

Phase 4		Toucans and Cockatiels 4 lessons per week			week beginning 8th June
	Revisit and review	Teach	Practise	Apply	Assessment
25	Practise recognition and recall of Phase 2 and 3 sounds.	Teach reading tricky word one . Blending for reading two-syllable words, sandpit, starlight, packet .	Spelling two-syllable words, freshness, floating, shampoo, helpdesk .	Reading sentences: I kept bumping into things in the dark.	Give the sound when shown any Phase 2 and 3 grapheme.
26	Practise reading and spelling all high frequency words learned so far in this phase.	Teach spelling all . Blending for reading (two-syllable words): Buried treasure, lunchbox, stusting, crinkbig, giftbag, shampooing, hilpstog .	Spelling two-syllable words, shampoo, handstand, twisting .	Writing sentences, I must not tramp on the flowers.	Find any Phase 2 or 3 grapheme, from a display, when given the sound. Be able to blend and read words containing adjacent consonants.
27	Practise recognition and recall of Phase 2 and 3 sounds.	Blending for reading two-syllable words, drinking, thank you, thundering, crunching, desktop .	Spelling two-syllable words, printer, shrinking, treetop .	Shared reading.	Be able to segment and spell words containing adjacent consonants.
28	Practise reading and spelling all high frequency words learned so far in this phase.	Teach reading tricky word do . Teach how to read words with more than two adjacent consonants. Play Snowball Sounds: splash, spring, strap .	Segmentation for spelling: Play Filling in the Blanks: stress, splat .	Reading sentences Yes/no questions, Do you like to splash in the bath? Is it winter? Are you strong?	Be able to read the tricky words said, so, have, like, some, come, there, when, what, were, little, one . 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.