

Phase 3a/b- Week 3- ch sh ng ing th		Monday	Tuesday	Wednesday	Thursday	Friday
		<b>CARPET – V SHAPE</b>				
Q U I C K T E A C H / R E C A P	<b>Teach new Tricky Word/s – MT/YT</b>	No new tricky words – reteach <b>be</b>				
	<b>Revise Tricky Words</b>	Choose 8 (max) previously taught Tricky Words to revise (using your assessments) and slide the new TW word into the revise pile for children to show <b>stop</b> .				
	<b>Teach new High Frequency Word/s – MT/YT</b>	<b>that this push</b> (Y1+ teach: <b>get got</b> as well)				
	<b>Revise High Frequency Words</b>	Choose 8 (max) previously taught High Frequency Words to revise (using your assessments) and slide the new HFW word into the revise pile for children to show <b>stop</b> .				
T E A C H N E W S O U N D	<b>Verbal Clues</b> – “Today’s sound is in...” Can they guess?	<b>chip chat chop</b>	<b>shop shed ship</b>	<b>hang bang rang sang</b>	<b>ring king wing</b>	<b>thin thick path</b>
	<b>Flashcards</b>	Flashcards - Introduce new sound – MT/YT – make a huge deal out of it! Hide it behind your back, above your head etc. – get them to shout out the sound each time you ‘flash it’.				
	<b>Teach new sound – MT/YT</b> <b>Formation: Teach chn how to form the letters in proportion to each other. T to model 3 times whilst saying the handwriting jingles. Chn then form it in the air whilst holding their pencil with the correct pencil grip. Chn’s turn. Chn to write the sound 3 times.</b>	<b>ch</b>	<b>sh</b>	<b>ng</b>	<b>ing</b>	<b>th</b>
	Choose <b>10 (max)</b> previously taught sounds (flashcards) to revise (using your assessments) and slide the new flashcard into the revise pile for children to show <b>stop</b> .					
	<b>Read 6 words containing new sounds.</b> (sound buttons on) SOUND SPOT - SOUND TALK – THEN BLEND – T to clarify (model 2-3)	<b>chip chat chop chin chick much</b>	<b>shop shed ship shell shut rush</b>	<b>hang bang sang song gang long</b>	<b>ring king wing ping zing ding</b>	<b>thin thing thick bath path moth</b>
P R A C T I S E	<b>3 Round Routine – REVISE PILE</b> 1. Sound Spot, Sound Talk – Blend – model 2 - (T to clarify) 2. Read it in Your Head (action) – model 2 3. Speedier Reading Round -model 2	<b>CARPET – V SHAPE</b> <b>REVISE PILE – 8 WORDS – (NO SOUND BUTTONS) – (make sure a couple of your new sound goes in this pile the next day)</b> <b>You will have your own packs of these for you to pick the words containing the sounds you know they know/need to practise – this is to develop fluency.</b>				
	<b>Alien Words – X3/4 WORDS – T TO MODEL 1 - SOUND TALK – THEN BLEND – NO CLARIFICATION</b>	<b>CHOOSE 3/4 FROM YOUR ALIEN WORDS PILE – CONTAINING PREVIOUSLY TAUGHT SOUNDS</b>				
P R A C T I	<b>Write Words</b> MT/YT the word (lots of times) “Count the sounds and hide your fingers.” “FINGERS!” – Chn show their fingers “Say the word and pinch the sounds.” (do it at the same time) ACTION = SIGNAL TO WRITE IT DOWN	<b>AT THE TABLES - IN BOOKS –</b> 2 New (pick two containing today’s sound) 2 Review (pick two containing previously taught sounds)				

S E	Chn to feedback how to spell it – T write on WB – underline any digraphs – adult/chn to tick or fix it.					
A P P L Y	<b>Reading Sentences – Carpet</b> – T to model reading hardest one – Sound talk any words containing new sounds. Then sound talk in head and then a speedier read. <b>Back to the tables</b> to read x3 Chn to read independently, then to partner.	<b>That is a big chick.</b> <b>I can chop a chip up.</b> <b>The chick has a chin.</b>	<b>Will you go on the ship?</b> <b>The shell on the back of the ship.</b> <b>Mum is in a rush to the shop.</b> <b>The shop is shut.</b>	<b>The bat can hang.</b> <b>This is a long song.</b> <b>Dad did a bang.</b> <b>I sang a song.</b>	<b>Can you ring that bell?</b> <b>I can sing a song.</b> <b>The King had a ring.</b> <b>I can see a wing.</b>	<b>I am thin.</b> <b>Mum got in a hot bath.</b> <b>I had to go on the path.</b> <b>The moth had a wing.</b>
	<b>Writing Sentences – Carpet</b> – Orally repeat the sentences MT/YT. Count the number of words in the sentence. Model writing the sentence including spelling strategy for words containing the new sounds. Walk <b>back to the table</b> chanting the sentence. Chn to write in books. Tick or fix – tick per word.	<b>That is a big chick.</b>	<b>Will you go on the ship?</b>	<b>This is a long song.</b>	<b>Can you ring that bell?</b>	<b>The moth had a wing.</b>