

# LCP

## Phonics Planning 2<sup>nd</sup> Edition

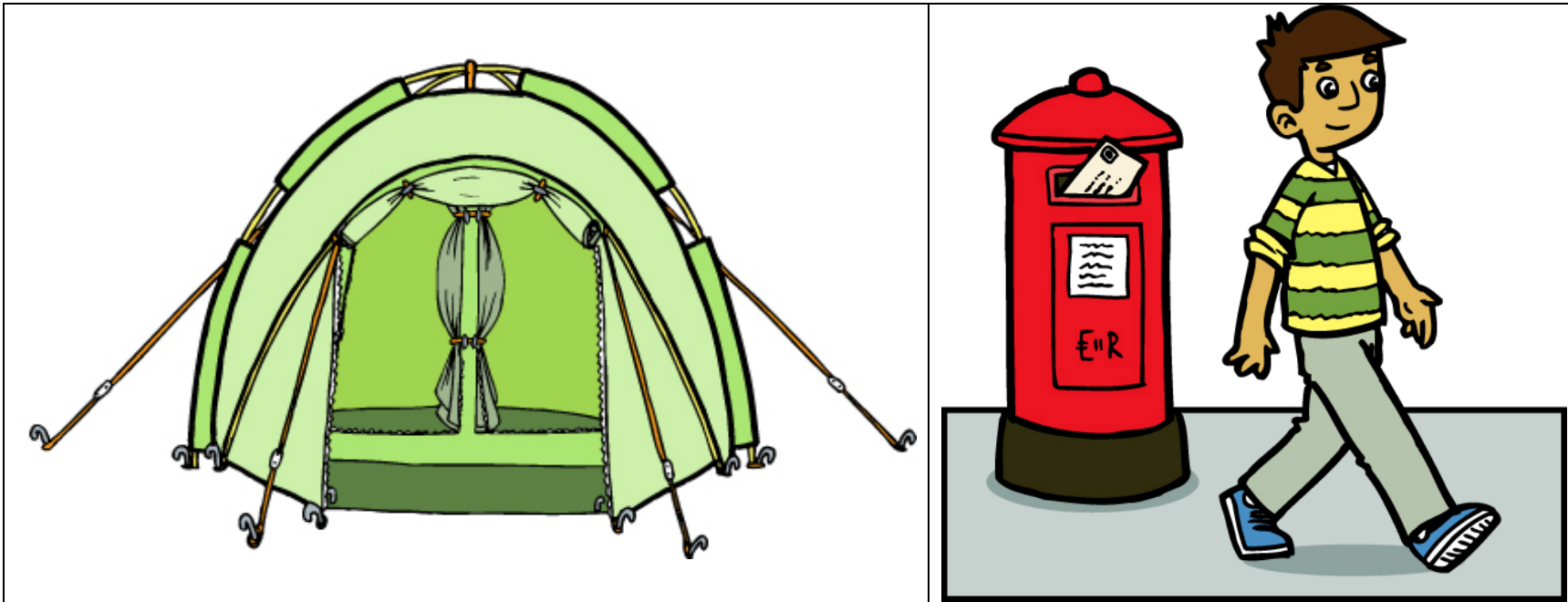
### Overview

Phase	Aspect	Activity
Phase 1	Aspect 1	<p><b>Environmental sounds</b></p> <p><i>Main purpose:</i></p> <p>To develop the children's listening skills and awareness of sounds in the environment (Tuning into sounds – TIS).            Further development of vocabulary and children's identification and recollection of difference between sounds (Listening and remembering sounds – LRS).            To make up simple sentences and talk in greater detail about sounds (Talking about sounds – TAS).</p>
Phase 1	Aspect 2	<p><b>Instrumental sounds</b></p> <p><i>Main purpose:</i></p> <p>To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS).            To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS).            To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS).</p>
Phase 1	Aspect 3	<p><b>Body percussion</b></p> <p><i>Main purpose:</i></p> <p>To develop awareness of sounds and rhythms (Tuning into sounds – TIS).            To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS).            To talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS).</p>
Phase 1	Aspect 4	<p><b>Rhythm and rhyme</b></p> <p><i>Main purpose:</i></p> <p>To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS).            To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS).            To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).</p>
Phase 1	Aspect 5	<p><b>Alliteration</b></p> <p><i>Main purpose:</i></p> <p>To develop understanding of alliteration (Tuning into sounds – TIS).            To listen to sounds at the beginning of words and hear the differences between them (Listening and remembering sounds – LRS).            To explore how different sounds are articulated, and to extend understanding of alliteration (Talking about sounds – TAS).</p>
Phase 1	Aspect 6	<p><b>Voice sounds</b></p> <p><i>Main purpose:</i></p> <p>To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS).            To explore speech sounds (Listening and remembering sounds – LRS).            To talk about the different sounds that we can make with our voices (Talking about sounds – TAS).</p>

Phase 3 - Week 3					
Objectives and criteria for success:					
Learn and practise letters/sounds zz qu p81.		Practise all previously learned GPCs.			
Point to the letters in the alphabet while singing alphabet song p80.		Practise blending for reading p85–88.			
Practise segmentation for spelling p88–91.		Practise reading high frequency words learned so far.			
Read and write sentences using set 1 to 6 letters and no, go, the, and, to, I.		Teach reading the high frequency words are, you p91–93.			
Practise reading and writing captions and sentences p 95–98.		Teach children how to find a capital letter.			
	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs learned so far using flashcards p82. Play Musical Statues (Appendix 2) to practise the alphabet.	Teach children that each little (or lower case) letter has a corresponding capital letter. Briefly explain when these are used. Now show children how to find a capital letter from an alphabet frieze/card.	Play Finding a Capital (Appendix 3) as a class and then in pairs.	Play Quickwrite capitals (Appendix 4) with alphabet cards/ frieze on display for the children.	Give the sound when shown any Phase 2 letter, and the Phase 3 letters learned so far.
Tue	Play Quickwrite capitals (Appendix 4). Read through high frequency words learned so far p92.	Introduce the concept of digraphs – that two letters make one sound ( so you don't have to sound out each letter) Recap the digraphs they know so far: <b>ck, ff, ll</b> and <b>ss</b> .	Segmenting for spelling with previously learned digraphs. Remind the children that both letters go in one box because they represent one sound. Phoneme frame p88: <b>sell, kiss, neck, huff</b> .	Play Countdown p86 with the words: <b>tell, miss, duck, puff, fill, loss, tick</b> .	Find any letter (upper or lower case), from a display, when given the sound or letter name.  Write each letter correctly when following a model
Wed	Recall all GPCs learned so far using flashcards p82. Sing alphabet song and point to letters p80.	Teach reading <b>are, you</b> p91. Teach 'zz' using phonics scheme (or p81 of L&S). Remind children that they only sound this once because in a digraph both letters together make one sound.	Segmenting for spelling: Quickwrite words p89: <b>buzz, fizz, jazz, fuzz</b> .	Blending for reading: Matching words and pictures p87 <b>buzz, fizz, zip</b> .	Be able to blend and segment in order to read and spell (using magnetic letters) VC words <b>ox</b> , CVC words <b>chip, shin, tang, thin</b> , and silly words <b>thip, jang</b> .
Thu	Play Quickwrite words p89 using the high frequency words <b>no, go, the, and, to, I</b> .	Teach 'qu' using phonics scheme (or p81 of L&S). Explain that although it may sound like 'kw' or 'cw' words never start with these spelling patterns.*	Segmenting for spelling: Quickwrite words p89: <b>quiz, quit, quick, quack, quid</b> .	Matching game (Appendix 5). Picture of a bee and the following captions: The bee went buzz. The duck went quack.	
Fri	Recall all GPCs learned so far using flashcards p82.Sing alphabet song and point to letters p80	Segmentation for spelling:Full circle p90 using the words: <b>quack, quick, tick, tin, bin, bun, buzz, fuzz, fun, fan, tan, tack</b> .	Play Buried Treasure p87 with the words <b>quit, quep, fuzz, guck, kess, miss</b> .	Shared reading p97.  Read <b>are, you</b> p91.	Be able to spell the tricky words <b>the, to, I, no, go</b> .

# Can a clock get cross?

(Pictures for the captions: 'I camp in a tent' and 'I sent it in the post'.)



## Phase 5 - Week 13

*Objectives and criteria for success:*

Alternative pronunciations for **ou** and **e** p136.

Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.

Practise reading and spelling high frequency words p141 and p148.

Practise reading and writing sentences p142 and p149.

Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned p136.

Teach reading the words **laughed**, **over** p141.

Practise reading and spelling polysyllabic words p142 and p149.

	Revisit and Review	Teach	Practise	Apply	Assessment
Mon	Recall all GPCs from phase 3 and so far in Phase 5.	Teach reading high frequency word <b>laughed</b> p141. Review pronunciation of 'ou' as in <b>out, about, cloud, sound</b> . Teach alternative pronunciation of 'ou'. Use the guidance on p136 on how to teach this. Read the following words: <b>you, soup, group</b> .	Practise spelling 'ou' words: <b>you, soup, group, troupe</b> .	Make up as many sentences as possible with these words.	Give the sound when shown any grapheme that has been taught. For any sound given, write the common graphemes.
Tue	Practise reading high frequency words p141 and spelling tricky words so far in Phase 5 p148.	Teach reading high frequency word <b>over</b> p141. Teach alternative pronunciation of 'ou'. Use the guidance on p136 on how to teach this. Read the following words: <b>mould, shoulder, boulder</b> .	Practise spelling <b>mould, shoulder, boulder</b> .	Reading sentences p142: There are too many boulders.	Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
Wed	Recall all GPCs from phase 3 and so far in Phase 5.	Practise spelling tricky words from p194. Play Phoneme spotter p145, but adapt to look for different pronunciations of 'ou'. Compile lists of different pronunciations.	Play Best bet p147, using words collected from Phoneme spotter game and adapt to putting different pronunciations of the same spelling into different boxes.	Writing sentences p149: Can I have some soup?	Be able to blend and segment in order to read CVC words. Read and spell phonically decodable two-syllable and three-syllable words.
Thu	Practise reading high frequency words p141 and spelling tricky words so far in Phase 5 p148.	Review pronunciation of 'e' as in <b>bed, net, best</b> . Teach alternative pronunciation of 'e' p153. Use the guidance on p136 on how to teach this. Read the following words: <b>he, she, be, we, me</b> .	Practise spelling polysyllabic words p149: <b>recent, decent, region</b> .	Reading sentences p142: He is a decent man.	Read automatically all the words in the list of 100 high frequency words.
Fri	Recall all GPCs from phase 3 and so far in Phase 5.	Play Buried treasure p115: <b>wout, soup, we, le, out</b> .	Inventing words (Appendix 3). Put these words into sentences for the next activity.	Reading sentences p142: Children read one another's sentences containing their invented words.	Accurately spell most of the words in the list of 100 high frequency words.