<u>hent</u>	<u>yend</u>
have	said	so

Words to practise reading with clusters of letters to blend. Sometimes children may find it useful to apply sound buttons to help them.

Alien words to apply blending letters or a new sound. These words are also called nonsense words because they do not make any sense these are used to check children's application of the sound.

Tricky words/High frequency words or common exception words to practise reading. These are often words that cannot be sounded out and just have to be learnt. These are practised all week.

I have the best tent to camp in.

Sentence/s to practise applying blending letters or a new sound along with reading other words. Again children may find it useful to add sound buttons.

The teacher will say a word containing a blend of letters or a new sound, this is sounded out and spelt together. Children will then write the given word here.

Let's spell together







Some sheets may have phoneme frames on to help children when sounding out. These help children to know how many sounds are needed. For letter blends we still use individual boxes for each sound. As children begin to learn digraphs (2 letters which make one sound) they are represented with a longer box to show that the 2 letters are together and make 1 sound.

Pictures for children to look at and have a go at spelling the word using blends of letters or a new sound. All the pictures will contain blends of letters or a new sound. e.g. CVCC

- tent
- pond
- belt
- milk

Children write these words on the sheet either on the lines or in the phoneme frame.

1.  <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr></table>					2.  <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr></table>					3.  <table border="1"><tr><td>b</td><td>e</td><td>l</td><td>t</td></tr></table>	b	e	l	t	4.  <table border="1"><tr><td> </td><td> </td><td> </td><td> </td></tr></table>				
b	e	l	t																

Example of how to fill in a phoneme frame.

Children are given a sentence to write to have using words with blends of letters in or a new sound in. Children are encouraged to use correct punctuation. Sometimes children may also write a sentence of their own.