|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term | Week: 1 | Graphemes - s a t p**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach graphemes s, a, t and p.**  **Practise the letters and sounds learnt.**  **Practise oral blending and segmentation.**  **Practise blending for reading.**  **HFW: a at as.** | **Can the children recognise the s,a,t and p graphemes?**  **Can the children blend orally?**  **Can the children orally segment?**  **Can the children hear initial sounds in words?**  **With support can the children read the HFWs at, sat, pat, tap?** | | | | | | |
| **Week 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit learned graphemes |  | Recall **s** using flashcard. | 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. | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters **s**, **a** or **t**. | Play I Spy with **s a t p** objects in the classroom. |
| **Teach**  Teach new graphemes | Show action for the **s** grapheme: Weave hand in an s shape like a snake, and say ssss.  Show PowerPoint **s**.  Trace **s** with finger in the air.  Look at objects with initial and final **s**.  Watch the video ‘Cat Sat on the Mat’. Can the children hear any words that begin or end in the letter s?  Oral Blending  Hold up a cut-out of Miss Oh No. Pretend to be Miss Oh No and tell the children that they have to listen carefully to follow her new dance routine (she is a dance teacher). Call out instructions in sound-talk, for example:  1. Stand u-p.  2. Put your kn-ee-s, on your f-ee- t.  3. Put your finger on your n-o-se.  4. Bend one arm around your b-a-ck.  5. Wiggle your…  The children listen and copy. | Show the action for the **a** grapheme: Mouth open and wide, say a, a, a like you are very cold!  Show PowerPoint **a**.  Trace **a** with finger 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**.  Watch the video ‘Cat Sat on the Mat’. Can the children hear any words that begin or end in the letter s? | Show the action for the **t** grapheme: 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.  Watch the video ‘Cat Sat on the Mat’. Can the children hear any words that begin or end in the letter s? | Show the action for the t grapheme: 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. | 1. Download the Blending PowerPoint.  - read using phoneme frames - model blending of each sound, emphasising the direction of blending.  - read without phoneme frames with Bot Bot the Robot.  Watch the video ‘Cat Sat on the Mat’. Can the children recognise the words that they have learnt to blend and segment? |
| **Activity** | Download the letter s worksheet. Can the children write the letter s and colour the items that start with the s sound? Then circle the pictures that end with the s sound. | Oral Blending  Tricky Witch has cast a spell on Angry Red A. He can only understand sound-talk.  Hold up a cut-out of Angry Red A and pretend to be him.  What should Angry Red A put in his picnic basket?  Children take turns to ask him what he will need. For example,  j-a-m, c-a-ke, m-u-g-s. | Teach Blending for Reading  Write the following on the whiteboard.  **at sat**  Stick the Black Cat sound buttons underneath each letter. Sound-talk ‘at’ then tell the children the word. Repeat and ask the children to tell their partners the word after you have sound-talked it. Then sound-talk in chorus. Repeat for ‘sat’. | Teach Blending for Reading  Write the following on the whiteboard.  **at, sat, pat, tap**  Stick the Black Cat sound buttons underneath each letter. Sound-talk ‘tap’ then tell the children the word. Repeat and ask the children to tell their partners the word after you have sound-talked it. Then sound-talk in chorus. Repeat for ‘sat’. | Teach Blending for Reading  Recap this blending activity using the **s a t p** grapheme flashcards. Sound out the letters **s a** **t** and blend to read words: at, sat, pat, tap. |
| **HFWs**  **a at as** | The words ‘a’ and ‘at’ are phonetic. Tricky Witch has cast a spell on the word ‘as’. She has changed the sound of the letter s to a z sound. |  | Read the Week 1 HFW PowerPoint. Explain how Tricky Witch has changed the sound of the letter **s** to a **z** sound in **as**. |  | Put flashcards for **a**, **as** and **at** in separate envelopes. Hide them. Put the found words on a display.  The words ‘a’ and ‘at’ are phonetic. It is important to point out to the children that ‘as’ is a tricky word. It cannot be read by sounding the letters ‘a’ and ‘s’ and blending the sounds together. In Monster Phonics, we say that Tricky Witch has cast a spell on this word to change the ‘s’ sound to a ‘z’. Help the children to remember that ‘as’ is a tricky word and not a regular word by creating a simple ‘Tricky Words’ display in your classroom. Every time the children encounter a tricky word, add the flashcard to it. Add the ‘as’ flashcard. |

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week: 2 | Graphemes - i n**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach graphemes i and n.**  **Practise all previously learnt letters and sounds learnt.**  **Practise oral blending and segmentation.**  **Teach and practise the blending for reading.**  **HFW: in it is I an.** | **Can the children recognise i and n graphemes?**  **Can the children blend orally?**  **Can the children orally segment?**  **Can the children write initial sound of words?**  **With support can the children blend to read at, sat, pat, tap?**  **Can the children read the HFWs in, it, is, I, an?** | | | | | | |
| **Week 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit learned graphemes | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters **s**, **a** or **t**. | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters **s**, **a** or **t**. | Use a sound bag with real objects in containing examples of all sounds learned so far. | Read through the satpin Blending PowerPoint. | Revisit of sounds learnt by playing the Buried Treasure **satp + in**  PowerPoint. |
| **Teach**  Teach new graphemes | Teach the **i** grapheme.  Action: Smile and say i, i, i.  Show PowerPoint **i**.  Trace **i** with finger in the air.  Look at objects with initial and middle **i**.  Watch the ‘Pit-a Pat-a’ video. Can the children hear any words that use the **i** sound? | Teach the **n** grapheme.  Action: Say nnnn and wave your arms like an alarm clock.  Show PowerPoint **n**.  Trace **n** with finger in the air.  Look at the objects on the screen and ask the children to say what they are. Emphasise the **n** sound.  Watch the ‘Open the tin’ video. Can the children hear any words that use the **n** sound? | Teach: Blending.  1. Download the Blending PowerPoint.  - read using phoneme frames - model blending of each sound, emphasising the direction of blending.  - read without phoneme frames with Bot Bot the Robot.  Watch the video ‘Pit-a-Pat-a’ video. Can the children recognise the words that they have learnt to blend? | Download the HFWs PowerPoint. Practise blending to read. Introduce Yellow I and his (point to an eye) action. Explain how he colours letters that make this sound yellow. Read the word **i** on the PowerPoint.  Watch the ‘What Shall We Do with Pippin the Sailor?’ video. Can the children recognise the words that they have learnt to blend? | PIRATE DAY: Encourage the children to come dressed as pirates for the day. Ensure parents understand the link to learning.  Watch the ‘What Shall We Do with Pippin the Sailor?’ video. The children sing along and add the actions for the CVC and VC words that they know.  Ensure that **satpin** flashcards are prominently displayed in the setting. |
| **Activity** | Teach Blending for Reading.  Play the Buried Treasure PowerPoint using Set 1 + **i** words.  Model blending sound to read the word. The class repeats. Is the word real or rubbish? Click to see whether the gold coin lands in the treasure chest or the bin.  Children can continue this activity in small groups. | Practise Blending for Reading.  Play the Buried Treasure PowerPoint using Set 1 + **in** words.  Download the paper version of the game, cut out and play in small groups. | Children practice writing the initial sounds s a t p using the Writing Letters sheet. | Place 3 **hoops** on the floor. Place the grapheme needed for the **word** next to each **hoop**. Then ask a child to **jump** into each **hoop** in turn and shout the sound. As they **jump** out of the last hoop, they blend and shout out the word. | Theme the room with pirate words that link to sounds – net, pirate, treasure etc.  Play Pirate Letters. Each child has an s, a, t, p, i or n flashcard. Children say their sound out loud and sail around to locate other pirates with the same sound. When they hear another child with the same sound, they sail in a group. When all ships with the same sound are found, they sit down. They air-write their sound until all children have found their group. This could also be played using HFW. |
| **HFWs**  **in is it I an** | Blend to read the phonetic words, ‘in, ‘it’ and ‘an’. Tricky Witch has cast a spell on the ‘s’ in ‘is’. It now makes a z sound!  Yellow I makes the long I sound in the word ‘I’. Explain to the children that this is a tricky but important word which we use a lot. |  |  | Read PowerPoint Focus Words Week 2 with the class. Introduce Yellow I. He makes the long **i** sound and likes to colour these letters yellow. He makes a long **i** sound in the word **I**.  Remember Tricky Witch - ‘is’ is spelt ‘is’ but is read as ‘iz’. | Hide several copies of flashcards **a at in it is I an** 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 that is the highest.  The words ‘in’ and ‘it’ are phonetic. It is important to point out to the children that ‘is’ is a tricky word. It cannot be read by sounding the letters ‘i’ and ‘s’ and blending the sounds together. In Monster Phonics, we say that Tricky Witch has cast a spell on this word to change the ‘s’ sound to a ‘z’. Help the children to remember that ‘is’ is a tricky word and not a regular word by creating a simple ‘Tricky Words’ display in your classroom. Every time the children encounter a tricky word, add the flashcard to it. Add the ‘is’ flashcard. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week: 3 | Graphemes m d g**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach graphemes m, d and g.**  **Practise all previously learnt letters and sounds learnt.**  **Practise oral blending and segmentation.**  **Teach and practise the blending for reading.**  **Teach segmentation for spelling.**  **Demonstrate reading captions.**  **HFW: and, dad, am.** | **Can the children recognise m, d and g graphemes?**  **Can the children blend orally?**  **Can the children orally segment?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children blend to read captions?**  **Can the children read the HFWs and, dad, am?** | | | | | | |
| **Week 3** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit learned graphemes. | Recap the letters and sounds **s a t p i n** using the flashcards from last week. | Take a basket with a mix of **s a t p i n + m** objects in it. Using laminated flashcards, ask the children to help you sort the objects by their initial sound. | Recap **s**, **a**, **t, i, p, n** and **m** by writing each on the board and asking the children to make the sound and action. | Download the Interactive Whiteboard Graphemes to quickly revisit of sounds learnt so far - **satpin + mdg**. | Revisit of sounds learnt by playing the Buried Treasure **Sets 1 and 2 + g P**owerPoint. |
| **Teach**  Teach new graphemes | [Teach the](https://monsterphonics.com/resources/mg/) **[m](https://monsterphonics.com/resources/mg/)** [grapheme.](https://monsterphonics.com/resources/mg/)  Action: Mmmmm... rub tummy in circular motion.  **m** is a nasal sound.  Show PowerPoint **m**.  Trace **m** with finger in the air.  Look at objects with an initial and final **m**.  Watch the ‘Mam, mam’ video.  Which words begin or end with the letter **m**? Make a list so that the class can see. | Teach the **d** grapheme.  Action: Beat hands up and down as if playing a drum and say d, d, d.  Play the PowerPoint **d**.  Trace **d** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Dad and Sid’ video. Which words begin or end with the letter **d**? Write the Set 2 words that are in the song: dad, dip, and, din, did, Sid, sad. Replay the video and point to the words when they are sung. | Teach: the **g** grapheme.  Action: Gggggggg... as though giggling and pretend to tickle with your fingers.  Play the PowerPoint **g**.  Trace **g** with finger in the air.  Look at the objects on the screen and ask the children to say what they are. Emphasise the **g** sound.  Watch the ‘I have a Pig’ video. Which words begin or end with the letter **g**? Is the letter **g** at the beginning or the end of these words? Write the letter **g** on the board. Write the Set 2 + **g** words that are in the song: pig, tag, nip, gap, nag, dig. Also, highlight the HFW 'and'. Replay the video and point to the words when they are sung. | Teach: Blending.  Download the Blending PowerPoint.  - read using phoneme frames - model blending of each sound, emphasising the direction of blending.  - read without phoneme frames with Bot Bot the Robot.  Teach segmenting for spelling by drawing a large two-phoneme frame on an interactive whiteboard.  Follow the procedure online for teaching segmentation. | Teach: Reading Captions.  Download the Reading Captions PowerPoint.  1. Display the caption.  2. Sound-talk and read the first word.  3. Ask the children to repeat.  4. Now read the first 2 words.  5. Continue with the next word. Show the pictures. Which one does the caption belong to? |
| **Activities** | Play ‘What’s in the Box?’ with Cool Blue. Matching Word Cards and Pictures to blending for reading: tap, pip, pan, tin, mat, map. Match the correct words to pictures. | Teach segmentation.  Download and laminate 3 box Phoneme Frames.  Say a CVC word, hold up 3 fingers, sound-talk it, pointing to a finger at a time for each phoneme. Ask the children to do the same. Holding up the 3 fingers on one hand, write the letters in the phoneme frame. Ask the children to write in their phoneme frame. | Read the HFW PowerPoint. | Download the Phoneme Frames. Ask the children to make the words (at, an, it, is, as) on their own phoneme frames. Remind the children that Tricky Witch sometimes changes the s sound at the end of words to a z sound. | Use the CVC Writing Words Worksheet to write CVC words that match the picture. |
| **HFWs**  **and am dad** |  |  | Play Green Froggy Cross the Pond by making a pond with HFWs on lily pads. Can the children read the words to cross the pond? | .  To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links. | Play the vehicle race. Have five vehicles with a **and got dad is in** flashcard taped securely. Each time a matching flashcard is selected from a feely bag, that car moves forward. |

**![A picture containing graphical user interface

Description automatically generated]()**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week: 4 | Graphemes o c k ck**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach the graphemes o, c, k and ck.**  **Practise all previously learnt letters and sounds learnt.**  **Practise oral blending and segmentation.**  **Teach and practise the blending for reading.**  **Teach and practise segmentation for spelling.**  **Demonstrate spelling captions.**  **HFW: to, into, go, no, the.** | **Can the children recognise o, c, k and ck graphemes?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children read the HFWs to, into, go, no, the?** | | | | | | |
| **Week 4** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit learned graphemes | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. | Play quick write graphemes on whiteboards. Call out the grapheme for the children to write. | Read words on the Word Wall. | Read the flashcards created by the children on the word wall. | Quick revisit using flashcards of sounds learnt so far - **satpin + mdg + o c k ck**. |
| **Teach**  Teach new graphemes | Teach the **o** grapheme.  Action: Make a round ‘o’ mouth. Imagine lots of letter ‘o’s in the air. As you touch each one, later, say o.  Show the PowerPoint **o**.Trace **o** with finger in the air. Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Popcorn Pops’ video. Which words begin or end with the letter **p**? Make a list so that the class can see. | Teach the **c** grapheme.  Action: Make letter **c** shaped cat ears with hands saying c, c, c, cat.  Show the PowerPoint **c**.  Trace **c** with finger in the air.  Words end with a final **ck** not **c**.  The letter **c** appears before ‘a’, ‘o’ or ‘u’.  Watch the ‘Cute Cat’ video. Which words begin with the **c** sound? Make a list so that the class can see. There are no words that end with the single letter **c** in English. The c sound is spelt ck at the end of words. | Teach the **k** grapheme.  Action: k, k, k, kick the ball.  Play the PowerPoint **k**.  Trace **k** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Kim and Ken’ video. Which words begin with the letter **k**? Make a list so that the class can see. There are no words that end with a single letter **k**, that are not preceded by a long vowel, in English. The k sound is spelt ck at the end of words. | Teach the **ck** grapheme.  Explain to the children the grapheme isn’t used at the beginning of words.  Play the PowerPoint **ck**.  Trace **ck** with finger in the air**.**  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Ticket in a Pocket’ video.  Which words use the ck grapheme? Make a list so that the class can see. | Demonstrate Writing Captions.  Show the picture and talk about what it is it.  Now focus on writing the first word. Sound-talk this, holding up the correct number of fingers and write the first word in the caption. Repeat for the other words. |
| **Activities** | **Practise Segmenting for Spelling**  Draw a large 3-phoneme frame on the board. Say a CVC word from the song. Holding up 3 fingers, write the letters in the phoneme frame.  Download the Phoneme Frames. Ask the children to make the words from the song on their own phoneme frames. | **Teach: Blending**  Place 3 hoops on the floor. Place the graphemes to make words used in the song in each hoop. Ask a child to jump into each hoop in turn and shout the sound. As they jump out of the last hoop, they blend and shout out the word. Can they make words too? | **Play ‘What’s in the Box?’ with Cool Blue**  Match Word Cards and Pictures to blending for reading:  Match the correct words to pictures.  **cot pot dog cod cat pig kid kit gas top** | **Teach: Blending**  Download the Blending PowerPoint.  - read using phoneme frames - model blending of each sound, emphasising the direction of blending.  - read without phoneme frames with Bot Bot the Robot. | **CVC Writing Words**  Use the worksheet to write CVC words that match the picture. |
| **HFWs**  **to into**  **no go the** | **Read the HFW PowerPoint**  Show the **o** makes a Miss Oh No sound in **no** and g**o** and a Cool Blue sound in **to** and **into**.  Explain the sound of **th** in **the**. This is a new sound for the children. Explain that even though it is tricky, it is a very important word as we use it so much, which is why we need to learn it. Talk about the second part of the word **e**. Explain that Tricky Witch is trying to trick us by changing the sound of e in **the**. What sound does it make in this word? |  | **2 Hoop Game**. Ask the children to throw a bean bag into the hoop with a **to** flashcard in it. Repeat using more hoops and other cards. | Play **What’s the Time Mr Wolf?** with HFWs flashcards. Instead of saying a time, the wolf reads the word given to them on a flashcard. The children then move forward sounding out the word, i.e. ‘g-o go’ (2 steps). | **Read the HFW PowerPoint**  Write the key words very largely in chalk in the outside area. Play games where the children run to the word that is shouted out by an adult. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week: 5| Graphemes e u r**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach graphemes e, u and r.**  **Practise all previously learnt letters and sounds learnt.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Practise reading and spelling captions.**  **HFW: get, can, got, on, dog, not, cat.** | **Can the children recognise e, u and r graphemes?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children blend to read captions?**  **Can the children segment to write captions?**  **Can the children read the HFWs get, can, got, on, dog, not, cat?** | | | | | | |
| **Week 5** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit learned graphemes | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. | Read through the HFW PowerPoint again. | Review **e** and **u** using a sound bag with initial sounds objects. | Download the Blending PowerPoint. | Read the Buried Treasure PowerPoint. |
| **Teach**  Teach new graphemes | Teach the **e** grapheme.  Action: Pretend to be a baby pointing at an elephant, saying eh, eh, eh.  Play the PowerPoint **e.**  Trace **e** with finger 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 (e.g. me, we).  Watch the ‘Get a Pet’ video. Which words use the letter **e**? Make a list so that the class can see. | Teach the **u** grapheme.  Action: Pretend to be an ape and say u, u, u with arm actions.  Play the PowerPoint **u**.  Trace **u** with finger 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 (e.g. unicorn, uniform).  Watch the ‘Fun in the Sun’ video. Which words use the letter **u**? Make a list so that the class can see. | Teach the **r** grapheme.  Action: Pretend to be a dog and say rrrrrr.  Play the PowerPoint **r**.  Trace **r** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Clever Tricky Witch’ video. Which words begin or end with the letter **r**? Make a list so that the class can see. | Reading Captions:  Download the Phase 2 Captions PowerPoint and model how to read a caption.  1. Sound-talk and read the first word.  2. Ask the children to repeat.  3. Now read the first 2 words.  4. Continue with the next word. Show the pictures. Which one does the caption belong to? | Writing Captions:  Download the Caption PowerPoint.  1. Display and discuss the picture.  2. Ask the children to help you write a caption for the picture.  3. Ask them to say the caption all together a couple of times and then say it again to their partners.  4. Ask them to tell you the first word.  5. Ask what letters are needed and write it.  6. Remind how a space is needed.  7. Ask them to say the caption again.  8. Ask for the next word and ask what letters are needed.  9. Repeat for each word. |
| **Activities** | Download the Real and Alien words. Sort the words into 2 hoops - real or alien words. | Download the activity to write CVC words from the video. | Make Rocket CVC words.  Children cut out the rocket shapes and write CVC words on the rockets. | Download the Reading Captions Cards and Pictures. Children work in small groups each with 3 caption cards and 3 picture cards. Support their reading together to match the pictures to the correct captions. | Download the Captions activity. Ask children to write the captions to match the pictures. |
| **Reception HFWs**  get can got on dog not cat | **Read the HFW PowerPoint**  The new words this week are simple decodable words that we can blend to read. | Create a classroom trail on the floor of the key words learned so far. Ensure that ‘get’, ‘can’, ‘got’, ‘dog’, ‘not’ and ‘cat’ 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 **get** flashcard in it. Repeat using more hoops and other cards. |  | Read through the words on the HFW PowerPoint  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 that is the highest. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week: 6 | Graphemes h b**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach graphemes h and b.**  **Practise all previously learnt letters and sounds learnt.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Support reading captions using tricky words no, go and I.**  **Support spelling captions using tricky words and, to, the.**  **HFW: up, mum, put, has, had, him, his, oh, big.** | **Can the children recognise h and b graphemes?**  **Can the children blend orally?**  **Can the children orally segment?**  **Can the children blend to read set 2 words?**  **Can the children segment to spell set 2 words?**  **Can the children blend to read captions?**  **Can the children read HFWs up, mum, put, had, him, his, oh big?** | | | | | | |
| **Week 6** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit learned graphemes | Review **o, e** and **u** graphemes using a sound bag with objects with initial sounds e, u and r. | Play quick write CVC words on whiteboards. | Read the Blending PowerPoint.  - read using phoneme frames - model blending of each sound, emphasising the direction of blending.  - read without phoneme frames with Bot Bot the Robot. | Read the Blending PowerPoint.  - read using phoneme frames - model blending of each sound, emphasising the direction of blending.  - read without phoneme frames with Bot Bot the Robot. | Read the Buried Treasure PowerPoint. |
| **Teach**  Teach new graphemes | Teach the **h** grapheme.  Action: Pretend that you are holding a hot bun. Say h, h, h.  Play the PowerPoint **h**.  Trace **h** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Has a Hat’ video. Which words use the letter **e**? Make a list so that the class can see. | Teach the **b** grapheme.  Action: Pretend a balloon has burst, b, b, b, b… bang.  Play PowerPoint **b**.  Trace **b** with finger in the air.  Look at objects with an initial and final **b**.  Watch the ‘Bug in the Bed’ video. Which words use the letter **e**? Make a list so that the class can see. | Reading Captions:  Download the Captions PowerPoint and model how to read a caption. Sound-talk and read the first word. Ask the children to repeat. Now read the first 2 words. Continue with the next word. Show the pictures. Which one does the caption belong to? | Writing Captions:  Download the Captions PowerPoint. Display and discuss the picture. Ask the children to help you write a caption for the picture (e.g. a cat in a hat). Ask them to say the caption all together a couple of times and then say it again to their partners. Ask the children to tell you the first word. Ask what letters are needed and write it. Remind the children that a space is needed between words and put a mark where the next word will start. Ask the children to say the caption again. Ask for the next word and ask what letters are needed. Repeat for each word. | Watch the video ‘Has a Hat’ again. Ask the children what happened. Write words on the boards to support. |
| **Activities** | Write CVC words and captions with words from the song. | Write CVC words and captions with words from the song. | Download the captions and pictures. Match pictures to the correct captions. | Write captions to match the pictures. | Add captions to the pictures to tell the story for the video ‘Has a Hat’. |
| **HFWs**  up mum put had him his oh big | Read the HFW PowerPoint  Explain that Tricky has changed the **s** in **his** to an **z** sound.  Miss Oh No makes the **o** sound in **oh** and the **h** is a silent ghost (it makes no sound). | 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.  To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links. | 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 column that is the highest. | Read through the words on the HFW PowerPoint.  Game:  Play the vehicle race. Have five vehicles with a **mum put up had his oh big** flashcard taped securely. Each time a matching flashcard is selected from a feely bag, that car moves forward. |

**![A picture containing graphical user interface

Description automatically generated]()**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week 7| Graphemes f ff l ll ss**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach graphemes f, ff, l, ll and ss.**  **Practise all previously learnt letters and sounds learnt.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Support reading captions using tricky words no, go and I.**  **Support spelling captions using tricky words and, to, the.**  **HFW: he, she, me, we, be, of.** | **Can the children recognise f, ff, l, ll and ss graphemes?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children read captions using tricky words no, go and I?**  **Can the children write captions using tricky words and, to, the?**  **Can the children read the HFWs he, she, me, we, be, of?** | | | | | | | |
| **Week 7** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit learned graphemes | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. | Review the **f** and **ff** graphemes.  Play quick write on whiteboards. | Review all **f** using the **l** sound bag with initial sounds objects. | Download the Interactive Whiteboard Graphemes to quickly revisit sounds learnt so far. | | Read the Buried Treasure PowerPoint. |
| **Teach**  Teach new graphemes | Teach the **f** grapheme.  Action: Bite your lip, allowing some air to pass through and pretend to be a puffer fish saying f, f, f, f, f.  Explain that there are two ways of writing the **f** grapheme. We can write it as **f** but sometimes, at the end of a word, it is spelt ***ff***, for example, huff.  Play the PowerPoint **f**. Trace **f** with finger in the air. Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Fun Fit’ video. Which words use the letter **f/ff**? Make a list so that the class can see. | Teach the **l** grapheme.  Action: Pretend to lick a lollipop and say l, l, l, l, l, l.  Trace **l** with finger in the air.  Look at the objects on the screen and ask the children to say what they are. Explain that there are two ways of writing **l** grapheme. We can write it as **l** but sometimes, at the end of a word, it is spelt ***ll***,for example, bell.  Watch ‘The Monster Show’ video. Which words use the graphemes **l/ll**? Make a list so that the class can see. | Recap the **s** grapheme.  Action: Weave hand in an **s** shape like a snake, and say ssss.  Explain that there are two ways of writing the **s** grapheme. We can write it as **s** but sometimes, at the end of a word, it is spelt ***ss***,for example, mess.    Show PowerPoint **s**.  Trace **s** with finger in the air.  Look at objects with initial and final **ss**.  Watch the ‘Less Mess’ video. Which words use the grapheme **ss**? Make a list so that the class can see. | Watch the video ‘Fun Fit’ again. Ask the children what happened. Write words on the boards to support. | Watch the video ‘The Monster Show’ again. Ask the children what happened. Write words on the boards to support. | |
| **Activities** | Write CVC words and captions with words from the song. | Write CVC words and captions with words from the song. | Write CVC words and captions with words from the song. | Add captions to the pictures to tell the story for the video ‘Has a Hat’. | Add captions to the pictures to tell the story for the video ‘The Monster Show’. | |
| **HFWs**  he she me we be, of | Read the HFW PowerPoint.  The single letter **e** makes the Green Froggy sound in **he me she we be**.  Tricky Witch changes the sound of the letter **f** to a **v** sound in **of**. This is different to the **ff** sound in **off**. | 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 column that is the highest. | | Read through the words on the HFW PowerPoint.  Game:  Play the vehicle race. Have five vehicles with a **he she me we be**  flashcard taped securely. Each time a matching flashcard is selected from a feely bag, that car moves forward. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week 8 | Graphemes j v w x (Phase 3)**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach graphemes j, v, w and x.**  **Practise all previously learnt letters and sounds learnt.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Read sentences that use the tricky words, no, go, I, the, to.**  **HFW: if, off, you, my, they, for.** | **Can the children recognise j, v, w and x graphemes?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children read sentences that use the tricky words, no, go, I, the, to?**  **Can the children read HFW if, off, you, my, they, for?** | | | | | | | | | |
| **Week 8** | **Monday** | | **Tuesday** | **Wednesday** | | **Thursday** | | **Friday** |
| **Review**  Revisit learned graphemes | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. | Download the Interactive Whiteboard Graphemes to quickly revisit of sounds learnt so far. | | Review the **j** and **v** graphemes.  Play quick write CVC words on whiteboards. | Read the Blending PowerPoint to Practise blending words containing the **j**, **v**, **w** and **w** graphemes. | | Read the Buried Treasure PowerPoint. | |
| **Teach**  Teach new graphemes | Teach the **j** grapheme.  Action: Jump like a Jack in a Box and say j, j, j.  Play the PowerPoint **j**.  Trace **j** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Jill, Jen and Jack’ video. Which words use the letter **j**? Make a list so that the class can see. | Teach the **v** grapheme.  Action: Pretend to be holding the steering wheel of a van and say vvvvvv.  Play the PowerPoint **v**.  Trace **v** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Vic the Vet’ video. Which words use the letter **v**? Make a list so that the class can see. | | Teach the **w** grapheme.  Action: Blow onto open hand, as if you are the wind, and say wh, wh.  Play the PowerPoint **w**.  Trace **w** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Winning the Show’. Which words use the letter **w**? Make a list so that the class can see. | Teach the **x** grapheme.  Action: Pretend to write the kisses at the end of a birthday card and say ks, ks, ks (xxx).  Play the PowerPoint **x**.  Trace **x** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Fix the Mix’ video. Which words use the letter **x**? Make a list so that the class can see. | | Watch ‘Hug Our Pets’. Ask the children to listen to the words and afterwards select a word that they know to sound-talk and spell.  This video has words that the children have recently learned to blend and segment. | |
| **Activities** | Download the Real and Alien words. Sorting to sort the words into 2 hoops - real or alien words. | Label Pets at the Vets Worksheet. | | Write CVC words and captions with words from the song. | Write CVC words and captions with words from the song. | | Add captions to the pictures to tell match parts of the video ‘We Hug our Pets’. | |
| **HFWs**  if off you my they for | Read the HFW PowerPoint and talk about each grapheme and the sounds that they make.  The words **if** and **off** are phonetic. The word **off** is different to **of** where the **f** makes a **v** sound.  The **or** digraph is in the word **for**. The Black Cats help us to remember this sound.  The **y** in my is making the long Yellow I sound.  The **ou** in you makes the long Cool Blue **oo** sound.  In **they**, Angry Red A is making the long A sound. This is a rare grapheme and is found in other words such as **grey**, **hey**, **prey**. | Add words to the classroom trail of the key words learned so far. | | To recap HFWs, download the Secret Password Hands. Laminate the copies of the hands. Using a dry wipe pen, write in HFWs and tell the class that they need the password for areas of the classroom. The passwords will change and you will need their help to write some passwords too. | Read through words on the trail.  Game:  Set up two hoops. Ask the children to throw a bean bag into the hoop with a **you** flashcard in it. Repeat using more hoops and other cards, such as **if, off, my, they,** **for**. | | Read the HFW PowerPoint.  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. | |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week 9 | Graphemes y z zz qu**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach the graphemes y, z, zz and qu.**  **Practise all previously learnt letters and sounds learnt.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Point to the letters of the alphabet while singing the alphabet song.**  **Read sentences that use the tricky words, she, no, go, I, the, to.**  **HFW: was, will, all, went, from, help.** | **Can the children recognise the y ,z, zz and q graphemes?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children read sentences that use the tricky words, no, go, I, the, to?**  **Can the children name the letters of the alphabet?**  **Can the children read the HFWs was, will, all, went, from, help?** | | | | | | | |
| **Week 9** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | | **Friday** |
| **Review**  Revisit learned graphemes | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. | Review the **y** sound. Play quick write CVC words on whiteboards. | Download the Interactive Whiteboard Graphemes to quickly revisit sounds learnt so far. | Read the Blending PowerPoint to Practise blending words containing the **y**, **z**, **zz** and **qu** graphemes. | Read the Buried Treasure PowerPoint. | |
| **Teach**  Teach new graphemes | Teach the **y** grapheme.  Action: Pretend to be eating a yoghurt and say y, y, y.  Play the PowerPoint **y**.  Trace **y** with finger in the air.  Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Jazz Yum-Yum video’. Which words use the letter **j**? Make a list so that the class can see. | Teach the **z** grapheme.  Action: Put arms out at sides and pretend to be a bee, saying zzzzzz.  Explain that this phoneme can be represented by the grapheme **z** or sometimes by **zz** at the end of words.  Play the PowerPoint. Trace **z** with finger in the air. Look at the objects on the screen and ask the children to say what they are.  Watch the ‘Jazz Yum Yum video’. Which words use the letter **j**? Make a list so that the class can see. | Teach the **qu** grapheme.  Action: 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.    Watch the ‘Jazz Yum Yum video’. Which words use the letter **j**? Make a list so that the class can see. | **A picture containing graphical user interface  Description automatically generated**Explain how letter names are different to their sounds.  Download the Alphabet Frieze and show the class. Explain that the letters are ordered in the alphabet.  Watch ‘The Monster Alphabet’ video. Sing along. Sing a second time and point to the letters on the Alphabet Frieze as they are sung. | Writing Sentences  Download the Sentences PowerPoint. Display and discuss the picture. Ask the children to help you write a sentence for the picture. Ask them to say the sentence all together a couple of times and then say it again to their partners. Ask the children to tell you the first word. Ask what letters are needed and write it. Remind the children that a space is needed between words and put a mark where the next word will start. Ask the children to say the sentence again. Ask for the next word and ask what letters are needed. Repeat for each word. | |
| **Activities** | Download the activity. There are 2 versions of a zigzag book. Choose one of 2 activities:  - The children read the sentence on each page.  - The children write words to match the picture eg 'yell', 'yap', 'yes'. | Download the Real and Alien words. Sorting to sort the words into 2 hoops - real or alien words. | Download the activity. Write CVC words and captions with words from the song. | Work in groups to sort magnetic letters or alphabet flashcards into alphabetical order. Sing the song again while pointing to the letters. | Download the activity. In pairs, children choose a picture to write the sentence. | |
| **HFWs**  was will all went from help | Read the HFW PowerPoint.  Show how Tricky Witch changes the sound of the letter **a** to an **or** sound in the word **all**. In the word **was**, she changes the **a** to and o sound and the **s** to a **z** sound.  Blend to read the other new words which are phonetic. | 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 **will, all, went, from, help** flashcard 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 the HFW PowerPoint.  Game: Hide several copies of this week’s flashcards. Put one example 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 that is the highest. | |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reception EYFS Planning | Term 1 | Week 10 | Graphemes ch sh th(v) th ng**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach the graphemes ch, sh, th and ng.**  **Practise all previously learnt letters and sounds learnt.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Read sentences that use the tricky words, she, no, go, I, the, to.**  **HFW: too, her, with, are, yes** | **Can the children recognise the ch,sh,th and ng graphemes?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children read sentences that use the tricky words, no, go, I, the, to?**  **With support can the children write a sentence?**  **Can the children read the HFWs too, her, with, are?** | | | | | | |
| **Week 10** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit learned graphemes | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. Highlight the upper and lowercase letters. | Review the **ch** sound. Play Quick Write CVC words on whiteboards. | Review the ch and sh sounds. Play Quick Write CVC words on whiteboards. | Download the Interactive Whiteboard Graphemes to quickly revisit of sounds learnt so far. | Read the Buried Treasure PowerPoint. |
| **Teach**  Teach new graphemes | Teach the **ch** grapheme.  Action: Pretend to be chilly, shiver and say ch, ch, ch.  Play the PowerPoint **ch**.  Trace **ch** with finger in the air.  Look at the objects on the screen and ask the children to say what they are. Read the **ch** words.  Watch the ‘Such Kind Cats’ video. Which words use the **ch** grapheme? Make a list so that the class can see. | Teach the **sh** grapheme.  Action: Pretend to tell the baby to go to sleep, saying sh, sh, sh.  Play the PowerPoint **sh**.  Trace **sh** with finger in the air.  Look at the objects on the screen and ask the children to say what they are. Read the ch, sh phoneme PowerPoint. | Teach the **th(v)** grapheme.  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.  Play the PowerPoint **th(v)**.  Trace **th(v)** with finger in the air and read the words. | Teach the **th** grapheme.  Action: Pretend to be naughty! Stick out your tongue even further this time to make the **th** sound. Tap your head and say think!  Play the PowerPoint **th**.  Trace **th** with finger in the air.  Read the **th** words. | Teach the **ng** grapheme.  Action: Pretend to pop balloon and shout bang! Stress the ng at the end.  Play the PowerPoint **ng**.  Trace **ng** with finger in the air.  Rather than a grapheme, **ng** is in fact 2 separate sounds.  Read the **ng** words.  Watch the **Ing, Ang, Ung** video. How many **ng** words can the class remember? Use whiteboards to work in pairs to write them down. |
| **Activities** | Download the activity. Read and answer yes, no or not yet to the questions. | Download the activity. Write one or more sentences to match pictures from the ‘Off on a Ship’ video.  Alternative activity:  Ask the children to create a holiday scrapbook to match the song. They will need to choose something that happened in the song and write a sentence and draw a picture to match.  For example:  I went on a ship.  I got a shell.  I got fish and chips. | Download the Real and Alien words. Sorting to sort the words into 2 hoops - real or alien words. | Download the th Flashcards and the th and th(v) Sound Action Cards. Have a cut out set and 2 hoops prepared for each small group.  Practice distinguishing between **th** and **th(v)** sounds with the children working in small groups. Give each group 2 hoops. In one hoop place **th** on a sound action card. In the other hoop, place a **th(v)** sound action card. Ask the children to sort the th and th(v) flashcards into the hoops which shows the matching sound. | Download the activity. Write one or more sentences to match pictures from the ‘Ing, ang, ung’ video. |
| **HFWs**  too her with are | Read the HFW PowerPoint. Cool Blue makes the long oo sound in the word **too**. Tricky Witch changes the sound of er in **her** and ar in **are**. The word **are** also ends in a silent e.  The word **with** is phonetic, ending with the th(v) sound. | Add to the classroom trail of the key words learned so far. | Write the key words very largely in chalk in the outside area. Play games where the children run to the word that 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 Week the HFW PowerPoint.  Game: Keyword 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 that is the highest. |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Reception EYFS Planning | Term 1 | Week: 11 | Long oo**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach the long oo grapheme.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Write sentences using the oo grapheme in words.**  **Read sentences using the oo grapheme in words.**  **HFWs:** **then, them, this, that, said.** | **Can the children recognise the y ,z, zz and q graphemes?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children read sentences that use the tricky words, no, go, I, the, to?**  **Can the children name the letters of the alphabet?**  **Can the children read the HFWs then, them, this, that, said?** | | | | | |
| **Week 11** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **Reception Graphemes**  Speed read the Reception Grapheme Flashcards one by one. | **Recap the long oo grapheme**  Cool Blue makes the long **oo** sound. Look for examples in the story. | **oo Words**  Read the **oo** word flashcards – put cards that need a recap to one side. | **Blending PowerPoint**  Read the Blending PowerPoint to practise blending words containing the **oo** grapheme. | Read the Buried Treasure PowerPoint. |
| **Teach** | **Video**  Watch the Cool Blue oo video. This introduces Cool Blue and a new ending to the story of Jack and the Beanstalk. Can the children make the Cool Blue action (round mouth) each time they hear an oo word? At the end of the video, ask the class to recall all of the oo word. | **Reading**  Download and read the ‘Jack Went Up’ PowerPoint or eBook which tells the story of Jack and the Beanstalk. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary for the story but add engagement. Cool Blue makes the long oo sound. Look for examples in the story. | **Model Writing**  Download the flashcards.  Read through as a class, blending the graphemes to read each word.  Look at the word **boom** word, sound-talk as a class and model writing the word.  Now model writing this word in the sentence:  **He went boom.** | **Reading**  Read a section of the  ‘Jack and the Beanstalk’ eBook. Point out the long oo words and practise blending to read. | **HFW Art**  **then them this that said**  The words **this**, **that**, **them** and **then** all begin with the th grapheme which makes the th(v) sound. Explain that Tricky has changed the ai to an ‘e’ sound in the word **said**.  Use a variety of media to create HFW flashcards for a wall display. |
| **Activity** | **Cool Blue oo**  **– oo Flashcards**  Children make their own flashcards with the words:  **too zoo boot hoof zoom cool food root moon rooftop** | **Quick Write**  Children write **oo** words on whiteboards/notebooks. | **Character Actions**  Download the templates. Explain to the children that they are templates for writing an **oo** sentence. Discuss these examples:  **We had no food.**  **He went boom.**  **He went in a big room.**  The children choose a sentence to write. | **Model Sentence Writing**  **I am in a mood.**  Children write a sentence in pairs on whiteboards.  Ask if they can write similar sentences e.g. I am in a room.’ | **HFW Art**  Use a variety of media to create HFW flashcards for a wall display**.** |
| **Follow-Up Activities (optional)** |  | **oo Game – Magic Cups**  Play in groups of 5 using 5 cups. Children take turns to be the leader. The leader selects 5 **oo** flashcards, shows them to the group to read and insert each into a cup. They turn the cup over and move the cups around. The children close their eyes; the leader says ‘do not look at what the magic took’ and takes a cup.  The flashcards are revealed one by one. The children try to guess the missing flashcard as quickly as possible. | **oo Game – Word Plates**  **A picture containing graphical user interface  Description automatically generated**In groups of 5. Multiple copies of **oo** flashcards are hidden around the room. Each group has 3 plates with a letter on it – **m n** and **oo**. They must find all the **oo** flashcards and stick each on a plate with the correct final letter, e.g. soon and moon are stuck on the **n** plate. The winning group is the first to have a complete set. | .’ | **HFW Game – Roll the Die**  Tick the Reception HFWs and the new words from this week onto a large die. Children work in pairs to roll the die and make the word that the die lands on out of magnetic letters. If magnetic letters are not available, then children can write the word using felt tips. Repeat to create several words. Can the pair now use these words to write a sentence? |

**![A picture containing graphical user interface

Description automatically generated]()**

To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Reception EYFS Planning | Term 1 | Week: 12 | ar**   |  |  | | --- | --- | | **Learning outcome** | **Assessment** | | **Teach the ar grapheme.**  **Practise the blending for reading.**  **Practise segmentation for spelling.**  **Write sentences using the ar grapheme in words.**  **Read sentences with the ar grapheme in words.**  **HFWs: then, them, this, that, said.** | **Can the children recognise the ar grapheme?**  **Can the children blend to read cvc words?**  **Can the children segment to spell cvc words?**  **Can the children read sentences with ar words?**  **With support can the children write a sentence using ar words?**  **Can the children read HFW then, them, this, that, said?** | | | | | |
| **Week 12** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review** | **HFW Review**  Read the **HFW** flashcards – put cards that need a recap to one side. | **ar Grapheme**  Hold up the ar flashcards to read together as a class. | Point to letters on the Letter Frieze. Ask children to say the sounds as you point to the letters. Highlight the upper and lowercase letters. | Blending PowerPoint  Read the Blending PowerPoint to practise blending words containing the **ar** grapheme. | Read the Buried Treasure PowerPoint. |
| **Teach** | **Teach the ar grapheme**  1. Download the PowerPoint to introduce the **ar** grapheme. Tricky Witch has cast a spell on the a and r to make a different sound to what children expect.  2. Watch the Tricky Witch **ar** video. This introduces the story of Jack and the Beanstalk. Can the children make Tricky Witch wave a pretend wand each time they hear an **ar** word? At the end of the video, ask the class to recall all of the **ar** word. | **Jack and the Beanstalk**  Download the PowerPoint and read the story to the class. Read the cream sections with the children. The white sections are for an adult to read. They are not necessary for the story but add engagement.  Can anyone find any **ar** words in the story?  **harp started hard sharp farm market** | **Speech Bubbles**  Model writing each of the following sentences:    I **go to the market.**  **We are on a farm.**  **It is a sharp axe.**  **I am a harp.** | **Phonics Art**  Explain to the children that they are going to create phonics art, either for display or in their books. Recap the **oo** and the **ar** graphemes. Show how write these and recall the monsters that make these sounds. | **Model Sentence Writing**  Model read and then write the sentence:  **You are a star.**  Ask the children what picture could they draw to show this.  Show the other sentences. Ask the children to read and draw the picture. Tell them that there is space to write the sentence if they are able to.  At the end of the activity there are also questions to read with a partner and answer yes or no. |
| **Activity** | **ar Word Art**  Draw these in colour code on large sheets of paper:  **hard, car, cart, farm, farmyard, market park, bark, start harp sharp** | **Book Making**  Print out and make copies of the Jack and the Beanstalk PDF.  In groups of 3 or 4, the children read and sequence the pages, which are then fastened together. The children then read the story as a group. | **Speech Bubbles**  Children write sentences in pairs on small whiteboards.Children cut out the characters on the Speech Bubbles PDF and write the sentence in the speech bubbles.Stick all the characters on sugar paper and add drawings to create a scene. | **Phonics Art**  Recap the **oo** and the **ar** graphemes.  Use a variety of media to create **oo** and **ar** flashcards for a wall display.  - paint, pastels, felt pens  - playdough letters  - iPad drawings  Take photos of models and screenshot of digital work. | **Sentence Writing & Yes/No Questions**  Write the following sentences and draw pictures.  **I will go soon.**  **I will get you.**  **You are a star.**  **Her broom is big.**  **Yes/No Questions**  Read each question and answer yes or no. |
| **Follow-Up Activity (optional)** |  | **Recap the ar Song**  Can anyone remember any **ar** words from the song?  To support learning, Monster Phonics recommends additional guided reading and handwriting sessions each week. Monster Phonics decodable books should be read alongside the programme as part of your guided reading sessions. We recommend 3 sessions per week, after which the book is sent home. Guidance on placement and how to deliver guided reading can be found in our online manual. Additional handwriting activities can be found in the quick links. | **ar Hopscotch Game**  Draw a hopscotch with as many boxes as desired. Instead of numbers in the boxes, write the **ar** words in chalk. | **Game – ar Fishing**  Place a paperclip on each **ar** flashcard. Use a magnet tied to a string, ideally passed through a straw to create a fishing rod. Children take turns to fish and read. Write down their catch. | **Tricky Witch ar Video**  To recap the **ar** word by singing along to the Tricky Witch **ar** video. |

**![A picture containing graphical user interface

Description automatically generated]()**

**![A picture containing graphical user interface

Description automatically generated]()**