

Phase 4		Toucans and Cockatiels 4 lessons per week			week beginning 1 st June
	Revisit and review	Teach	Practise	Apply	Assessment
21	Practise recognition and recall of Phase 2 and 3 GPCs	Teach children about syllables	Clap out the names of the children in the class.	Ask children to think of a word with 1 syllable. Check with a partner. Repeat for 2 syllables. Then try 3 syllables.	Give the sound when shown any Phase 2 and 3 grapheme. Find any Phase 2 or 3 grapheme, from a display, when given the sound.
22	Choose a nursery rhyme and clap out the syllables together.	Spend the lesson today playing the syllable games.			Be able to blend and read words containing adjacent consonants.
23	Practise recognition and recall of Phase 2 and 3 GPCs	Teach reading tricky word were . Teach children about words with two syllables. pocket, rabbit, thunder, panda, picnic.	Spelling two-syllable words, pondweed, handstand, helper, desktop.	Reading sentences Yes/no questions Are you afraid of thunder? Can a spoon have a sandwich? Do trains run in a sandpit?	Be able to segment and spell words containing adjacent consonants. Be able to read the tricky words said, so, have, like, some, come, there, when, what, were, little, one.
24	Practise reading and spelling all high frequency words learned so far in this phase.	Teach reading tricky word little . Blending for reading two-syllable words, softest, sandwich, shelving.	Spelling two-syllable words, driftwood, lunchbox, shelter.	Writing sentences. They have a lunchbox.	Be able to spell the tricky words he, she, we, me, be, was, you, they, are, my, her, all.

Syllables

Teach children that syllables are like beats in words (it is *not* the same as sounding out). Model how to clap words of different syllables and ask children to count the beats. Clap children's names. How many syllables do they have in their names? Play the game below.

Food syllables. Put numbers 1, 2, 3, 4+ around the room. Model how to play by giving the name of a type of food e.g. sandwich. Say it aloud and clap it out then go to the number which corresponds with the number of syllables. Do this a few times. When they are used to the game ask questions such as: What is your favourite sandwich filling? What is your favourite ice-cream flavour? The children will go to different numbers. Ask the children to give their answer and clap out to check they are at the right number. Try asking questions such as "if my favourite flavour ice-cream is vanilla can I stand under the number two?" When children are really confident you can ask them to guess a child's answer purely by the number they are standing under. You can adapt this to other things such as animals, superheroes, transport etc.