

Phonics into Early Spelling Planning Step : 6

Date: 15/06/2020

Focus: Learn alternate pronunciations of known graphemes for reading: **o** - /o/, /oa/ **e** - /e/, /ee/ **i** - /i/, /igh/ **g** - /g/, /j/

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit	<ul style="list-style-type: none"> Slide of GPCs from Step 2, 3 and 5. Write (on individual whiteboards) a representation of the following sounds /ay/, /ou/, /ie/, and /ea/. 	<ul style="list-style-type: none"> Slide of GPCs from Step 2, 3 and 5. Write (on individual whiteboards) a representation of the following sounds /oy/, /ir/, /ue/ and /aw/. 	<ul style="list-style-type: none"> Slide of GPCs from Step 2, 3 and 5. Write (on individual whiteboards) a representation of the following sounds /wh/, /ph/, /ew/ and /oe/. 	<ul style="list-style-type: none"> Slide of GPCs from Step 2, 3 and 5. Write (on individual whiteboards) a representation of the following sounds /au/, /y/, /a_e/ and /e_e/. 	<ul style="list-style-type: none"> Slide of GPCs from Step 2, 3 and 5. Write (on individual whiteboards) a representation of the following sounds /i_e/, /o_e/ and /u_e/.
Teach	<ul style="list-style-type: none"> Blend: got, go Explore the difference in pronunciation Elicit that o can represent /o/ and /oa/ 	<ul style="list-style-type: none"> Blend: red, redo Explore the difference in pronunciation Elicit that e can represent /e/ and /ee/ 	<ul style="list-style-type: none"> Blend: fish, find Explore the difference in pronunciation Elicit that i can represent /i/ and /igh/ 	<ul style="list-style-type: none"> Blend: gym, get Explore the difference in pronunciation Elicit that g can represent /g/ and /j/ 	<ul style="list-style-type: none"> Model reading: The <u>female lion</u> is <u>huge</u>! Recap ‘Does it make sense?’ - Articulate thinking of which pronunciation of /o/ /e/ /i/ /g they must be.
gPractise	<ul style="list-style-type: none"> Practise sorting words into lists by the way the o grapheme is pronounced. Words: go, got, most, only, stop, from, robot, over, across, cold 	<ul style="list-style-type: none"> Practise sorting words into lists by the way the e grapheme is pronounced. Words: red, redo, evil, went, delay, female, next, very, because, idea 	<ul style="list-style-type: none"> Practise sorting words into lists by the way the i grapheme is pronounced. Words: fish, find, mind, wild, king, miss, kind, child, lion, think 	<ul style="list-style-type: none"> Practise sorting words into lists by the way the g grapheme is pronounced. Words: get, gym, age, got, giant, dog, huge, gran, page, jog 	<ul style="list-style-type: none"> Read sentences and apply the ‘Does it make sense?’ principle. <ul style="list-style-type: none"> You <u>only</u> have to <u>redo</u> one <u>page</u>. This <u>giant</u> robot is the <u>evil</u> <u>kind</u>. She <u>jogged</u> <u>across</u> the <u>gym</u>. Discuss with the children their pronunciation of the underlined words.
Apply	<ul style="list-style-type: none"> Children to write: <ul style="list-style-type: none"> We had the robot go over there. 	<ul style="list-style-type: none"> Children to write: <ul style="list-style-type: none"> They went on to delay their next idea. 	<ul style="list-style-type: none"> Children to write: <ul style="list-style-type: none"> The lion king had to find the child. 	<ul style="list-style-type: none"> Children to write: <ul style="list-style-type: none"> A huge, giant gym was in its place. 	<ul style="list-style-type: none"> Children to write: <ul style="list-style-type: none"> I did not mind the delay over the child.

Assessment notes: