**Year 1 Spelling Curriculum Planning | Term 1 | Weeks: 1-12 | Graphemes, Spelling Rules, CEW, HFW and Assessment**

**Year 1 | Term 1 | Week 1| ck, ss, ll, ff, zz, nk**

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| **Learning Objective/Success Criteria** | **Assessment** |
| **Teach the ck, ss, ll, ff, zz, nk graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: a, he, she, we, me, be, being, no, go, so, to, do, today, I, by, my.** | **Can they recognise the ck, ss, ll, ff, zz, nk graphemes?**  **Can they blend the ck, ss, ll, ff, zz, nk graphemes and other graphemes to read words?**  **Can they segment the ck, ss, ll, ff, zz, nk graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: he, she, we, me, be, being, no, go, so, to, do, today, I, by, my?** |
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| **Week 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap **CVCC CCVC CCVCC** by reading the words on the PowerPoints from Reception page. | Recap yesterday’s learning. Children recall words ending in **ff zz** and **ck**.  Recap **be he me she**. | Recap yesterday’s learning. Children recall words ending in **ss** and **ll**.  Recap **no go so**. | Recap **nk** words by reading the words on the display. Did anyone find these words in **nk** Scrabble? | Read through **ck ss ll ff zz** words on PowerPoints 1 & 2.  Display the CEW flashcards – add to this each week.  Display the CEW Chart.  Use the Year 1 CEWs  PowerPoint (Grouped by Sound) to recap the CEWs taught this week. |
| **Teach**  Teach new graphemes. | Teach graphemes **ck ss ll ff zz**.  Introduce the **ff zz ck** in PowerPoint 1.  Action: Black Cat walking.  Watch the ‘Click Clack’ video  Choose an **ff** and a **zz** word to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **second ck ss ll ff zz** session.  Introduce the **ll** and **ss** in PowerPoint 2.  Action: Black Cat walking.  Watch the ‘Click Clack’ video.  Choose an **ll** and an **ss** word to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ck** grapheme. Read **ck** words in the PowerPoint.  Action: Black Cat walking.  Watch the ‘Click Clack’ video.  Choose 2 **ck** words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **nk** grapheme. Read **nk** words in the PowerPoint.  Action: Black Cat walking.  Watch ‘A trip in the sink’ video.  Choose 2 **nk** words to dictate and ask the children to Quick Write these onto whiteboards. |
| **Activity**  Reading and writing words with the new grapheme. | Read **ck ss ll ff zz** words by playing Happy Families.  Write **ck ss ll ff zz** words by recording words on the Record Chart. | Read **ck ss ll ff zz** words by playing Happy Families.  Again write **ck ss ll ff zz** words by recording words on the Record Chart. | Read **ck ss ll ff zz** words by playing Happy Families.  Again write **ck ss ll ff zz** words by recording words on the Record Chart. | Play Scrabble in small groups  (cut out letter tiles prior to the lesson)  Players have 10 letters each.  Players score points by completing words on the board.  Record the words on the Record Chart. | Weekly Spelling Test. |
| **Plenary** | Think of rhyming pairs. | Write the rhyming pairs on a whiteboard. | Write favourite nk words and add to a display. |  |  |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **be (being) he me she** – this is the open syllable ‘e’, which makes the long Green Froggy sound. | **Year 1 CEWs**  **no go so** – this is the open syllable ‘o’, which makes the long Miss Oh No sound. | **Year 1 CEWs**  **do to today** - this is the open syllable ‘oo’, which makes the long Cool Blue sound. | **Year 1 CEWs**  **I by my** - this is an open syllable, which makes the long Yellow I sound. | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 2| tch, ve, ai**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the tch, ve and ai graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: love, come, some, was, his, is, has, one, once, friend, your.** | **Can they recognise the tch and ai graphemes?**  **Can they blend the tch and ai graphemes and other graphemes to read words?**  **Can they segment the tch and ai graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: love, come, some, was, his, is, has, one, once, friend, your?** | | | | | | |
| **Week 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **ck ss ll ff zz** and **nk** graphemes learnt last week. | Recap the **tch** grapheme.  Read through the flashcards.  Notice how the letter before **tch** is always a short vowel.  Recap **love some come**. | Recap the **ve** grapheme. Children recall words ending in **ve**.  Recap **was is his as**. | Recap **ai** by following the actions for the ‘Teddy Bear **ai**’song shown in the video. Read the words on the **ai** trains. | Use the flashcards to review the graphemes taught this week.  Use the Year 1 CEWs PowerPoint (Grouped by Sound) to recap the CEWs taught this week.  CEWs **love some come was his is has one, once, friend your**. |
| **Teach**  Teach new graphemes. | Teach the **tch** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Fingers to your lips, ghost letter **t** makes no sound.  Watch the video ‘Ghost Dog Patch’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the grapheme **ve**.  Introduce with the **ve** PowerPoint.  Action: Fingers to your lips, ghost letter **e** makes no sound.  Watch the video ‘I Have a Puppy’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ai** grapheme.  Introduce the grapheme with the **ai** PowerPoint.  Action: Angry Red A angry action.  Look at the different sounds of **ed** shown in the PowerPoint.  Watch the video ‘Teddy Bear **ai**’ and follow the actions. Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **tch**, v**e** and **a**i. |
| **Activity**  Reading and writing words with the new grapheme. | Download the activity.  Complete the Pet Information Book by adding the missing tch words. | Create ‘I Have’ books and write **ve** sentences. Write the final ‘**e**’ as an outline to reinforce that it is present but silent. | Download the activity. Complete the **ai** train to display. Write as many **ai** words/sentences as possible on the train and carriages. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **tch ve** and **u-e** words.  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | Share the Pet Information Book and sing the ‘Ghost Dog Patch’ song. | Sing the song ‘I Have a Puppy’. | Display the **ai** trains. Can anyone find an **ai** item in school today? | Sing the ‘Ghost Dog Patch’ song. | Sing the song ‘I Have a Puppy’. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **love some come** – all have a tricky ‘**o**’ that makes an ‘**u**’ sound and end in a silent ‘**e**’. | **Year 1 CEWs**  **was his is has** – all end with a tricky letter **‘s’** that makes a ‘**z**’ sound, common to other words ending in **s** (us, as).  was – has a tricky **‘a’** that makes an ‘**o’** sound. | **Year 1 CEWs**  **one once** – both have an **o** that makes a ‘**wo**’ sound and a silent **e**.  **once** – has a soft **c**. | **Year 1 CEWs**  **friend, your** – both have silent letters.  **friend** – silent **i**  **your** – silent **u** | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 3| oi, ay, oy**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the oi, ay and oy graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: the, said, of, here, there, you, school.** | **Can they recognise the oi, ay and oy graphemes?**  **Can they blend the oi, ay and oy graphemes and other graphemes to read words?**  **Can they segment the oi, ay and oy graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: the, said, of, here, there, you, school?** | | | | | | |
| **Week 3** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **tch ve** **ai** graphemes learnt last week. | Recap the **oi** grapheme.  Read through the flashcards.  Did anyone find an oi item for the display?  Recap **the said of**. | Recap the **ay** grapheme by reading the **ay** words in the PowerPoint.  Recap **one once**. | Recap **oy** referring to the **oy** spells. | Use the PowerPoints to review the graphemes taught this week.  Use the Year 1 CEWs PowerPoint (Grouped by Sound) to recap the CEWs taught this week.  CEWs – **the said of here, there, you, school** |
| **Teach**  Teach new graphemes. | Teach the **oi** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Watch the video ‘Spell for **oi**’.  Read the **oi** Flashcards as a class.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the grapheme **ay**.  Introduce with the **ay** PowerPoint.  Action: Angry Red A angry action.  Look at the examples for adding e**d**.  Watch the video ‘Play Away’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **oy** grapheme.  Introduce the grapheme with the **oy** PowerPoint.  Action: Tricky Witch’s wand.  Read the oy story from the PowerPoint.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **oi ay** and **oy**. |
| **Activity**  Reading and writing words with the new grapheme. | Complete the spell for **oi** by either:  - recalling **oi** words, writing and drawing oi pictures.  - writing **oi** words to match the pictures.  Collect Tricky Spells to make a class Tricky Spell books. | Complete the **ay** Dinner sheet by writing Angry Red A’s favourite ay words on the dinner plates. | Write the **oy** spell in the Magic Spell book.  Collect Tricky Spells to make a class Tricky Spell books. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **ai oy** and **oi** words  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | Repeat the ‘Spell for **oi**’ song. Ask if children can bring an oi item to school for an **oi** display table. | Play musical **ay** statues. | Share the **oy** spells. Can anyone remember the spell for **oy**? | Sing the ‘Play Away’ song to reinforce **ay** words. | Recap the songs  ‘Ghost Dog Patch’ and  ‘Teddy Bear **ai**’ to reinforce **tch** and **ai** words. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **the said of** – all have tricky letters.  the – tricky **e**  said – **ai** the makes an **e** sound  of – **f** makes a **v** sound. This makes of sound differently to off. | **Year 1 CEWs**  **here there** – **ere** is a tricky spelling, which makes two different sounds here. | **Year 1 CEWs**  **you** – **ou** makes the long Cool Blue **oo** sound. Other words that have this grapheme are **group, soup, troupe**. | **Year 1 CEWs**  **school** – has the long Cool Blue **oo** grapheme and a silent **h**. | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 4| Plurals, Assess, a-e**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the a-e grapheme.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **Practise forming plurals by adding s or es suffixes.**  **HFW: where, were, they, says, are, house, our, ask, put, push, pull, full.** | **Can they recognise the a-e grapheme?**  **Can they blend the tch and ai graphemes and other graphemes to read words?**  **Can they segment the tch and ai graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they form plurals y adding s or es suffixes**  **Can they spell the HFWs: where, were, they, says, are, house, our, ask, put, push, pull, full?** | | | | | | |
| **Week 4** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **oi ay oy** graphemes learnt last week. | Review the plurals s/es rule. Recap the More than One Machine in the PowerPoint - guessing the spelling of the plural. What is the rule?  Recap where were are. | Recap any required learning that is immediately apparent in the assessment.  Recap **they says**. | Recap the **a-e** words on the boards prepared yesterday for each word family.  Recap **ask put push pull full**. | All Year 1 CEWs have now been taught. Recap the CEW PowerPoint (randomised).  CEWs **house, our, where were they says are ask put push pull full**. |
| **Teach**  Teach new graphemes. | Spelling Lesson Plurals **s**/**es**.  Download the lesson from the Spelling Lessons at the bottom of the Year 1 resources page.  Introduce the rule with the PowerPoint. Focus on the difference in pronunciation between **s** and **es** (**iz**).  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | **Formative assessment**  Set 1 graphemes - **ck ss ll ff zz nk tch ve ai oi ay oy**. Download the assessment from the Assessment section at the top of the Year 1 resources page. The class write dictations on lined paper. Record results as a word document or print-out. | Teach the **a-e** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Angry Red A angry action.  Look at how **ing** and **ed** are added. This introduces the drop **e** rule, which is useful as split digraphs are high-frequency graphemes.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the **e**/**es** plurals rule and the a-e grapheme.  Use the flashcards to review these. |
| **Main Activity**  Reading and writing words with the new grapheme. | **Shopping List**  The monsters are preparing for the Friday night disco. They didn’t realise that they will need more than one of everything on their shopping list. Change the items on the list to plurals. | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This also assesses the ability to form the simple past tense and plurals. | Watch the video ‘Make a Cake’.  You will need to have 4 sheets of large paper or paper plates Use the flashcards to play **a-e** word family Treasure Hunt in groups, one group for each family. Ideally, children stick the flashcards onto a labelled paper plate for each word family e.g. ate, ake, ale. ave. They may also write a-e words onto the paper plates too. | Put the flashcards around the room. Children walk in Angry Red A pairs, reading each nonsense word as it is spotted.  Complete the **a-e** word search. | Recap all CEW words by completing the word searches found in the Flashcards Section of the Year 1 resources.  Weekly Spelling Test. |
| **Plenary** | In pairs, think of a noun and their partner repeats as a plural and say whether **s** or **es** is used. | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. | Read the word family display together. Display the word families for revision over the next weeks. | Sing the ‘Make a Cake’ song to reinforce **a-e** words. | Sing the song ‘I Have a Puppy’ to reinforce **tch** words. |
| **CEWs**  Show the flashcard print-out or the CEW PowerPoint. Resources found under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **Year 1 CEWs**  **where were are** – the **ere** in where and were makes a different sound.  **where** – silent **h** common to question words.  **are** – tricky **ar** and silent **e**. | **A picture containing graphical user interface  Description automatically generatedYear 1 CEWs**  **they** – the **ey** makes a long Angry Red A sound. Unusual spellings like this tend to stick in common words.  **says** – the final **s** makes a **z** sound. | **Year 1 CEWs**  Regional differences in the short vowel sound for:  - **ask put push pull full**  Give examples of northern and southern pronunciations. | **Year 1 CEWs**  **house our** – both have the Brown Owl **ou** grapheme.  **house** – ends in a silent **e**. The silent **e** ending is common in the English language, e.g. **please, live, some, come**.  **a** is usually pronounced as a short vowel. When emphasis is required, it is a long vowel, e.g. Is this your coat? It is **a** coat but it is not mine. | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 5| e-e, i-e, o-e**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the e-e, i-e and o-e graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: from, help, back, animals, will, this, that, then, them, with, went, children, just, off.** | **Can they recognise the e-e, i-e and o-e graphemes?**  **Can they blend the e-e, i-e and o-e graphemes and other graphemes to read words?**  **Can they segment the e-e, i-e and o-e graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: from, help, back, animal, will, this, that, then, them, with, went, children, just, off?** | | | | | | |
| **Week 5** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **s**/**es** suffix rules and **a-e** grapheme learnt last week. | Recap the **e-e** by reviewing the competitions.  Recap **from help back will**. | Recap **i-e** by writing code words on the whiteboard.  Recap **this that then them**. | Recap the addition of **ed** and ing to **o-e** words in the PowerPoint. | Use the flashcards to review the graphemes and HFWs taught this week.  Display the HFW flashcards – add to this each week.  Display the HFW Chart.  HFWs – **from help back will this that then them with went**. |
| **Teach**  Teach new graphemes. | Teach the **e-e** grapheme.  Introduce the grapheme with the **e-e** PowerPoint.  Action: E Smiley face.  Look at how **e-e** is formed. There are few words that children will learn that have this grapheme, however, **these** is very common.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **i-e** grapheme.  Introduce the grapheme with the PowerPoint.  Action: I eye.  Yellow I is a spy – follow his missions.  ‘Having a good time’. Add actions.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **o-e** grapheme.  Introduce the grapheme with the PowerPoint.  Action: Surprised oh!  Look at how **ing** and **ed** is added. This introduces the drop e rule, which is useful as split digraphs are high-frequency graphemes.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **e-e**,  **i-e** and **o-e**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Complete sheet to write about the time that the monsters had a competition. Decide on the theme. | Completing the missions.  1. Writing **i-e** words.  2. Writing **i-e** sentences. | Watch the video ‘I Wrote a Note’. It is a story about a time when Miss Oh No was lonely and hoped that her friends would call for her.  Write a note to Miss Oh No trying to use as many o-e words as possible. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **e-e i-e** and **o-e** words  Complete the word searches. | Children create their own flashcards and signs using a variety of media. Display around the school.  Weekly Spelling Test. |
| **Plenary** | Share stories.  Think of other contexts for the word **theme**. | Whisper a code word (which has a soft **c**) to each child to repeat at home time. Ideally, children write this on a piece of paper to take home. | Children put their notes in an envelope and post. Watch the video again – put two arms in the air when an o-e word is heard. | Sing the ‘Having a Good Time’ song to reinforce **i-e** words. | Sing the song ‘I Wrote a Note’ to reinforce the **o-e** words. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **from help back will animal**  **animal** – point out that the **al** in animal is making an **ul** sound | **First 100 HFWs**  **this that then them with** | **First 100 HFWs**  **with went** | **First 100 HFWs**  **children just off** | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 6| u-e, u-e, ar**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the u-e, u-e and ar graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: made, make, came, like, time, by, my, I, I’m, into, too, don’t.** | **Can they recognise the u-e, u-e and ar graphemes?**  **Can they blend the u-e, u-e and ar graphemes and other graphemes to read words?**  **Can they segment the u-e, u-e and ar graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: made, make, came, like, time, by, my, I, I’m, into, too, don’t.** | | | | | | |
| **Week 6** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **e-e i-e o-e** graphemes learnt last week. | Recap the **u-e** long **oo** grapheme by sharing The Rules from yesterday’s group work.  Recap **made make came**. | Recap the **u-e** long U grapheme by reading through the flashcards.  Recap **like time my by**. | Recap the **ar** words by singing the **ar** song. | Use the flashcards to review the graphemes taught this week.  Review the class display of HFWs and the HFW chart.  Review HFWs - **made make came like time by my I I’m** |
| **Teach**  Teach new graphemes. | Teach the **u-e** grapheme that makes the long Cool Blue **oo** sound.  Introduce the grapheme with the PowerPoint.  Action: **oo** round mouth.  Listen to the song ‘The Rules’.  Jump with the **u-e** words.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **u-e** grapheme that makes the long **U** sound.  Introduce with the **u-e** PowerPoint.  Action: Pointing You!  Look at how the past tense is formed.  Sing the song ‘U-Hoo is a Really Friendly Guy’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ar** grapheme.  Introduce the grapheme with the **ar** PowerPoint.  Action: Tricky Witch’s wand  Look at the different sounds of **ed** shown in the PowerPoint.  Watch the video ‘Just a Little Bit of Magic’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **u-e** which makes the **oo** and U sound and the **ar** grapheme. |
| **Main Activity**  Reading and writing words with the new grapheme. | On large pieces of paper, write ‘The Rules’ – either single words or sentences.  Make the words stand out.  Add the **u-e** pictures. | Using **u-e** words, complete the character profile for  U-Hoo. | Word-Picture Match Treasure Download the activity. Children play the Word-Picture Match Treasure Hunt. Tricky Witch challenges the children to find the hidden pictures and words in the room and match them together. Children record the pairs found by writing the **ar** words on the Record Sheet. | Talk about ‘alien’ nonsense words. Introduce ‘alien’ nonsense words. Play flashcard activities using  - **u-e oo** and **ar** words.  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | Share and display the finished word. Repeat ‘The Rules’ rap. | Sing the Song ‘U-Hoo is a Really Friendly Guy’ to reinforce **u-e** words. Share the character profiles. | What did the children find? Did each group find and match the pictures? Could they read and write the **ar** words Sing the song again. | Sing the song ‘U-Hoo is a Really Friendly Guy’ to reinforce the **u-e** grapheme. | Sing the song ‘The Rules’ to reinforce the u-e grapheme. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **made make came** | **First 100 HFWs**  **like time by my** | **First 100 HFWs**  **I I’m** | **First 100 HFWs**  **into too don’t** | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 7| ee, Suffixes ing/ed**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ee grapheme.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **Practice adding ing and ed suffixes.**  **HFW: see, day, very, have, when, out, about, people.** | **Can they recognise the ee grapheme?**  **Can they blend the ee graphemes and other graphemes to read words?**  **Can they segment the ee grapheme and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can add the ing and ed suffixes appropriately.**  **Can they spell the HFWs: see, day, very, have, when, out, about, people?** | | | | | | |
| **Week 7** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **u-e u-e ar** graphemes learnt last week. | Use the flashcards to recap the **ee** words.  Recap **oh no don’t**. | Use the PowerPoint to recap the different **ed** sounds.  Recap **have when**. | Recap the **ee** words by singing the **ee** song. | Use the flashcards to review the graphemes taught this week.  Review the class display of HFWs and the HFW chart.  HFWs **see day very have when about out**. |
| **Teach**  Teach new graphemes. | Teach the **ee** grapheme. Introduce the grapheme with the PowerPoint.  Action: E Smiley face.  Watch the video ‘Meet Me at the Green Tree’ - children clap when they hear an **ee** word.  Follow the PowerPoint to show that suffixes **ing** and **ed** are simple additions.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the spelling rule – adding **ing**/**ed**. **Lesson 1**  Introduce the rule with the PowerPoint. Focus on the difference in pronunciation of **ed** (**d**, **t** and **id**).  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the spelling rule – adding **ing**/**ed**. **Lesson 2**  As a class, read through the flashcards provided and add the **ed** suffix. What sound does the **ed** ending make? | Review the spelling rule and the **ee** grapheme.  Use the flashcards to review these. |
| **Main Activity**  Reading and writing words with the new grapheme. | Use the ‘Letter to Miss Oh No’ template to write a letter from Green Froggy using **ee** words. | Changing the verb to the past tense in Miss Oh No’s diary. | Write a diary for a chosen monster at Monster Phonics school. Include words shown on the flashcards and write in the past tense. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **ee** and **ing/ed** words  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | Watch the video again. This time, children spread their fingers wide and wave their hands like a tree when they hear an **ee** word. | In pairs, children take turns to suggest a verb, which their partner changes to the past tense, giving the pronunciation and suffix. | Which verbs have an **ed** suffix which makes a **t** sound? | Sing ‘A Little Bit of Magic’ to reinforce the **ar** grapheme. | Sing the song ‘Having a Good Time’ to reinforce the **i-e** grapheme. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **see day very** | **First 100 HFWs**  **have when** | **First 100 HFWs**  **about out** | **First 100 HFWs**  **people** | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 8| Assess, ea, ea**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ea grapheme (long E) and ea grapheme (silent a).**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: down, now, look, looked, asked, could, saw, all.** | **Can they recognise the ea grapheme (long E) and ea grapheme (silent a)?**  **Can they blend the ea grapheme (long E) and ea grapheme (silent a) to read words?**  **Can they segment the ea grapheme (long E) and ea grapheme (silent a) and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: down, now, look, looked, asked, could, saw, all?** | | | | | | |
| **Week 8** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **ee** grapheme and +**ing** +**ed** rule from last week. | Recap any required learning that is immediately apparent in the assessment.  Recap **down now** | Use the flashcards to recap the **ea** long E words.  Recap **look looked asked**. | Read the words on the leaves on PowerPoint **ea** to recap the **ea** (silent **a**) words. | Use the flashcards to review the graphemes taught this week.  Review the class display of HFWs and the HFW chart.  Review HFWs **down now look looked asked could saw all** |
| **Teach**  Teach new graphemes. | **Formative assessment**  Set 2 graphemes – **a-e e-e i-e o-e u-e u-e ar ee**. Download the assessment from the Assessment section at the top of the Year 1 resources page. The class write dictations on separate lined paper. Record results as a Word document or print out. | Teach the **ea** Long E. grapheme. Introduce the grapheme with the PowerPoint.  Action: E Smiley face.  Play the animation ‘If I was’. Ask the children to spot and remember as many **ea** words as possible.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ea** (silent a) grapheme. Introduce the grapheme with the PowerPoint.  Action: Fingers to your lips, ghost letter **a** makes no sound.  Watch the video ‘Ghost Dog Feather’- children jump when they hear an **ea** word.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the **ea** and **ea** graphemes. |
| **Main Activity**  Reading and writing words with the new grapheme. | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This assesses the ability to form the simple past tense and plurals as well as the set 1 graphemes. | Play the Lily Pad board game. Children record the **ea** words that their character lands on, either on whiteboard, paper on an iPad drawing app. Write in colour-code. | Each child to create an **ea** book by writing sentences to match pictures. Display these books for later consolidation. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **ee** and **ea** words  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. | Sing the song ‘If I was’, jumping each time an **ea** word is sung. | Share the **ea** books. Sing the ‘Ghost Dog Feather’ song. | Sing ‘If I was’ to reinforce the **ea** grapheme. | Sing the song ‘Play Away’ to reinforce the **ay** grapheme. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **down now** | **First 100 HFWs**  **look looked asked** | **First 100 HFWs**  **could** | **First 100 HFWs**  **saw all** | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 9| er, ir, ur**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the er, ir and ur graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: Mr, Mrs, what, their, little, called.** | **Can they recognise the er, ir and ur graphemes?**  **Can they blend the er, ir and ur graphemes and other graphemes to read words?**  **Can they segment the er, ir and ur graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: Mr, Mrs, what, their, little, called?** | | | | | | |
| **Week 9** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **ea ea** graphemes from last week. | Use the flashcards to recap the **er** words.  Recap **oh no don’t**. | Use the flashcards to recap the **ir** words.  Recap **have when**. | Recap the **ur** words by reading words on the PowerPoint. | Use the flashcards to review the graphemes taught this week.  Review the class display of HFWs and the HFW chart.  HFWs **Mr Mrs their little what called**. |
| **Teach**  Teach new graphemes. | Teach the **er** grapheme. Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Show the difference in articulation between stressed and unstressed **er**.  Read the examples and Tricky Witch’s Mint Poem.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ir** grapheme. Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Watch the video ‘Tricky Witch Birthday Girl’. How many ir words can they recall at the end of the song?  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ur** grapheme. Introduce the grapheme with the PowerPoint.  Action: Black Cat walking.  Read the **ur** words.  The Black Cats Sam and Mel are getting married. Listen to the song ‘A Burp in Church’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the spelling rule. |
| **Main Activity**  Reading and writing words with the new grapheme. | The class search for the mint packets to add to the missing mints in the **er** poem. Record the words on the record sheet. If possible, have gold metallic pens to write the **er** grapheme. | Download the activity. Tricky Witch wants to make a new birthday cake to say sorry for ruining the cake mix! She doesn’t have time to bake a cake so she wants to cast a spell instead. Ask the children to complete the spell for i**r**. The spells can be later collated to make the Magic Monster Spellbook. | Complete the **ur** worksheet. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **er ir** and **ur** words  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | Pairs take turns to read out their record of **er** words or their **er** poem. | Share the **ir** spells. Can anyone remember another **ir** word from the story? | Page 10 of the PowerPoint – click only once. Can anyone guess the **ur** word (hurt)? | Sing ‘A Little Bit of Magic’ to reinforce the **ar** grapheme. | Sing the song ‘Having a Good Time’ to reinforce the **i-e** grapheme. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  **Mr Mrs** | **First 100 HFWs**  **their little** | **First 100 HFWs**  **what** | **First 100 HFWs**  **called** | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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|  | **Year 1 | Term 1 | Week 10| oo, oo, oa**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the oo, oo and oa graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW: revise the first 100 HFWs.** | **Can they recognise the oo, oo and oa graphemes?**  **Can they blend the oo, oo and oa graphemes and other graphemes to read words?**  **Can they segment the oo, oo and oa graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the first 100 HFWs?** | | | | | |
| **Week 10** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **er ir ur** graphemes from last week. | Use the PowerPoint to recap the **oo** words. Has anyone managed to add to the zoo display?  Recap chosen HFWs from yesterday. | Use the flashcards to recap the **oo(u)** words.  Recap chosen CEWs from yesterday. | Use the PowerPoint to recap the **oa** words. | Use the flashcards to review the graphemes taught this week.  Review the class display of HFWs and the HFW chart. |
| **Teach**  Teach new graphemes. | Teach the **oo** grapheme. Introduce the grapheme with the PowerPoint.  Action: **oo** round mouth.  Read the **oo** words. Play Guess the Window.  Watch the video ‘At the Zoo’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **oo (u)** grapheme. Introduce the grapheme with the PowerPoint.  Action: Tricky Witch’s wand.  Read the story ‘Looking for a Good Book’ with children recording **oo** words on whiteboards.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **oa** grapheme. Introduce the grapheme with the PowerPoint.  Action: Surprised Oh!  Watch the video ‘Going to Score Some Goals at Football’.  Read the **oa** words, look at how to add **ing** and **ed**.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **oo oo(u)** and **oa**. | Review the HFWs learnt so far. |
| **Main Activity**  Reading and writing words with the new grapheme. | Play the matching **oa** cards game. Children record **oa** words on their record sheets. | Create several book covers using **oo** words. | Complete the At the Zoo Labelling worksheet.  At the Zoo Cut & Paste and  At the Zoo Reading sheets are available for support. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **oo oo(u)** and **oa** words  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | Ask the children to bring in **oo** animal toys to make a 3D At the Zoo **oo** display. | Use the flashcards to recap the **oo** words. | Watch the video and sing the song to reinforce the **oa** words. | Sing ‘At the Zoo’ song to reinforce the **oo** grapheme. | Sing ‘A Burp n Church’ to reinforce the **ur** grapheme. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **First 100 HFWs**  All of the HFW (except the simple 2 and 3 letter words) have now been taught.  Now review all HFWs using the class display and the HFW chart. | **First 100 HFWs**  Review the class display of HFWs and the HFW chart. | **First 100 HFWs**  Review the class display of HFWs and the HFW chart. | F**irst 100 HFWs**  Review the class display of HFWs and the HFW chart. | **Homework**  Send home **Year 1A Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 11| Suffixes er/est, Assess, oe**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the oe grapheme.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **Practice adding the er and est suffixes.**  **200 HFW**  **more, horse, gone, live, would, school, soon, food, room** | **Can they recognise the oe grapheme?**  **Can they blend the oe grapheme and other graphemes to read words?**  **Can they segment the oe grapheme and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they add the er and est suffixes appropriately?**  **Can they spell the first 100 HFWs?** | | | | | | |
| **Week 11** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap **the oo oo(u)** and **oa** graphemes from last week. | Recap the **er** and **est** suffix rules and purpose. | Recap any required learning that is immediately apparent in the assessment. | Recap the **oe** words by singing the ‘Toe Dance’ song. | Use the Year 1 CEWs PowerPoint (Grouped by Sound).  Review the HFWs and CEWs learnt so far. |
| **Teach**  Teach new graphemes. | Spelling Lesson – adding suffixes **er** and **est** to adjectives.  Explain why it is useful to add **er** to compare qualities.  and to add **est** to describe highest quality or  order.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | **Formative assessment**  Set 3 graphemes – **ea er ir ur oo oa**. Download the assessment from the Assessment section at the top of the Year 1 resources page. The class write dictations on separate lined paper. Record results as a Word document or print-out. | Teach the **oe** grapheme. Introduce the grapheme with the PowerPoint.  Action: Surprised Oh!  Point out how rare this grapheme is that that is occurs in some plurals.  Sing the ‘Toe Dance’ song to the tune of ‘Hokey Cokey’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the spelling rule.  HFWs see day very have when about out. |
| **Main Activity**  Reading and writing words with the new grapheme. | Choose either Angry Red A or Yellow I and describe their best qualities.  Use the Better and Best sheet for ideas. | If possible, work in groups with more than one adult to ensure that all children have enough time. Read out each of the eight dictations in turn. This assesses the ability to add suffixes **s** and **ing**. | Write own action song to the same tune, using **oe** words. | Introduce ‘alien’ nonsense words. Play flashcard activities using:  - **oe** and **er/est** words  Complete the word searches. | Weekly Spelling Test. |
| **Plenary** | In pairs, children take turns to suggest an adjective with  their partner, choosing either to add **er** or **est** to say  that they have more or the most. This also applies to diminutive quantities, e.g. **smaller, smallest**. | Ask for feedback on the assessment – children to talk about the spellings and rules that they have learnt. | Either in groups or as a whole class, share performances. | Sing ‘A Little Bit of Magic’ to reinforce the **ar** grapheme. | Sing the song ‘Having a Good Time’ to reinforce the **i-e** grapheme. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **Next 100 HFWs**  **more, horse, gone, live** | **Next 100 HFWs**  **would** | **Next HFWs**  **school**. | **Next 200 HFWs**  **soon, food, room** | **Homework**  Send home **Year 1A and 1B Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

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| **Year 1 | Term 1 | Week 12| ou, ow, ow**   |  |  | | --- | --- | | **Learning Objective/Success Criteria** | **Assessment** | | **Teach the ou, ow and ow graphemes.**  **Practise blending for reading.**  **Practise segmenting for spelling.**  **Practise blending to read sentences.**  **Practise segmenting to write sentences.**  **HFW:** **play, way, say, may, away, been, need, keep, feet, snow. grow, window, know** | **Can they recognise the ou, ow and ow graphemes?**  **Can they blend the ou, ow and ow graphemes and other graphemes to read words?**  **Can they segment the ou, ow and ow graphemes and other graphemes to spell words?**  **Can they blend to read sentences?**  **Can they segment to write sentences?**  **Can they spell the HFWs: play, way, say, may, away, been, need, keep, feet, three, tree, trees, green?** | | | | | | |
| **Week 12** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Review**  Revisit previously learned graphemes. | Recap the **er/est** suffix ruleand **oe** grapheme from last week. | Use the PowerPoint to recap the **ou** words. Did anyone play the game at home?  Recap **play way say may away**. | Use the flashcards to recap the **ow** words.  Recap **been need keep feet**. | Use the flashcards to recap the **ow** grapheme. | Use the flashcards to review the graphemes taught this week.  Add the next HFW flashcard to a new display for the Next 200 HFWs. Display the Next 200 HFW Chart.  Recap **play way say may away been need keep feet snow grow window know** |
| **Teach**  Teach new graphemes. | Teach the **ou** grapheme. Introduce the grapheme with the PowerPoint.  Action: Ouch!  Read the **ou** words.  Watch the video ‘A Loud Sound’.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ow** grapheme. Introduce the grapheme with the PowerPoint.  Action: Ouch!  Watch the ‘Brown Owl and her Friend Brown Cow’ video. How many **ou** words can they recall? Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Teach the **ow** long O grapheme. Introduce the grapheme with the PowerPoint.  Action: Surprised Oh!  Play Guess the Window.  Call out the action song that is on each page of the PowerPoint, adding actions.  Choose 2 words to dictate and ask the children to Quick Write these onto whiteboards. | Review the graphemes **ou** and **ow**. |
| **Main Activity**  Reading and writing words with the new grapheme. | Play the **ou** board game. Children to write down words or pictures that they have landed on, on the record sheet. | Download the activity. Ask the class to use this to create a matching card game by writing the 2 sets of **ow** words in colour-code on the blank side of the card templates. Children play the game by taking turns to turn over a pair of cards. If the words match, they keep the pair. If they don’t, they turn the cards back over. The winner is the player with the most cards. | Reading task – match the pictures the **ow** labels.  Writing task – write a sentence under each picture. | Complete the **ow** and **ou** word searches. | Weekly Spelling Test. |
| **Plenary** | Sing along to ‘The Loud Sound’. | What **ow** words can the class recall? | Repeat the ‘I Have a Puppy’ action chant. | Sing ‘The Loud Sound’ song to reinforce the **ou** grapheme. | Repeat the ‘I Have a Puppy’ action chant. |
| **HFWs**  Refer to the HFW charts and flashcards under the HFW/CEW tab.  Highlight features, graphemes, silent and tricky letters. | **Next 200 HFWs**  **play way say may away** | **Next 200 HFWs**  **been, need, keep, feet** | **Next 200 HFWs**  **Snow grow** | **Next 200 HFWs**  **window, know** | **Homework**  Send home **Year 1B Spelling Log Book**  - tick words to learn for next week’s test.  - add any HFW/CEW/words commonly misspelt to the ‘My Words’ section. |

**![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.