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Reading: Read words consistent with their phonic knowledge by sound-blending.









Writing: Write recognisable letters, most of which are correctly formed.












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| <p>Day 1</p> | <p> Explore (2m)</p> <p>Preview</p> <ul style="list-style-type: none"> Why do you usually knock on a door? <p>Predict</p> <ul style="list-style-type: none"> Who do you think will be on the other side of the door? <p>Record and retain predictions to revisit at the end of the lesson.</p> | <p> Word Time (3m)</p> <p><u>Model</u> stretching and reading with Green Words. Explore the meaning of word such as: 'nap', 'sip',</p> <p>*Nb: this story contains no Red Words.</p> | <p> Choral Read (8m)</p> <p>Model reading the first sentence using Stretch and Read.</p> <p>T-a-p... t-a-p...t-a-p.</p> <p>Re-read the sentence for fluency.</p> <p>Repeat this process for the rest of the story.</p> <p>Explain how capital letters are used in the first word of each sentence, and how full stops are used to mark the end of a sentence.</p> | <p> Discussion Time (2m)</p> <p>Prediction Review</p> <ul style="list-style-type: none"> Did you guess correctly who was knocking at the door? Why/not? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> |
| <p>Day 2</p> | <p> Remember (2m)</p> <p>Review</p> <ul style="list-style-type: none"> What is the title of the story? Who are the characters in the story? What did Pip and Sam do in the story? <p>Use Sentence Stem to support children to answer in full sentences.</p> | <p> Word Time (3m)</p> <p><u>Guide</u> a review of the Green Words using Stretch and Read.</p> <p>Lead Partner Practice of Green Words.</p> <p>*Nb: this story contains no Red Words.</p> | <p> Partner Read (8m)</p> <p>Children Partner Read.</p> <p>If necessary, use these questions to support comprehension.</p> <ul style="list-style-type: none"> Who opens the door for Pip? What do Pip and Sam do? <p>Review capital letters and full stops.</p> | <p> Discussion Time (2m)</p> <p>Summarise</p> <ul style="list-style-type: none"> Who knocked on the door? What do Sam and Pip do first? What do Sam and Pip do last? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> |

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| <p>Day 3</p> | <p> Review (2m)</p> <ul style="list-style-type: none"> • How many children are in the story? • What happened in the story? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> | <p> Word Time (3m)</p> <p><u>Guide</u> a review of the Green Words using Stretch and Read. Encourage fast blending where appropriate.</p> <p>Lead partner practice of Green Words.</p> <p>*Nb: this story contains no Red Words.</p> | <p> Partner Read (8m)</p> <p>Children Partner Read the text, being sure to alternate pages from yesterday.</p> <p>Review capital letters and full stops.</p> | <p> Discussion Time (2m)</p> <ul style="list-style-type: none"> • Did you enjoy the story? Why/Why not? • Would you like to read another story about Pip and Sam? • What would you like Pip and Sam to do in another story? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> |
| <p>Day 4</p> | <p> Echo Read (5m)</p> <p>Set a target with the children. <i>E.g. to stop at the end of a line and pause.</i></p> <p>Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.</p> | <p> Writing Time (5m)</p> <p>Children practise writing new and previously learnt GPCs in upper and lower case:</p> <p>s, a, t, p, i, n, m, d, g, o, c, k</p> | <p> Partner Question Time (5m)</p> <p>Model using the question to create a Sentence Stem. e.g</p> <ol style="list-style-type: none"> 1. Yes Pip sat. 2. Yes Pip tapped. <p>Model how to refer to the text to create a full answer with elaboration.</p> <p>Children read and answer remaining questions <i>orally</i> with their partners.</p> <p>Review answers together as a class.</p> | |
| <p>Day 5</p> | <p> Reading Celebration (5m)</p> <p>Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. Celebrate success together and recognise progress.</p> <p>WCPM End of Term 1 Goal: 15</p> | <p> Writing Time (5m)</p> <p>Children practise writing new and previously learnt GPCs in upper and lower case:</p> <p>s, a, t, p, i, n, m, d, g, o, c, k</p> | <p> Reflection Time (5m)</p> <p>Revisit the learning objectives for the week with the children. Children discuss their achievements and next steps.</p> <p>Ask children to apply 1-2 new vocabulary words by orally composing a sentence.</p> <p>Note any aspects the children will need to consolidate next week:</p> <ul style="list-style-type: none"> • GPC's, reading word/comprehension • Fluency/expression, letter formation | |

| Shared Reader 25: Dad's Shearing Shop | | Phase 3 Step 25 (Phonics Lessons 25.1 – 25.5) | | Age Related Equivalence – Reception Term 3 - Week 5 | |
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| Learning Objectives: Reading: Anticipate – where appropriate – key events in stories. Writing: Write simple phrases and sentences that can be read by others. | | | | | |
| Day 1 |  Explore (2m) |  Word Time (6m) |  Choral Read (13m) |  Discussion Time (3m) | |
| | <p>Preview</p> <ul style="list-style-type: none"> What animals normally get sheared? What would happen if they didn't get a shear? <p>Predict</p> <ul style="list-style-type: none"> Do you think Dad is really going to start shearing sheep? <p>Record and retain predictions to revisit at the end of the lesson.</p> | <p><u>Model</u> stretching and reading Green Words. Explore the meaning of the words such as: 'smears, 'hoists',</p> <p>Select a Green Word with more than one syllable (e.g. kitchen) and model the Finger Detective strategy.</p> <p>Teach Red Words by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise Red Words together.</p> | <p>Read the story chorally with the class. Use previously learnt skills such as Stretch and Read and Fast Blending where appropriate.</p> <p>Review apostrophes for contractions 'didn't' – explain that the apostrophe shows where the missing letter (did not) would go.</p> | <p>Prediction Review</p> <ul style="list-style-type: none"> Did we guess correctly what Dad would do? <p>Use Think-Alouds to encourage children to elaborate and extend their answers.</p> | |
| Day 2 |  Remember (3m) |  Word Time (6m) |  Partner Read (13m) |  Discussion Time (3m) | |
| | <p>Review</p> <ul style="list-style-type: none"> What is the name of the story? Who are the characters? What happened in the story? <p>Use Sentence Stem to support children to answer in full sentences.</p> | <p>Review Green Words using Stretch and Read and Finger Detective, where appropriate.</p> <p>Review Red Words by reviewing how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word.</p> <p>Partners practise Red Words together.</p> | <p>Children Partner Read.</p> <p>If necessary, use these questions to support comprehension.</p> <ul style="list-style-type: none"> Why did Huff and Puff run off when Nan said 'shear'? Why does Nan cry when she sees what Dad did? <p>Review apostrophes for contractions</p> | <p>Summarise</p> <ul style="list-style-type: none"> What did Dad do before lunch? How do we know that Dad wasn't very good at trimming his beard? Why was the story called 'Dad's Shearing Shop'? <p>Use Think-Alouds to encourage children to extend their answers.</p> | |

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| <p>Day 3</p> | <p> Review (3m)</p> <ul style="list-style-type: none"> • What was happening at the beginning of the story? • How did Dad's beard-trimming go? • What was the joke at the end of the story? <p>Use Think-Alouds to encourage children to extend their answers.</p> | <p> Word Time (6m)</p> <p>As appropriate review Green and Red Words:</p> <p>Encourage fast blending of Green Words and targeted Red Word practice using Say-Spell-Say where appropriate.</p> <p>Lead partner practice of Green Words and Red Words.</p> | <p> Partner Read (13m)</p> <p>Children Partner Read the text, being sure to alternate pages from yesterday.</p> <p>Review apostrophes for contractions.</p> | <p> Discussion Time (3m)</p> <ul style="list-style-type: none"> • Do you think the story has a good title? Why/not? • Who else would enjoy reading this story? Why would they like it? <p>Use Think-Alouds to encourage children to extend their answers.</p> |
| <p>Day 4</p> | <p> Echo Read (5m)</p> <p>Set a target with the children. <i>E.g. to read the description of Nan's reaction to Dad's beard-trimming attempt with expression.</i></p> <p>Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.</p> | <p> Spelling Time (8m)</p> <p>Choose a selection of Green and Red words from the Shared Reader that require consolidation.</p> <p>Partners check each other's work as they write. Check for correct letter formation of upper and lower case.</p> | <p> Partner Question Time (12m)</p> <p>Model using the first question to create a sentence stem and how to refer to the text to create a full answer with elaboration.</p> <p>For example: 1. At the start Nan was cooking lunch.</p> <p>Children read and answer remaining questions <i>orally</i> with their partners. Review answers together as a class.</p> <p><i>If appropriate jointly record an answer together to one question to model how to respond in writing to questions in preparation for Year 1.</i></p> | |
| <p>Day 5</p> | <p> Reading Celebration (5m)</p> <p>Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies. Celebrate success together and recognise progress.</p> <p>WCPM End of Term 3 Goal: 35</p> | <p> Writing Time (15m)</p> <p>Use the Writing Time process to model the following sentence:</p> <p>"Dad cuts his beard."</p> <p>Children compose their own sentences orally about what Dad does before telling their partner and writing it down individually.</p> | <p> Reflection Time (5m)</p> <p>Revisit the Learning Objectives for the week with the children. Children discuss their achievements and next steps.</p> <p>Ask children to apply 1-2 new vocabulary words by orally composing a sentence.</p> <p>Note any aspects the children will need to consolidate next week:</p> <ul style="list-style-type: none"> • GPC's, Red Words, Reading word/comprehension • Fluency/expression, Letter formation, sentence writing | |

| Shared Reader 51: Pets | | Phase 5 Step 51 (Phonics Lessons 51.1 – 51.5) | | Age Related Equivalence – Year 1 Term 2 – Week 19 | |
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| Learning Objectives: Reading: Explain clearly their understanding of what is read to them Writing: Composing a sentence orally before writing it. | | | | | |
| Day 1 |  Explore (3m) Preview <ul style="list-style-type: none"> • What do you know about taking care of pets? • Can every animal be a pet? Predict <ul style="list-style-type: none"> • What types of pets do you think we will learn about in the story? Record and retain predictions to revisit at the end of the lesson. |  Word Time (6m) <u>Model</u> stretching and reading with Green Words , and briefly explore new vocabulary. Teach Red Words by modelling how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Children take it in turns to practise new Red Words . |  Choral Read (13m) Read the text chorally with the class. Use previously learnt skills such as Stretch and Read and Fast Blending where appropriate. Introduce and explain the Grammar Focus when it appears in the text: suffixes that can be added to nouns or verbs where no change is needed in the spelling of root words (e.g. hair - hairy). Note the word classes with the children – hair (noun) to hairy (adjective). |  Discussion Time (3m) Prediction Review <ul style="list-style-type: none"> • Was your prediction accurate? Why/why not? • What else did we learn? Use Think-Alouds to encourage children to extend their answers. Further Clarification Questions: 1) What is the difference between a wild and domestic animal? 3) What did Monty do before he was a pet? | |
| | Day 2 |  Remember (3m) Review <ul style="list-style-type: none"> • What is the title and who are the characters? • Can you name three domestic and three wild animals? • Give one fact you learned about dogs from reading yesterday's story. |  Word Time (6m) <u>Guided</u> a review the Green Words using Stretch and Read. Review Red Words by revisiting how to decode the phonetically regular parts of the word (if applicable) and identify the 'tricky' grapheme. Then use Say-Spell-Say to spell the entire word. Children take it in turns to practise Red Words . |  Partner Read (13m) Children Partner Read the text. Ask children to pay attention to the Grammar Focus while reading the text today and try to spot as many examples as possible. |  Discussion Time (3m) Summarise <ul style="list-style-type: none"> • What is the main topic of the book? • How many pets does the owner have? • What did you learn from reading the book? Use Think-Alouds to encourage children to extend their answers. |

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| <p>Day 3</p> | <p> Review (3m)</p> <ul style="list-style-type: none"> • How do farm animals help us? • What should you make sure you always do for your pet? • Did the hamster trust her owner straight away? <p>Use Think-Alouds to encourage children to extend their answers.</p> | <p> Word Time (6m)</p> <p>As appropriate review Green and Red Words:</p> <p>Encourage fast blending of Green Words and targeted Red Word practise using Say-Spell-Say.</p> <p>Lead partner practice of Green Words and Red Words.</p> | <p> Partner Read (13m)</p> <p>Children Partner Read the text, being sure to alternate pages from yesterday.</p> <p>Encourage partners to support each other to find examples of the Grammar Focus when reading. E.g., Sleep (verb) – sleepy (adjective).</p> | <p> Discussion Time (3m)</p> <ul style="list-style-type: none"> • Did you enjoy the book? Why/Why not? • Do you think a hamster or a dog would be a better pet? Why? • Do you think the owner enjoys having her pets? <p>Use Think-Alouds to encourage children to extend their answers.</p> |
| <p>Day 4</p> | <p> Echo Read (5m)</p> <p>Set a target with the children. E.g. <i>to raise voice when question mark is a rhetorical question for the reader.</i></p> <p>Choose a section from the Shared Reader to model the target skill. Children repeat after you chorally to practise reading fluently.</p> | <p> Spelling Time (5m)</p> <p>Choose a selection of Green and Red words from the Shared Reader that require consolidation.</p> <p>Partners check each other's work as they write. Check for correct letter formation of upper and lower case.</p> | <p> Partner Question Time (10m)</p> <p>Model using the question to create a sentence stem. Ex: Q3. Monty likes to...</p> <p>Model how to refer to the text to create a complete answer.</p> <p>Children work with their partners to complete the questions in full sentences.</p> | <p> Question Review (5m)</p> <p>Lead a whole class review of one of the partner questions, to evaluate the learning intentions for the week.</p> |
| <p>Day 5</p> | <p> Reading Celebration (5m)</p> <p>Children are given one minute each to read in turn with their partners. Their goal is to read a section of the text as accurately as possible using previously learnt strategies.</p> <p>Celebrate success together and recognise progress.</p> | <p> Writing Time (15m)</p> <p>Use the Writing Time process to model the following sentence:</p> <p>"Hamsters drink water from a bottle and eat grain from a dish."</p> <p>Children compose their own sentence orally about what hamsters do before telling their partner and writing it down themselves.</p> | | <p> Reflection Time (5m)</p> <ul style="list-style-type: none"> • Revisit the learning objectives for the week with the children. • Children discuss their achievements and next steps. • Ask children to apply 1-2 new vocabulary words by orally composing a sentence. <p>Note any aspects the children will need to consolidate next week:</p> <ul style="list-style-type: none"> • GPC's, Red Words, Reading word/comprehension • Fluency/expression, Letter Formation |