

 Reception EYFS Planning Term 1 Weeks: 1-12 Graphemes and Reception					
					
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes		Sort objects in a bag into the piles based on whether each has the initial s sound. Put the s items in the shop.	Take a basket from the shop with a mix of a and s objects in it. As a class, sort them out for the shop.	Sort t a s objects from the shop into three magic hoops, one hoop for each letter. Repeat in the week.	REVIEW DAY: Revisit of sounds learnt – satp
Teach Teach new graphemes	Teach s grapheme Action: Weave hand in an s shape like a snake, and say ssss. Show PowerPoint s Trace s with in the air. Look at objects with initial and final s. Introduce Tricky Witch in the Meet the Monsters PowerPoint. She sometimes changes the s to a z sound in short words (as) .	Teach: a grapheme Action: Mouth open and wide, say a, a, a like you are very cold! Show PowerPoint a Trace a in the air. Look at the object on the screen and ask the children to say what they are. Emphasise the a sound. The last slide has the a sound in the middle position in cat .	Teach t grapheme Action: Touch the teeth with your tongue and say t, t, t. Show PowerPoint t Trace t with finger in the air Look at the objects on the screen and ask the children to say what they are. Emphasise the 'a' sound. The last slide has the a sound in the middle position in cat .	Teach p grapheme Action: Close and press the lips together to say p p p for pop. Show PowerPoint p Trace p with finger in the air Look at the objects on the screen and ask the children to say what they are. Emphasise the p sound. The last slide has the p sound in the final position.	Blending Show the s a t p grapheme flashcards. Sound out the letters s a t and blend to read word. Phoneme Frame satpin PowerPoint Use the Black Cats as sound buttons to sound out each word.
Activities	Sing 'Incy Wincy Spider'. Read Snake Supper by Adam Durant, Ant Parker; Aaaaargh Spider by Lydia Monks Create a word shop. Put the s items in the class shop. Use PDF Coiled Paper Snake to make coil paper snakes. Have a jungle display ready to add the snakes and other work this week. On the mark-making table have the laminated s flashcard for copying or tracing.	Sing 'The ants go marching'. Read Avocado Baby by John Burningham; Walking through the Jungle – Julie Lacome Add the letter a to the 'Word Shop'. Put the real life a items in the shop in a different place to the s objects. Use PDF Alligator template for the children to create an alligator with moving arms. Colour the alligator On the mark making table have the laminated a flashcard for copying or tracing.	Sing 'Twinkle Twinkle Little Star' Read The Tiger Who Came to Tea by Judith Kerr; Walking through the Jungle by Julie Lacome Add the letter t to the 'Word Shop'. Put the real life t items in the shop. Can the children sort them when they get mixed up? Use the PDF Tiger template for children to add stripy patterns. Add to the jungle display. On the mark making table have the laminated flashcards for s a t for copying or tracing.	Pop Goes the Weasel Each Peach Pear Plum by Janet & Allan Ahlberg; Mrs Pirate by Nick Sharratt; Princess and the Pea by Lauren Child Add the letter t to the 'Word Shop'. Put the real life t items in the shop. Experimental area: Collect together a tray of fruit for children to taste the p words – sections of peach, pear, plum. On the mark making table have the laminated flashcards for s a t p for copying or tracing.	Finally show the Robot Reading PowerPoint to read the words without phoneme frames. Tidy Friday: Get children sorting the shop into different shelves for the letter sounds. Ask members of the school community buy things from the shop. Get parcels, presents delivered to class with items to be placed in the right place in the shop. For Home Ensure children take things they have made home to parents and send out a letter to parents. We have a sample template - MP letter template (satp) to parents.
Reception HFWs Focus Words a at			Read PowerPoint Focus Words Week 1 a at . Put Reception word flashcards a at in separate envelopes. Hide them around the classroom. Put the found words on a display.	Introduce Tricky Witch in the Meet the Monster PowerPoint . She will try to play a trick on us next week. She has changed the sound of a letter in one of next week's focus words!	

 		Reception EYFS Planning Term 1 Weeks: 1-12 Graphemes and Reception			
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Recap the letters and sounds s a t p using the flashcards from last week.	Use a sound bag with real objects in containing examples of all sounds learned so far.	Recap the letters and sounds satnip using the flashcards from last week.	Show Reading Robot 'satnip' words PowerPoint. Read words together on the Word Wall.	REVIEW DAY: Revisit of sounds learnt – satnip
Teach Teach new graphemes	Teach the i grapheme Action: Smile and say i, i, i Show PowerPoint i Trace i with in the air. Look at objects with initial and middle i.	Teach the n grapheme Action: Say nnnn and wave your arms like an alarm clock. Show PowerPoint n Trace n in the air. Look at the objects on the screen and ask the children to say what they are. Emphasise the 'n' sound.	Teach: Blending Use the PDF Phoneme Frames to blend letter sounds together to make simple words. Phoneme Frame satpin PowerPoint - use the Black Cats as sound buttons and then blend sounds together.	Remind children about how to use the phoneme frames Make words using the frames. Use MP magnetic letters to practise blending satnip sounds together. Keep phoneme frames and magnetic letters available on the writing table.	PIRATE DAY – encourage the children to come dressed as pirates for the day. Ensure parents understand the link to learning. Watch and sing along to the video 'What Shall We Do With Pippin the Sailor' using satnip words. Ensure that satnip CVC words are prominently displayed in the setting especially those made by children. Theme the room with pirate activities that emphasise words that link to sounds – net, pirate, treasure, a-hoy etc, etc Conclusion: Put some gold chocolate coins (or substitute depending on your setting) in the area for the pirates to discover.
Activities	Sing Incy Wincy Spider Make the role play area into a pirate ship ready for Pirate Day. Creative area: Make inky prints of the letter i. Sand and Water and small world: Combine these areas with boats, pirate adventure characters, sea creatures, shells On the mark-making table have the MP Letter i flashcard for copying or tracing.	The Nose Book by Al Perkins Lots of pirate books, such as Mrs Pirate by Nick Sharratt. Add the letter n to the 'Word Shop'. Creative area: Make a string necklace. Make noodle 'n's by sticking noodles onto PDF Noodle template for letter 'n' On the mark making table have the laminated n flashcards for copying or tracing.	Watch 'What Shall we do with a Drunken Sailor'. Add actions for the CVC words, nap, pat etc. How many satnip words the class can recall? Display s a t n i p Flashcards around the room. Children to find them. Make satnip words using paint, sand, playdough, printing, chalk, magnetic letters. Take pictures of those that cannot be displayed. Create a s a t n i p Word Wall and put up examples of wow words made by the children.	Watch 'What Shall We Do with a Drunken Sailor', singing along and adding the actions. Show the Robot Reading PowerPoint to read the words without phoneme frames. Talk to the children about Pirate Day and why there is one. It is because they have done so well learning their satnip sounds. These sounds are very important.	For Home Ensure children take things they have made home to parents and send out a letter to parents. We have a sample template - MP letter template (satnip) to parents.
Reception HFWs Review Words a at Focus Words this week in is it I	Read PowerPoint Focus Words Week 2 with the class. Meet the Monster PowerPoint. Yellow I makes the I sound and likes to colour these letters in yellow to help children to remember the sound. 'i' makes a long 'I' sound in the word 'I'.	Reception HFWs - a at in it is I Remember Tricky Witch - 'is' is spelt 'is' but is read as 'iz'.	Hide several copies of flashcards a at in it is I around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found ask a child to put it above the last one on the wall. The winner of the race is the column which is the highest.	Introduce Tricky Witch in the Meet the Monster PowerPoint . She will try to play a trick on us next week. She has changed the sound of a letter in one of next week's focus words!	

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review Revisit learned graphemes</p>	<p>Recap the letters and sounds s a t p i n using the flashcards from last week.</p>	<p>Show 'The Gruffalo' story on https://www.youtube.com/watch?v=ThZqDoJi5S0 Display the pictures of the Gruffalo characters. Determine initial sounds of the characters.</p>	<p>Recap the letters and sounds s a t n l p using the flashcards from last week.</p>	<p>Show Reading Robot 'satnip' words PowerPoint Read words together on the Word Wall.</p>	<p>REVIEW DAY: Revisit of sounds learnt – s a t p</p>
<p>Teach Teach new graphemes</p>	<p>Teach the m grapheme <u>Action: Mmmmm rub tummy in circular motion</u> m is a nasal sound. Show PowerPoint m Trace m with in the air. Look at objects with an initial and final m.</p>	<p><u>Teach: the g grapheme</u> <u>Action: Gggggggg . . growls like a Gruffalo.</u> Play the PowerPoint g Trace g in the air. Look at the objects on the screen and ask the children to say what they are. Emphasise the g sound.</p>	<p><u>Teach: Blending</u> Show children the PDF Phoneme Frames again - use the Black Cats as sound buttons and then blend sounds together. Reinforce how they work. Make words using the frames including the letter m and g. Show Phoneme Frame PowerPoint satnip + mg concentrating on the sounds of each grapheme and bringing them together to form a word. Use other media to show the process including magnetic letters and flashcards.</p>	<p>REVIEW DAY: Quick revisit of sounds learnt so far – satnip + mg Conclusion: Show the children a treasure map PDF MP Treasure Map Outline. Angry Red A, the pirate has hidden some treasure at a location on the map. Fill the map in to show the setting that you are in with an X marking the spot where the treasure is. The children find the treasure there. The treasure could be anything you wish!</p>	<p>REVIEW DAY: Quick revisit of sounds learnt so far – satnip + mg Conclusion: Show the children a treasure map PDF MP Treasure Map Outline. Angry Red A, the pirate has hidden some treasure at a location on the map. Fill the map in to show the setting that you are in with an X marking the spot where the treasure is. The children find the treasure there. The treasure could be anything you wish!</p>
<p>Activities</p>	<p>At the start of this group of lessons read 'The Gruffalo' by Julia Donaldson. Let the children just enjoy the story on Monday. Display a picture of the Mouse and the Gruffalo. Emphasise the M for Mouse and G for Gruffalo. Complete the Worksheet m. Write the letter g and colour in the pictures with the initial m sound. Which word ends in the letter m.</p>	<p>Sing Ging Gang Goolie Complete the Worksheet g. Write the letter g and colour in the pictures with the initial g sound. Which word ends in the letter g. Gruffalo activities: http://www.gruffalo.com/join-in/activities/ Activities include making The Gruffalo Mask Gruffalo Cake Recipe Gruffalo and Friends Finger Puppets</p>	<p>Blending and segmenting Use MP magnetic letters to practise blending satnip + mg sounds together. Show the satpin+mg Phoneme Frame PowerPoint. Use the Black Cats as sound buttons to sound out each word. Display satnip + mg flashcards in a number of places around the room. Ask the children to create more exciting versions of the flashcards using multi-media. Children to make satnip + mg words using paint, sand, playdough, printing, chalk, magnetic letters, art straws, 3D modelling etc. Take pictures of those that cannot be displayed. Put up words on the Word Wall which will have Gruffalo characters on it and any art from the Gruffalo activities. Keep the phoneme frames and magnetic letters available to children on the writing table.</p>	<p>This activity can be extended – the first map shows where the next clue is. It will take the children to a CVC word – ie 'pin'. Where does the teacher keep the pins? The next clue will be there. On the new map the new CVC word will appear. For Home Ensure children take things they have made home to parents and send out a letter to parents. We have a sample template - MP letter template (mg) to parents.</p>	<p>This activity can be extended – the first map shows where the next clue is. It will take the children to a CVC word – ie 'pin'. Where does the teacher keep the pins? The next clue will be there. On the new map the new CVC word will appear. For Home Ensure children take things they have made home to parents and send out a letter to parents. We have a sample template - MP letter template (mg) to parents.</p>
<p><u>Reception</u> <u>HFWs</u> Review Words in it is I Focus Words on am up was</p>	<p>Read PowerPoint Focus Words was Tricky Witch has changed the sound of letter 'a' to 'o'. She has changed the sound of letter s to z.</p>	<p>Play the vehicle race. Have five vehicles with a on am up was flashcard taped securely Each time a matching flashcard is selected from a feely bag, that car moves forward.</p>	<p>Write the key words very large in chalk in the outside area. Play games where the children run to the word which is shouted out by an adult.</p>	<p>Play the vehicle race with children writing the words as the flashcards are taken out of the feely bag.</p>	<p>For Home Ensure children take things they have made home to parents and send out a letter to parents. We have a sample template - MP letter template (mg) to parents.</p>

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review: graphemes satnip + mg	Review: b grapheme.	Review all satnip + mgb using a sound bag with objects beginning with these sounds	Show Reading Robot satnip + mgb words PowerPoint Read the Word Wall words.	REVIEW DAY: Revisit of sounds learnt – satnip + mg
Teach Teach new graphemes	Teach the b grapheme Action: pretend a balloon has burst b b b bbang. Play PowerPoint b Trace b with in the air. Look at objects with an initial and final b .	Teach the p grapheme Action: Close and press the lips together to say p p p for pop Play the PowerPoint p Trace p in the air. Look at the objects on the screen and ask the children to say what they are.	Teach: Children to make words using satnip + mgb letters using paint, sand, playdough, printing, chalk, magnetic letters etc. Keep the PDF Phoneme Frames and magnetic letters available to children on the writing table. Add words to the Word Wall		
Activities	Sing Pat a cake, Pat a cake, Baker's man Complete the Worksheet b . Write the letter b and colour in the pictures with the initial b sound. Which word ends in the letter b . Read: Lost and Found by Oliver Jeffers Read about a boy (b) and a penguin (p). Display a picture of Boy and Penguin in the room. They make a boat (b) and they visit the South Pole (p). There are many versions on YouTube of the book being read aloud – here is one example: https://www.youtube.com/watch?v=LjfoB95upms	Sing Pat a cake, Pat a cake, Baker's man Complete the Worksheet p . Write the letter p and colour in the pictures with the initial p sound. Which word ends in the letter p .	Writing Area: Have a selection of PDF MP Letter Outlines including the letter ' b ' for children to use either to draw around or to stick onto. Exploration Area: Put in a boat – the bigger the better. An inflatable will do if nothing else is available. Put together a collection of items from the story – umbrella, oar, suitcase, penguin etc. Construction Area: Introduce to those interested the PDF Letter from shipping company. Large cardboard boxes should be available for boat building if the children wish to help the boat company build a new boat. There is a streamliner in the story. It would be good to have this picture or the book to hand for the children. Role Play Area Establish a new role play focus on baking. Bakers shop linked to nursery rhyme 'pat-a-cake' to include: white aprons, Chef's hats, cooking utensils, measuring jugs, scales, plastic gloves etc. Give the bakery a name linked to the local environment. Small world: South Pole creatures, sea creatures and boats. Sand: Have copies of the letters covered so far near the sand. Water: To add excitement drop ice blocks in the water area. The children will enjoy seeing how long they last. Read: 'Not now Bernard' by David McKey. Reinforce b for Bernard and m for monster. Blend: Read the satpinm+bp words in the Reading Robot PowerPoint.		
Reception FFWs Review Words on am up was Focus Words he she me we the	Read PowerPoint Focus Words Show the flashcards he we she me - all have e grapheme that makes a long Green Froggy E sound. Listen to the song 'He and me and we and she'.	Watch the PowerPoint he me we she . Sing the 'He and me and we and she song' the - pronounced thuh . Tricky Witch has changed the 'e' sound to a stressed 'uh' sound.	Game Set up two hoops. Ask the children to throw a bean bag into the hoop with a he flashcard in it. Repeat using more hoops and other cards.	Game Key word hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes write the key words in chalk.	Read through the words on the Focus Words Week 6 Write the key words very large in chalk in the outside area. Play games where the children run to the word which is shouted out by an adult.

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review: graphemes satnip + mg+ bp	Review: c grapheme.	Review all ck using a sound bag with initial sounds objects.	Review: Sounds c, k and l	Teach blending and segmenting using all known graphemes so far – satnip + mgb + cklqu
Teach Teach new graphemes	Teach the c grapheme Action: make letter c shaped 'cat ear's with hands saying c c cat. Play PowerPoint c Trace c with in the air. Words end with a final ck not c . The letter 'c' appears before 'a', 'o' or 'u'.	Teach the k grapheme Action: k k k kick the ball Play the PowerPoint Trace k in the air. Look at the objects on the screen and ask the children to say what they are.	Teach the l grapheme Action: Pretend to lick a lollipop and say l, l, l, l, l, l. Play the PowerPoint Trace l in the air. Look at the objects on the screen and ask the children to say what they are.	Teach the qu grapheme Make a duck's beak with your hands and say qu, qu, qu. Play the PowerPoint qu The letter 'q' is nearly always a 'k' sound. It is usually followed by a 'u' sound which is pronounced as a 'w' sound.	
Activities	<p>Writing Area: Have a selection of PDF Letter Outlines (c, k, l, qu) and for children to use either to draw around or to stick onto.</p> <p>Worksheet Activity: Teach the letter formation and identify initial and final sounds</p> <p>Create a class post box. Letters can be sent to members of the school community. Use PDF Stamp Template for the children to make stamps for their letters/postcards. After this week it is a good idea to keep the postbox going. Ensure there are plenty of envelopes and postcards in the writing area.</p> <p>Role Play Area Change the role-play area to a castle. Provide a throne and a drawbridge to enter. Put in dressing up items for the castle – king's throne, cloak. etc</p> <p>Small World: Use a small castle/fort with characters and objects.</p> <p>Creative Area: Make crowns fit for a king or queen.</p> <p>Construction Area: Large boxes for castle making. If outside include a junior trumpet for a fanfare and flags.</p> <p>Sand and Water: Combine the sand and water to create sandcastles with moats.</p> <p>Book Corner: Focus on the Little Princess books. There are many different titles.</p> <p>Blending and Segmenting: Use MP magnetic letters to practise blending letter sounds together Display c, k, l, qu words in a number of places around the room using MP flashcards c, k, l, qu. Children to make words using paint, sand, playdough, printing, chalk, magnetic letters etc. Take pictures of those that cannot be displayed. Return to the display often during review sessions. Keep the PDF Phoneme Frames and magnetic letters available to children on the writing table.</p>				
Reception HFWs Review Words he she me we the Focus Words mum and dad went to	Show the flashcards mum and dad went Use the Meet the Monsters PowerPoint to introduce Cool Blue. He makes the long 'oo' sound. to - has an o grapheme that makes a long Cool Blue oo sound. It also does this in 'do' and 'who'.	Read through the words on the Focus Words Week 5 PowerPoint with the class. Switch to 'normal view' on the final page to use the cursor to move the words to make a sentence. Create a classroom trail on the floor of the key words learned so far. Ensure that 'to', 'went', 'and', 'went' and 'to' are highlighted this week.	Read through words on the trail. Game Set up two hoops. Ask the children to throw a bean bag into the hoop with a to flashcard in it. Repeat using more hoops and other cards.	Read through words on the trail. Game Key word hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes write the key words in chalk.	Read through the words on the Focus Words Week 6 Game Hide several copies of this week's flashcards around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found ask a child to put it above the last one on the wall. The winner of the race is the column which is the highest.

Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review: graphemes satnip + mg+ bp + cklqu	Review the o grapheme PowerPoint	Review all e using a sound bag with initial sounds objects.	Review: u grapheme PowerPoint	Review o, e and u graphemes using a sound bag with objects with initial sounds o, e and u.
Teach Teach new graphemes	<u>Teach the o grapheme</u> Make a round 'o' mouth. Imagine lots of letter 'o's in the air. As you touch each one, later, say o. Play the PowerPoint Trace o in the air. Look at the objects on the screen and ask the children to say what they are. Let the children know that o can also make the long O sound (eg.no go).	<u>Teach the e grapheme</u> Action: Pretend to be a baby pointing at an elephant, saying eh, eh, eh. Play the PowerPoint Trace e in the air. Look at the objects on the screen and ask the children to say what they are. Let the children know that e can also make the long E sound (eg. me we).	<u>Teach the u grapheme</u> Action: Pretend to be an ape and say u, u, u with arm actions. Play the PowerPoint Trace u in the air. Look at the objects on the screen and ask the children to say what they are. Let the children know that u can also make the long U sound (eg. Unicorn uniform).	Teach blending and segmenting using all known graphemes so far – s,a,t,n,l,p + m,g,b + c,k,l,qu + vowels o, u, e Use MP magnetic letters to practise blending sounds together. Available MP online shop - https://monsterphonics.com/shop/ Display flashcards for known words in a number of places around the room use this week's flashcards as well as other sounds already covered. Children to make words using paint, sand, playdough, printing, chalk, magnetic letters etc. Take pictures of those that cannot be displayed. Add words to the word wall to return to during review sessions. Keep PDF Phoneme Frames and magnetic letters available to children on the writing table.	
Activities	Writing Area Use the PDF Shopping List Template to enable children to write lists for the role play shop. Put Letter o e and u PDF Letter Outlines on the writing table. Ensure magnetic letters and PDF Phoneme Frames are to hand to copy and make words. Role Play Area Create a supermarket with cash till, food, trolley, money etc. The name can emphasise one of the vowels covered this week (eg. Elf/Octopus/Umbrella Supermarket) Add objects eg eggs, oranges, umbrella, elf. Add objects with the middle letter sounds eg pen pot peg bun mop Creative Area: Cooking would be ideal this week. Using the eggs for cake making. Book Corner: Focus on books with a food theme. Here are two examples: Pancakes, pancakes by Eric Carle; I will not ever NEVER eat a tomato				
Reception HFWs Review Words mum and dad went to you dog cat big get	Show the flashcards you dog cat big get Use the Meet the Monsters PowerPoint to recall how Cool Blue makes the 'oo' sound.	Read through the words on the Focus Words Week 6 PowerPoint with the class. Switch to 'normal view' on the final page to use the cursor to move the words to make a sentence. Add to the classroom trail of the key words learned so far.	Read through words on the trail. Game Have the keywords written on ping pong balls. The balls can be fished out of the water tray using nets. Have a whiteboard with 'Catch of the Day' on it asking for the fisherman to collect a couple of words and a bucket for collecting the words.	Read through words on the trail. Game Hide several copies of this week's flashcards around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found ask a child to put it above the last one on the wall. The winner of the race is the	Read through the words on the Focus Words Week 6 Game Play the vehicle race. Have five vehicles with a you dog cat big get flashcard taped securely Each time a matching flashcard is selected from a feely bag, that car moves forward.

				column which is the highest.	
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Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review: graphemes satnip + mg+ bp + cklqu + oue	Review the v grapheme PowerPoint	Review all e using a sound bag with initial sounds objects.	Review: r grapheme PowerPoint	Review v, d and r graphemes using a sound bag with objects with initial sounds d, v and r .
Teach Teach new graphemes	<u>Teach the v grapheme</u> <u>Action: Pretend to be holding the steering wheel of a van and say vvvvvv.</u> Play the PowerPoint Trace v in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the e grapheme</u> <u>Action: Beat hands up and down as if playing a drum and say d, d, d.</u> Play the PowerPoint Trace d in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the r grapheme</u> <u>Action: Pretend to be a dog and say rrrrrr.</u> Play the PowerPoint Trace r in the air. Look at the objects on the screen and ask the children to say what they are.	Teach blending and segmenting using all known graphemes so far – satnip + mgb + cklqu + oue + drv Use MP magnetic letters to practise blending sounds together. Available MP online shop - https://monsterphonics.com/shop/ Display flashcards for known words in a number of places around the room use this week's flashcards as well as other sounds already covered. Children to make words using paint, sand, playdough, printing, chalk, magnetic letters etc. Take pictures of those that cannot be displayed. Add words to the word wall. Keep PDF Phoneme Frames and magnetic letters available.	
Activities	<p>Role Play Area Create a pet shop or veterinary surgery with the children. Encourage the children to bring in 'pet' toys for the pet shop. Have blank labels for prices and names for the pets in the shop. Give the pet shop/vets a name that focuses on the initial sounds 'd', 'r' and/or 'v' (eg. Raining Cats and Dogs; The Right Pet Villa; Really Happy Day Vets). Include bowls, leads and food bags for the pets if possible. Key pets – vets (v), dog (d), rabbit (r), Sound Game Play 'Noisy Letters'. Give the children the cards with d, r, v and other known graphemes. You will need enough cards for the class/group. At least three copies of the same card are needed to make this game work. Give each child a card. Ask them to say the sound to themselves tracing the letter as they do so. Then set a timer on the board and ask the children to say their sound out loud moving around the space to locate the same sounds. When they hear another child making the same sound, they sit down, check cards and continue saying the sound until others join and the group is complete. Say the letter sound three times whilst tracing the letter.</p> <p>Writing Area Use the PDF Shopping List Template to enable children to write lists for the role play pet shop. Put writing templates for letters 'v', 'd' and 'r'. Provide and explain how to use 'v', 'd' and 'r' phonics worksheets. Ensure magnetic letters and PDF Phoneme Frames are to hand to copy and make words. Small World: Pet theme this area. If possible include options for sorting domestic and zoo animals. Book Corner: Focus on books with a pet/vet theme – there are obviously many of them. eg The Perfect Pet by Peta Coplans; Mog and the Vee Ee Tee by Judith Kerr.</p>				
<u>Reception HFWs</u> Review Words you dog cat big get Focus Words no go going are my	Display a picture of Miss Oh No a few days before this lesson. Show the flashcards no go going are my Use the Meet the Monsters PowerPoint to recall how Miss Oh No makes the long 'O' sound in no, go, going	Read through the words on the Focus Words Week 7 PowerPoint with the class. Switch to 'normal view' on the final page to use the cursor to move the words to make a sentence. Add to the classroom trail of the key words learned so far.	Read through words on the trail. Look at the Miss Oh No's lollipop sign (PDF No Go Sign). Play the no/go game. The children move until the no sign is displayed. Show flashcards go, no and so. The pink o makes the long o sound. Show the go flashcard with ing label, read going .	Read through words on the trail. Show the PowerPoint o in normal (not Slide Show) view to allow the children to move the letters on the board. Page 10 – 13. Play the no/go game again using the signs on the whiteboard. Page 14 – 16. Play the guessing game	Read through the words on the Focus Words Week 7 Game - Hide several copies of this week's flashcards around the classroom. Put one example of each of the words in a space on a wall. Each time a flashcard is found ask a child to put it above the last one on the wall. The winner of the race is the column which is the highest.

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review: graphemes satnip + mgp + c, k,l,qu + f,d,r	Review the f grapheme PowerPoint	Review all h using a sound bag with initial sounds objects.	Review: z grapheme PowerPoint	Review f, h, z and w graphemes using a sound bag with objects with initial sounds f, h, z and w
Teach Teach new graphemes	<u>Teach the f grapheme</u> <u>Action: Bite your lip, allowing some air to pass through and pretend to be a puffer fish saying f, f, f, f, f.</u> Play the PowerPoint Trace f in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the h grapheme</u> <u>Action: Pretend that you are holding a hot bun. Say h, h, h.</u> Play the PowerPoint Trace h in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the z grapheme</u> <u>Put arms out at sides and pretend to be a bee, saying zzzzzz.</u> Play the PowerPoint Trace z in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the w grapheme</u> <u>Blow on to open hand, as if you are the wind, and say wh, wh.</u> Play the PowerPoint Trace z in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the y grapheme</u> <u>Pretend to be eating a yoghurt and say y, y, y.</u> Play the PowerPoint Trace y in the air. Look at the objects on the screen and ask the children to say what they are.
Activities	<p>Zoo theme. On Monday read 'Dear Zoo' to the children. Through the course of the week have pets delivered to the zoo as unwanted presents. They should be wrapped and brought in by different members of the community. Ask the children to guess what pet/animal is wrapped up. Link the animals to the phonics.</p> <p>Writing Area: Produce zig zag books using the Dear Zoo idea. Have different levels of scaffolding for support.</p> <p>Provide and explain how to use f, h, z and w phonics worksheets.</p> <p>Blending and Segmenting: Make sure there are plenty of PDF Phoneme Frames with some examples of animal words for the children to look at. The amount of words that the children can make should increase dramatically. Put in more sessions of blending and segmenting at a level that is right for individual/group children.</p> <p>Display flashcards for known words in a number of places around the room use this week's flashcards as well as other sounds already covered. Children to make words using paint, sand, playdough, printing, chalk, magnetic letters etc. Take pictures of those that cannot be displayed. Add words to the word wall.</p> <p>Keep PDF Phoneme Frames and magnetic letters available https://monsterphonics.com/shop/</p> <p>Use labels for the Vet area.</p> <p>Role Play Area: Develop the zoo vets with zoo animals and small enclosures. Key ones are flamingo (f), hippo (h), zebra (z), whale (w) and yak (y)</p> <p>Small World: Make sure there are lots of zoo animals and cages available for play opportunities. Many children enjoy vehicles for a safari type activity.</p> <p>Construction Area: Ask the children to produce carry cases for different animals</p> <p>Book Corner: Make sure there are lots of non-fiction books on zoo animals in the book corner and in different places in the setting.</p>				
<u>Reception HFWs</u> Review Words no go going are my Focus Words can yes they like said	Show the <u>flashcards</u> can yes they like said Use the <u>Meet the Monsters PowerPoint</u> The word they has a long A formed by the ey grapheme. Angry Red A colours this grapheme red to indicate the A sound. The word like has the split digraph i-e which makes a long I sound. The word like has the split digraph i-e which makes a long I sound.	Read through the words on the <u>Focus Words Week 8</u> PowerPoint with the class. Switch to 'normal view' on the final page to use the cursor to move the words to make a sentence. Tricky Witch has cast a spell on the ai in said to change its sound to e . Add words to the classroom trail of the key words learned so far.	Read through words on the trail. Print out <u>DPF Secret Password</u> Hands. Laminate the copies of the hands. Using a dry wipe pen write in a Key word above. Tell the class that they are a password to areas of the classroom. The passwords will change and you will need their help to write some passwords	Read through words on the trail. Game Set up two hoops. Ask the children to throw a bean bag into the hoop with a like flashcard in it. Repeat using more hoops and other cards.	Read through the words on the <u>Focus Words Week 8</u> Game <u>Key word</u> hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes write the key words in chalk.

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review: graphemes satnip + mg+ bp + cklqu + oue	Review the ch grapheme PowerPoint	Review all sh using a sound bag with initial sounds objects.	Review: j grapheme PowerPoint	Review ch, sh, j and x graphemes using a sound bag with objects with initial sounds d, v and r .
Teach Teach new graphemes	<u>Teach the ch grapheme</u> <u>Action: Move arms at sides as if you are a train and say ch, ch, ch.</u> Play the PowerPoint Trace v in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the sh grapheme</u> <u>Action: Place index finger over lips and say sh sh sh.</u> Play the PowerPoint Trace d in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the j grapheme</u> <u>Action: Pretend to be cold and say j, j, j. and shake like a jelly!.</u> Play the PowerPoint Trace u in the air. Look at the objects on the screen and ask the children to say what they are.	<u>Teach the x grapheme</u> <u>Action: Pretend to write the kisses at the end of a birthday card and say ks, ks, ks (xxx).</u> Play the PowerPoint Trace u in the air. Look at the objects on the screen and ask the children to say what they are.	Teach blending and segmenting using all known graphemes so far. Children to make words using paint, sand, playdough, printing, chalk, magnetic letters etc. Take pictures of those that cannot be displayed. Use Word Wall and display examples (or photos) of wow words made by the children. Return to the display in review sessions.
Activities	Book Focus: 'Fish, Chips and Peas' by Allan Ahlberg Writing Area Make sure there are lots of menus and pads available for use in the role play restaurant. A small blackboard menu and chalk would be useful too. Role Play Area Cover some tables with table clothes and turn the space into a restaurant. Make sure that there is plenty of food, plates, menus etc. You can integrate a kitchen area too. Make sure there are a number of pizza boxes available for delivering food. Link this with the word 'box' on Thursday. Small world Have a focus on tropical fish and sea life. The small world area can reflect this and even have a fish tank. Creative Area: It would be a very good time to introduce a number of cooking activities to connect to the restaurant theme. If possible use jelly moulds as part of the cooking sessions. Writing Keep the phoneme frames available in the writing area. Provide and explain how to use f, h, z, w and y phonics worksheets. Blending and Segmenting Use MP magnetic letters to practise blending sounds together. Available from the MP online shop https://monsterphonics.com/shop/				
<u>Reception HFWs</u> Review Words can yes they like said Focus Words play day away see of	Show the <u>flashcards play day away see of</u> Use the <u>Meet the Monsters PowerPoint</u> . play day away have a long A formed by the ay grapheme. See has the ee grapheme which makes a long E sound. Tricky Witch has cast a spell on the f in of to changed it to a v sound.	Read through the words on the <u>Focus Words Week 8</u> PowerPoint with the class. Switch to 'normal view' on the final page to use the cursor to move the words to make a sentence. Add to the classroom trail of the key words learned so far.	Read through words on the trail. Game Play the vehicle race. Have five vehicles with a you dog cat big get <u>flashcard</u> taped securely Each time a matching flashcard is selected from a feely bag, that car moves forward.	Read through words on the trail. Game - Have the keywords written on ping pong balls. Fish the balls out of the water tray using nets. Have a whiteboard with 'Catch of the Day' on it asking for the fisherman to collect a couple of words and a bucket for collecting the words.	Read through the words on the <u>Focus Words Week 7</u> Game - Hide several copies of this week's <u>flashcards</u> . Put one example of each of the words in a space on a wall. Each time a flashcard is found ask a child to put it above the last one on the wall. The winner is the column which is the highest.

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
Review Revisit learned graphemes	Review: graphemes – satnip + mgb + cklqu + oue + drv +	Review the ng grapheme PowerPoint	Review all th(v) using a sound bag with initial sounds objects.	Review: ng grapheme PowerPoint	Review th(v), th and ng graphemes using the grapheme flashcards.
Teach Teach new graphemes	<u>Teach the th(v) grapheme</u> <u>Action: This is a naughty sound that makes you stick your tongue out! Make the sound of an insect flying by sticking out your tongue and feeling it vibrate.</u> Play the PowerPoint Trace th in the air. Read the th(v) words.	<u>Teach the th grapheme</u> <u>Action: Pretend to be naughty! Stick out your tongue even further this time to make the th sounds. Tap your head and say think!</u> Play the PowerPoint Trace th in the air. Red the th words.	<u>Teach the ng grapheme</u> <u>Action: Pretend to pop balloon and shout bang! Stress the ng at the end</u> Play the PowerPoint Trace ng in the air. Rather than a grapheme, ‘ng’ is in fact 2 separate sounds Read the ng words	Teach blending and segmenting using all known graphemes so far Use PDF Reception Grapheme Flashcard, sand the magnetic letters to practise blending all sounds together. Available MP online shop - https://monsterphonics.com/shop/ Display flashcards for known words in a number of places around the room use this week’s flashcards as well as other sounds already covered. Children to make words using paint, sand, playdough, printing, chalk, magnetic letters etc. Take pictures of those that cannot be displayed. Add words to the word wall. Keep PDF Phoneme Frames and magnetic letters available.	
Activities	<p>Read: Where The Wild Things Are by Maurice Sendak YOUTUBE version: https://www.youtube.com/watch?v=6cOEFnppm_A Sing or make their own instruments (ring, bang, clang) for making noise at the right time in the story. Model the difference between th and th(v) Creative Area: Make musical instruments using a range of materials. If possible link to the key story about Max and the Wild Things. Role Play Area: Introduce musical instruments to the outside spaces and (where applicable) to the inside spaces. If possible, ensure lots of percussion instruments to bang linking to ng theme and areas for singing songs. If possible use ICT for music making as well. Sorting activity to distinguish between th and th(v) sounds. First, ask them to cut out words and pictures from the PDF Sorting Activity Sheet. The children work in small groups. Give each group 2 hoops. Inside one hoop, put a flashcard for th. Inside the other hoop place a flashcard for th(v). Ask the children to drop the words and pictures inside the right hoop. Use the Letter Outlines th and th(v), work in pairs to write/paint the letter inside the outline. Add a collage to the background. Sort the words/pictures onto the sheets to make a collage. Singing: Sing the Ing Ang Ung song together. Watch the Ing, Ang, Ung video, singing the song again. How many ng words can the class remember? Use whiteboards to work in pairs and write them down. Sound Game (in the hall or other large contained area). Divide the class into groups of 3 or 4. Give each group 6 flashcards from the PDF ng Flashcards and 6 pieces of blu-tack. Ask each group to set out their cards on the floor and to use the blu-tack to stick the cards down. Each group will either use a ball or hoop to throw or roll in an attempt to hit each target word. Each child will have a copy of the PDF ng Record Sheet to record each word target that they have hit. Writing Area: Explain how to use ng and th phonics worksheets. Ensure magnetic letters and PDF Phoneme Frames are to hand to copy and make words. Keep PDF Phoneme Frames and magnetic letters available to children on the writing table.</p>				
<u>Reception HFWs</u> Review Words play day away see of Focus Words this for come all look	Show the <u>flashcards this for come all look</u> Use the <u>Meet the Monsters PowerPoint</u> to recap how Tricky Witch changes some letter sounds. The o in come makes an u sound. The al in all makes an or sound. The oo in look makes a u sound.	Read through the words on the <u>Focus Words Week 10</u> PowerPoint with the class. Switch to ‘normal view’ on the final page to use the cursor to move the words to make a sentence. Add to the classroom trail of the key words learned so far.	Write the key words very large in chalk in the outside area. Play games where the children run to the word which is shouted out by an adult.	Read through words on the trail. Game Set up two hoops. Ask the children to throw a bean bag into the hoop with a this flashcard in it. Repeat using more hoops and other cards.	Read through the words on the <u>Focus Words Week 10</u> Game <u>Keyword</u> hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes write the key words in chalk. The winner of the race is the column which is

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Week 11	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review Revisit learned graphemes</p>	<p>Review: initial blends Use the Reception Grapheme Flashcards to practise the 1. Initial Blends CCVC+ Words r blends (br-, cr-, dr-, fr-, gr-, pr-, tr-, thr-, shr- str-, scr-) l blends (bl-, cl-, fl-, gl-, pl-) s blends (sc-, sl-, sk-, sm-, sn-, sp-, st-, sw-) t blends (tr-, tw-)</p>	<p>Review: final blends 2. Final Blends CVCC+ Words l blends (-ld, -lb, -lk, -lt, -lf) n blends (-ng, -nk, -nd, -nt) s blends (-st, -sk) - pt, mp</p>	<p>Review: Initial and final blends</p>	<p>Review: CVCC and CCVC words The class use the flashcards to create word paths along the walls or up sets of stairs to follow. Read and follow these at the end of the lesson.</p>	<p>Recap reading CVCC and CCVC words by reading and following a word path created last lesson.</p>
<p>Teach CVCC and CCVC Words</p>	<p>CCVC word blending Play the PowerPoint As a class, read the words by blending the sounds together</p>	<p>CVCC word blending Play the PowerPoint</p>	<p>CVCC and CCVC word blending Use the flashcards to read through as a class and the in groups</p>	<p>Activities with the Magnetic Letters Use the magnetic letters to build words. Explore word families by changing only the final letter/letters or only the initial letter/letters</p>	<p>Activities with the Magnetic Letters Play a game where a word is built. The child then closes their eyes and a letter is stolen. The child has to say which letter is the one missing.</p>
<p>Games</p>	<p>Hide the CVCC and CCVC Flashcards in Treasure Hunts/Orienteering with children working in groups, recording the results</p>	<p>CVCC and CCVC word hopscotch – draw out hopscotch with as many boxes as desired. Instead of numbers in the boxes write the key words in chalk.</p>	<p>Complete CVCC and CCVC Word Searches</p>	<p>Have CVCC and CCVC words written on ping pong balls. Fish the balls out of the water tray using nets. Have a whiteboard with 'Catch of the Day' on it asking for the fisherman to collect a couple of words and a bucket for collecting the words.</p>	<p>Game Play the vehicle race. Have five vehicles with CVCC and CCVC word flashcards taped securely Each time a matching flashcard is selected from a feely bag, that car moves forward.</p>
<p>Writing</p>	<p>Think of signs in the environment that us CCVC and CVCC words. Use the Reception HFWs too. The children create these sounds to display around the school.</p>	<p>Continue with the sign creating activity started yesterday</p>	<p>Children find and write rhyming pairs, and rhyming groups and write these to create an interactive display where words can be taken from the display and put back.</p>	<p>Continue with yesterday's activity. Once children have already written lots of rhyming pairs/groups, ask them to use the display to help write rhyming sentences.</p>	<p>Use the display to find words to write rhyming sentences. Children may want to make these as funny as they can.</p>

