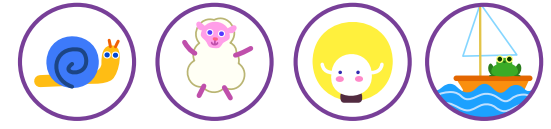


Chapter 3, Set 2

(/ai/, /ee/, /igh/, /oa/)

Weekly Overview



Recap – 5 mins Introduction – 5 mins Whole Group – 5 mins Independent – 10 mins Plenary – 5 mins

	1. Gail the Snail	2. Dee the Sheep	Bright the Night Light	4. Boaty the Toad	5. Consolidation
Focus	<ul style="list-style-type: none"> To identify 'ai'/ai/ GPC To say the /ai/ phoneme when presented with the 'ai' grapheme To form lower-case 'a' and 'i' graphemes To recognise that 'ai' is a digraph 	<ul style="list-style-type: none"> To identify 'ee'/ee/ GPC To say the /ee/ phoneme when presented with the 'ee' grapheme To form lower-case 'e' grapheme To recognise that 'ee' is a digraph To read the HFW 'see', 'he', 'she', 'we', 'be', 'me' 	<ul style="list-style-type: none"> To identify 'igh'/igh/ GPC To say the /igh/ phoneme when presented with the 'igh' grapheme To form lower-case 'i', 'g' and 'h' graphemes To recognise that 'igh' is a trigraph To read the HFW 'my' 	<ul style="list-style-type: none"> To identify 'oa'/oa/ GPC To say the /oa/ phoneme when presented with the 'oa' grapheme To form lower-case 'o' and 'a' graphemes To recognise that 'oa' is a digraph 	<ul style="list-style-type: none"> To identify Ch3, Set 2 GPC To say the correct phoneme when presented with a Ch3, Set 2 grapheme To read the Ch3, Set 2 HFW To form lower-case graphemes for Ch3, Set 2 To begin to write decodable words
Recap	<ol style="list-style-type: none"> Recap short vowel GPC Write the HFW – 'on', 'got' 	<ol style="list-style-type: none"> Write lower-case grapheme when shown corresponding upper-case Environmental Sounds (Resource 8) 	<ol style="list-style-type: none"> Recap Ch2, Set 1–8 Recap Ch3, Set 1 HFW 	<ol style="list-style-type: none"> Write the graphemes for /ai/, /ee/ and /igh/ Initial Phonemes (Resources 23–24) 	<ol style="list-style-type: none"> Recap vowels and consonants using Ch2, Set 1–2 flashcards, HFW – Whispering HFW Walk
Introduction	<p>See – Gail the snail Sound – /ai/ Name – 'Ay' and 'Eye' Action – Fist on top of flat hand, wiggle flat hand – like a snail</p>	<p>See – Dee the sheep Sound – /ee/ Name – 'Ee' and 'Ee' Action – Stretch out arms above head as if sleepy HFW – 'see', 'he', 'she', 'we', 'be', 'me'</p>	<p>See – Bright the night light Sound – /igh/ Name – 'Eye', 'Jee' and 'Aitch' Action – Jazz hands and scared face HFW – 'my'</p>	<p>See – Boaty the toad Sound – /oa/ Name – 'Oh' and 'Ay' Action – Open and close fist in front of throat</p>	<p>Recap GPC: 'ai'/ai/, 'ee'/ee/, 'igh'/igh/ and 'oa'/oa/ (See, Sound, Name, Action) Recap HFW: 'see', 'he', 'she', 'we', 'be', 'me', 'my'</p>
Whole Group	<p>Story – 'Gail the Snail' Formation – Around Anna's head and down to her toes / Down Indy's tongue to tickle her tail and bop her on the nose Song – 'Gail the snail' (Resource 1) Decodable Words – 'aim', 'drain', 'pigtail'</p>	<p>Story – 'Dee the Sheep' Formation – From Ellis' beak, around her eye and down to tickle her nose. Song – 'Dee the sheep' (Resource 9)</p>	<p>Story – 'Bright the Night Light' Formation – Down Indy's tongue to tickle her tail and bop her on the nose / Around Grey's head, then down to scoop up her beard / From the top of Haz's head to her toes, then up and over her body to her tail Song – 'Bright the Night Light' (Resource 16) Decodable Words – 'high', 'thigh', 'flight', 'highland'</p>	<p>Story – 'Boaty the Toad' Formation – All the way around Ollie / Around Anna's head and down to her toes. Song – 'Boaty the Toad' (Resource 25) Decodable Words – 'oak', 'coach', 'loath', 'boatman'</p>	<p>Reading – Chapter 3, Set 2 decodable words Sentence Dictation – 'a toad on a train' (Resources 33–35)</p>
Independent Activity	<p>Snail Trail: Simplify – Resource 2 Expect – Resource 3 Extend – Resource 4</p>	<p>Fill the Gaps: Simplify – Resource 10 Expect – Resource 11 Extend – Resource 12</p>	<p>Phoneme Spotter: Simplify – Resource 17 Expect – Resource 18 Extend – Resource 19</p>	<p>Which Word?: Simplify – Resource 26 Expect – Resource 27 Extend – Resource 28</p>	<p>Say It, Stretch It, Sound It, Scribe It, (Images on Resource 36) Simplify – Resource 37 Expect – Resource 38 Extend – Resource 39</p>
Plenary	<p>Recap flashcard – 'ai'/ai/ Hear the /ai/ – Read page 8 from 'Gail the Snail' story book Position of /ai/ – 'aim', 'aid', 'wait', 'braided', 'aimless' Writing – 'gain', 'faith' <ul style="list-style-type: none"> Praise and address misconceptions. What Next? – Dee the sheep </p>	<p>Recap flashcard – 'ee'/ee/ How many /ee/? – 'Lee the bee hurt his cheek on some toffees'. Read HFW – 'he', 'she', 'we', 'be', 'me' Writing – 'meet', 'weep', 'teeth' <ul style="list-style-type: none"> Praise and address misconceptions. What Next? – Bright the night light </p>	<p>Recap flashcards – 'igh'/igh/ Odd one out – 'might', 'sight', 'disagree', 'flight', 'tonight' Writing – 'sigh', 'tight', 'bright' Reading – check words <ul style="list-style-type: none"> Praise and address misconceptions. What Next? – Boaty the toad </p>	<p>Recap flashcards – 'oa'/oa/ Hear the /oa/ – Boaty the Toad song (Resource 25) Position of /oa/ – 'oak', 'goal', 'oats', 'roast', 'toast' Writing a caption – Resource 29 <ul style="list-style-type: none"> Praise and address misconceptions. What Next? – Recap </p>	<p>Recap flashcards – 'ai'/ai/, 'ee'/ee/, 'igh'/igh/ and 'oa'/oa/ HFW – 'see', 'he', 'she', 'we', 'be', 'me', 'my' Identify focus phoneme – sentences Caption – Resource 40 <ul style="list-style-type: none"> Praise and address misconceptions. What Next? – Huey the statue </p>
Resources	<p>Resources 1–4, Flashcards: Ch2, Set 1–7 and 'ai'/ai/ (Ch3, Set 2), 'Gail the Snail' book OPTIONAL: Ch3, Set 2 'ai'/ai/ decodable word cards, Resources 5–7</p>	<p>Resources 8–12, Flashcards: Ch2, Set 1–7 (upper-case) and 'ee'/ee/ (Ch3, Set 2), 'Dee the Sheep' book, HFW Cards Ch3, Set 2 OPTIONAL: Resources 13–15</p>	<p>Resources 16–21, Flashcards: Ch2, Set 1–7 and 'igh'/igh/ (Ch3, Set 2), 'Bright the Night Light' book, HFW Cards: Ch3, Set 1 and 'my' (Ch3, Set 2) OPTIONAL: Ch3, Set 2 'igh'/igh/ decodable word cards, Resources 20–22</p>	<p>Resources 23–29, Flashcards: 'oa'/oa/ (Ch3, Set 2), 'Boaty the Toad' book, OPTIONAL: Ch3, Set 2 'oa'/oa/ decodable word cards, Resources 30–32</p>	<p>Resources 33–40 Flashcards: Ch2, Set 1–2 and Ch3, Set 2, HFW cards: Ch2, Set 1–8 Doubles and Ch3, Set 2, OPTIONAL: Ch3, Set 2 decodable word cards, Resources 41–43</p>



Recap – 5 mins
 Introduction – 5 mins
 Whole Group – 5 mins
 Independent – 10 mins
 Plenary – 5 mins

Phonics Shed

Guidance for Chapter 3, Set 2

Icon Key

See – looking at the letter(s)	Reading activity or story	Writing and fine motor activities
Sound – hearing the sound	Speaking activity to build reading skills	Best Fit – choosing the most likely GPC for a word
Name – identifying a letter by its name	Listening activity to build reading skills	Close of session
Action – linking the GPC with an action		

Resources

- **Flashcards:** Chapter 2 and Chapter 3, Set 1–2
- **High Frequency Word Cards:** Chapter 2 and Chapter 3, Set 1–2
- **Teaching Books:** 'Gail the Snail', 'Dee the Sheep', 'Bright the Night Light' and 'Boaty the Toad'
- Printable Resources (see '**Resource #**' on individual lesson plans)
- Puppet Joe (optional; see guidance document)
- Large flipchart/paper and marker pens
- Interactive Whiteboard (IWB) or screen
- Mini whiteboards and pens (one per child)
- Blending and Segmenting Posters – 'Say It, Stretch It, Sound It' and 'Sound It Squash It, Say It'
- Chapter 3 Word List
- **OPTIONAL:** Chapter 3 Decodable Word Cards

General Guidance

- When dealing with the individual sounds, it is very important to model the use of the pure sounds. For example, 'bat' as /b/-/a/-/t/, rather than adding a schwa after sounds, 'buh'-/ah'-/tuh' (which would sound more like 'batter'). We only use the letter names to spell more complex words containing digraphs or trigraphs or when talking about sounds we know alternative graphemes for; we would still use pure sounds to blend and segment the words but the letter names to clarify spelling. Please watch the guidance video for the relevant GPC before teaching the lesson.
- 'HFW' are High Frequency Words. 'CEW' are Common Exception Words, a type of HFW that cannot be decoded using known GPC (Grapheme-Phoneme Correspondences). These not yet decodable GPC are shown in bold lettering and sometimes with Bumble the bee in a sound button below them.
- When using the lesson plans, you will see certain text displayed in speech marks and in purple, for example, "This is **Wing the Duckling**. **Say hi to Wing.**" This text is a suggestion of how to phrase something, not a script you must memorise.
- If you do not have access to the formation animations for any reason, you can trace your own finger over the letters on the flashcard in order to model formation, or write it onto a flipchart or IWB while saying the formation rhyme.
- You will find it useful to have the Blending and Segmenting Posters ('Say It, Stretch It, Sound It' and 'Sound It, Squash It, Say It') on display while teaching phonics sessions, as this can be referred to when modelling or practising the skills.
- We suggest the use of unlined or wide-lined A4 exercise books for Chapter 3 work. Any resources used as worksheets can be kept with the book in an A4 folder. Occasionally, if the activity calls for whiteboards or you feel that a whiteboard may be more beneficial to a child, (for example, if they lack confidence and appreciate being able to self-correct their work), whiteboards can be photocopied or photographed, and the images stuck into workbooks or folders to provide evidence. Photographs and videos of children's work can be kept in digital folders to support written evidence.

Lesson-Specific Guidance

This week focuses on 'long vowel' phonemes, you may find it useful to recap guidance on previously taught 'short vowel' phonemes: 'a/a/ (Chapter 2, Set 1) – [shed.ly/RPYEILJ](https://www.shed.education.com/phonics/lesson-plans/Chapter-2-Set-1), 'e/e/ (Chapter 2, Set 4) – [shed.ly/RVEJHCZ](https://www.shed.education.com/phonics/lesson-plans/Chapter-2-Set-4), 'i/i/ (Chapter 2, Set 2) – [shed.ly/RLVTHTB](https://www.shed.education.com/phonics/lesson-plans/Chapter-2-Set-2), 'o/o/ (Chapter 2, Set 3) – [shed.ly/RNIDWPU](https://www.shed.education.com/phonics/lesson-plans/Chapter-2-Set-3), and 'u/u/, both soft – [shed.ly/RYIHXYZ](https://www.shed.education.com/phonics/lesson-plans/Chapter-2-Set-3), and hard – [shed.ly/RUORZUA](https://www.shed.education.com/phonics/lesson-plans/Chapter-2-Set-4) (Chapter 2, Set 4).

Lesson 1 'ai/ai/: Only use words where the /ai/ phoneme is represented by the 'ai' digraph. Avoid using words where the /ai/ phoneme is represented by anything other than 'ai'. Also, avoid using the few words where the 'ai' digraph doesn't make the /ai/ phoneme as in 'said'. Please watch this video: [shed.ly/RIBDRGQ](https://www.shed.education.com/phonics/lesson-plans/Chapter-3-Set-2-Lesson-1)

Lesson 2 'ee/ee/: Only use words where the /ee/ phoneme is represented by the 'ee' digraph, apart from 'me', 'we', 'be', 'she' and 'he' as these are Chapter 3, Set 2 HFW. Please watch this video: [shed.ly/RRNLJOE](https://www.shed.education.com/phonics/lesson-plans/Chapter-3-Set-2-Lesson-2)

Lesson 3 'igh/igh/: Only use words where the /igh/ phoneme is represented by the 'igh' trigraph, apart from 'my' and 'I', which are CEW. Please watch this video: [shed.ly/RTTEMNV](https://www.shed.education.com/phonics/lesson-plans/Chapter-3-Set-2-Lesson-3)

Lesson 4 'oa/oa/: Only use words where the /oa/ phoneme is represented by the 'oa' digraph, apart from 'no', 'go' and 'so' which are Chapter 2 CEW. Please watch this video: [shed.ly/RTPOSKD](https://www.shed.education.com/phonics/lesson-plans/Chapter-3-Set-2-Lesson-4)

Lesson 5 Consolidation: Please recap all Chapter 3, Set 2 GPC and relating actions before teaching this lesson.

Suggestions for Other Classroom Areas

Chapter 3, Set 2 (/ai/, /ee/, /igh/, /oa/)

Writing

- Write a list of items for a picnic (Dee)
- Write some sentences about snails or toads
- Write a recipe for a sweet treat (Dee)
- Label different parts of the body, e.g., throat, cheek, thigh, brain

Reading

- Please see the book list for additional external text suggestions
- Non-fiction texts about light and dark
- Non-fiction texts about toads, sheep and snails

Numeracy

- Compare the size of different boats
- Sort seeds based on their properties
- Show the number three in different ways

Small World

- Farm (Dee)
- Minibeast world (Gail)
- Train track

Construction

- Make a palace for a queen
- Design and build some animal pens for sheep/farm animal

Role Play

- Farm
- Night theme (e.g., a dark tent, fairy lights)
- A queen's palace
- Teddy bear's picnic

Sand

- Seeds in a tray to scoop, pour, plant in mud/sand, sieve, etc.

Water

- Boats in the water (Boaty)
- Add soap to the water to make it foam

ICT

- Phonics Shed games: play.edshed.com
- Watch a video of a 'hail' and 'lightning'

Craft

- Design and make a kite (Gail)
- Design and make a boat for Boaty
- Create a rainbow painting
- Create some leaf art

Music

- Character song sheets in the areas
- Sing nursery rhymes (Little Bo Peep, Pitter, Patter Rain Drops and Queen of Hearts)

Outdoor

- Plant some seeds
- Fly kites
- Go on an insect hunt (Gail)
- Wash items outside using soap

Small Group/Circle Time

- **Small Group** – make some food for a teddy bear's picnic, e.g., sandwiches
- **Circle Time** – where is the brain? What does it look like? What does our brain help us with?

Homework




- Using letter cards to practise name, phoneme and action /ai/, /ee/, /igh/, /oa/ (may wish to provide two of each GPC)
- HFW flashcards ('see', 'he', 'she', 'we', 'me', 'be', 'my')



Chapter 3, Set 2 'ai'/ai/

Gail the Snail



Assessment Focus

-  To identify 'ai'/ai/ GPC
 -  To say the /ai/ phoneme when presented with the 'ai' grapheme
 -  To form lower-case 'a' and 'i' graphemes
- To recognise that 'ai' is a digraph representing /ai/ (two letters together that represent one phoneme)

Resources

- **Resources: 1–4**
- **Flashcards:** Chapter 2, Set 1–5 short vowels (/a/, /e/, /i/, /o/ and /u/) and 'ai'/ai/ (Chapter 3, Set 2)
- **Teaching Book:** Gail the Snail
- **OPTIONAL: Resources: 5–7,** Chapter 3, Set 2 'ai'/ai/ decodable word cards: 'aim', 'aid', 'wait', 'drain', 'pigtail', 'braided', 'aimless'

Recap

-  **Activity 1 – Previous GPC**
 Recap the Chapter 2 GPC 'a'/a/, 'e'/e/, 'i'/i/ and 'u'/u/ (both hard and soft if applicable) using flashcards. Discuss how these are all a type of vowel called 'short' vowels and that this week we will be learning some 'long' vowel GPC.
-  **Activity 2 – High Frequency Words**
 Say the HFW 'on' and ask the children to complete 'Stretch It' and 'Sound It'. Children to write the word 'on' onto a piece of paper or a whiteboard. Repeat with 'got'.

Introduction



See: Show the flashcard with the character facing the children. **“This is Gail the snail. Say hi to Gail.”** Discuss why Anna the ant and Indy the imp are on the card too: **“There are two letters, but they represent one phoneme. This is called a digraph (like the ‘th’ in ‘this’).”** The characters for individual letters are used to guide the formation of the digraph.



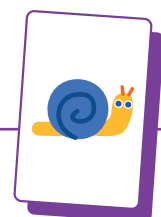
Sound: Model the /ai/ phoneme, then children imitate. Repeat several times. When saying the phoneme, trace your finger over the graphemes on the flashcard.



Name: Highlight that there are two letters; ask the children whether they recognise the letters (**‘Ay’ and ‘Eye’**). Remind children that we use letter names to spell words so we know which graphemes to use.







Action: Model the action while saying the phoneme (/ai/): **Fist on top of flat hand, wiggle flat hand – like a snail.** Children imitate. Repeat several times.






Whole Group






Your setting can choose whether to use the song or story first (see guidance)

-  **Story:**
Teacher reads the title of the story aloud and asks the children to identify where they hear today's phoneme. Read the 'Gail the Snail' teaching book to the children. On page 8 of the story, model 'Sound It' and have the children complete 'Squash It' and 'Say It' with the word 'afraid' (/a/-f/-r/-ai/-d/). Repeat with 'faith' (/f/-ai/-th/) on page 11 and 'rainbow' (/r/-ai/-n/-b/-ow/) on page 13. Discuss the story using the questions on page 14. Note: 'ow'/oa/ has not yet been taught, please do not ask children to read 'rainbow' independently.
-  **Formation:**
Lower-Case 'a': Around Anna's head and down to her toes.
Lower-Case 'i': Down Indy's tongue to tickle her tail and bop her on the nose.
Practise: Children use one finger to form the letters in the air while saying the rhymes.
-  **Song:**
Listen to or sing the 'Gail the Snail' song (**Resource 1**) and discuss what happens in the song.
-  **Decodable Words:**
Use the decodable word cards or write the words for the children to see. Look at the word 'aim', model 'Sound It' (/ai/-m/) and the children complete 'Squash It' and 'Say It'. Add or show sound buttons and show how 'ai' is marked with a line rather than a dot. Repeat with 'drain' and 'pigtail' (definition: hair that is tied at the back or at each side)


Independent

-  **Snail Trail:** Read the words along Gail the Snail's trail and add sound buttons to the words.
Simplify – simpler words (**Resource 2**)
Expect – longer words with plurals and one word with '-ing' suffix (**Resource 3**)
Extend – compound words and words with '-ing' and '-ful' suffix. (**Resource 4**)

Plenary

-  Recap the 'ai'/ai/ flashcard with the plain side facing the children. Ask children to say the phoneme, letter names and perform the action.
-  Read page 8 of the 'Gail the Snail' story. Ask the children to clap, tap or perform Gail's action when they hear a word containing /ai/: **Fist on top of flat hand, wiggle flat hand – like a snail.**
-  Write the words or show children the decodable word cards: 'aim', 'aid', 'wait', 'braided' and 'aimless'. Sort the words according to whether the /ai/ phoneme is at the beginning or in the middle of the word.
-  Say the word 'gain' and ask the children to 'Stretch It', 'Sound It' (/g/-ai/-n/) and then write the word. Repeat with 'faith'.
-  Praise the children for what they have done well in the session and address any misconceptions.
"Today we met Gail the snail and tomorrow we will be meeting Dee the sheep."

Additional Suggestions

-  **Rhyming Words:** Match the words that rhyme by drawing a line.
Simplify – words with sound buttons (**Resource 5**)
Expect – no sound buttons (**Resource 6**)
Extend – more complex rhyming words to match (**Resource 7**)

Suggested Story:

The Rain Train by Elena De Roo (2011)
[ISBN: 978-1406329476]



Chapter 3, Set 2 'ee'/ee/

Dee the Sheep

Assessment Focus



To identify 'ee'/ee/ GPC



To say the /ee/ phoneme when presented with the 'ee' grapheme

To recognise that 'ee' is a digraph representing /ee/ (two letters together that represent one phoneme)

To read the HFW 'see', 'he', 'she', 'we', 'me', 'be'



To form the lower-case 'e' grapheme

Resources

- **Resources: 8–12**
- **Flashcards:** Chapter 2, Set 1–7 (upper-case) and 'ee'/ee/ (Chapter 3, Set 2)
- **HFW Cards:** 'see', 'he', 'she', 'we', 'me', 'be' (Chapter 3, Set 2)
- **Teaching Book:** Dee the Sheep
- **OPTIONAL: Resources: 13–15**

Recap



Activity 1 – Previous GPC

Show children an upper-case grapheme from the Chapter 2, Set 1–7 flashcards and ask them to write the corresponding lower-case grapheme.



Activity 2 – Environmental Sounds

Display **Resource 8**. Point to a item or person on the picture, e.g., a pianist, and ask the children to make the corresponding noise.

Introduction



See: Show the flashcard with the character facing the children. **“This is Dee the sheep. Say hi to Dee”** Discuss why there are two Ellis the echidnas are on the card too: **“There are two letters, but they represent one phoneme. This is called a digraph (like the ‘ff’ in ‘huff’).”** The characters for individual letters are used to guide the formation of the digraph.



Sound: Model the /ee/ phoneme, then children imitate. Repeat several times. When saying the phoneme, trace your finger over the graphemes on the flashcard. Compare to other double letters and discuss how this doesn't represent the same sound as a single 'e'. **“Double vowels are different to double consonants and don't usually represent the same phonemes as the individual graphemes.”**



Name: Highlight that there are two letters; ask the children whether they recognise the letters (**'Ee' and 'Ee'**). Ask the children to repeat the letter names. Remind children that we use letter names to spell words so we know which graphemes to use.



Action: Model the action while saying the phoneme (/ee/): **Stretch out arms above head as if sleepy.** Children imitate. Repeat several times.

High Frequency Words:

Show 'see' – decode it together using 'Sound It, Squash It, Say It'. Count how many phonemes it has (two). Write it and add sound buttons and show how 'ee' is marked with a line rather than a dot (you may wish to also have the children write it onto whiteboards or paper and add sound buttons too).

Look at the flashcard for 'he'. Explain that it is a CEW because the 'e' represent a different phoneme to the /e/ phoneme we have already learned, it is an /ee/ phoneme. Model 'Sound It (/h/-ee/), Squash It, Say It' and children repeat. Repeat with 'she', 'we', 'me', 'be'.

see

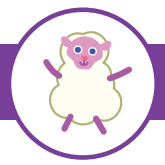
he

she




we

be


me








Whole Group

-  **Story:**
Teacher reads the title of the story aloud and asks the children to identify where they hear today's phoneme. Read the 'Dee the Sheep' teaching book to the children. On page 6 of the story, model 'Sound It' and have the children complete 'Squash It' and 'Say It' with the word 'teeth' (/t/-ee/-th/). Repeat with 'sheep' (/sh/-ee/-p/) on page 8 and 'feeding' (/f/-ee/-d/-i/-ng/) on page 10. Discuss the story using the questions on page 14.
-  **Formation:**
Lower-Case 'e': From Ellis' beak, around her eye and down to tickle her toes. Repeat twice.
Practise: Children use one finger to form the letters on the floor while saying the rhymes.
-  **Song:**
Listen to or sing the 'Dee the sheep' song (**Resource 9**) and discuss what happens in the song.
Extend: Listen to or sing the song again (children may wish to join in). Ask the children to perform Dee's action every time they hear an /ee/ phoneme: **Stretch out arms above head as if sleepy.**


Independent

-  **Fill in the Gaps:** Read the sentences and write the missing word by looking at the picture.
Simplify – shorter sentences with sound buttons to write the words (**Resource 10**)
Expect – no sounds buttons to write the words (**Resource 11**)
Extend – linked sentences with more complex words to write (**Resource 12**)
Additional Scaffolding: At any level, the teacher may wish to add additional sound buttons before children attempt to read sentences.

Plenary

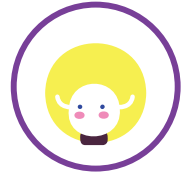
-  Recap the 'ee/ee' flashcard with the plain side facing the children. Ask children to say the phoneme, letter name and perform the action.
-  Adult reads this sentence; 'Lee hurt his cheek on some toffees.' Children must identify, using their fingers, how many /ee/ phonemes there are.
-  Recap the CEW 'he', 'she', 'we', 'me', 'be'. Ask the children to identify what phoneme the 'e' represents in these words /ee/. Encourage children to use 'Sound It' (/h/-ee/, /sh/-ee/, /w/-ee/, /m/-ee/ and /b/-ee/) 'Squash It' and 'Say It' to read the words.
-  Say the word 'meet' and ask the children to 'Stretch It', 'Sound It' (/m/-ee/-t/) and then write the word. Repeat with 'weep' (definition: to cry) and 'teeth'.
-  Praise the children for what they have done well in the session and address any misconceptions.
"Today we met Dee the sheep and tomorrow we will be meeting Bright the night light."

Additional Suggestions

-  **Sentence Sort:** Cut out the words and rearrange them to make a caption.
Simplify – four word sentences (**Resource 13**)
Expect – five word sentences (**Resource 14**)
Extend – longer words and sentences (**Resource 15**)

Suggested Story:




Sheep Go to Sleep by Nancy Shaw (2016)
[ISBN: 978-0544640535]



Chapter 3, Set 2 'igh'/igh/

Bright the Night Light

Assessment Focus

-  To identify 'igh'/igh/ GPC
 -  To say the /igh/ phoneme when presented with the 'igh' grapheme
 -  To form lower-case 'i', 'g' and 'h' graphemes
- To recognise that 'igh' is a trigraph representing /igh/ (three letters together that represent one phoneme)
- To read the HFW 'my'

Resources

- **Resources: 16–19**
- **Flashcards:** Chapter 2, Set 1–7 and Chapter 3, Set 2 'igh'/igh/
- **HFW:** 'children', 'with', 'them', 'this', 'that', 'with', 'they' (Chapter 3, Set 1), 'my' (Chapter 3, Set 2) and 'I' (Chapter 2, Set 2)
- **Teaching Book:** Bright the Night Light
- **OPTIONAL: Resources: 20–22**, Chapter 3, Set 2 'igh'/igh/ decodable word cards: 'high', 'thigh', 'flight', 'highland'

Recap

Activity 1 – Previous GPC

Select eight cards from the lower-case Chapter 2, Set 1–7 flashcards. Ask the children what the letter name and phoneme is. Encourage children to do the corresponding action to match. You may wish to focus on any GPC that your assessments have shown the children need more practice with.

Activity 2 – High Frequency Words

Recap the Chapter 3, Set 1 HFW 'children', 'with', 'them', 'this', 'that', 'with' and 'they'. Remind the children that letters in bold indicate a CEW.

Introduction



See: Show the flashcard with the character facing the children. **“This is Bright the night light. Say hi to Bright”** Discuss why Indy the imp, Grey the goat and Haz the hen are on the card too: **“There are three letters, but they represent one phoneme. This is called a trigraph (like a digraph is for two letters).”** The characters for individual letters are used to guide the formation of the digraph.



Sound: Model the /igh/ phoneme, then children imitate. Repeat several times. When saying the phoneme, trace your finger over the graphemes on the flashcard.



Name: Highlight that there are three letters; ask the children whether they recognise the letters (**'Eye'**, **'Jee'** and **'Aitch'**). Ask the children to repeat the letter names. Remind children that we use letter names to spell words so we know which graphemes to use.



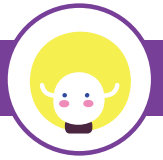
Action: Model the action while saying the phoneme (/igh/): **Jazz hands and scared face**. Children imitate. Repeat several times.

High Frequency Words:

Recap the Chapter 2 Set 2 CEW 'I'. Discuss how this word is always displayed as a capital letter where ever it is in a sentence and how it represents the same phoneme as 'igh', /igh/.





Look at the flashcard for 'my'. Explain that it is a CEW because the 'y' represents a different phoneme to the /y/ phoneme we have already learned; it is an /igh/ phoneme. Model 'Sound It (/m-/igh/), Squash It, Say It' and children repeat.






Whole Group






Your setting can choose whether to use the song or story first (see guidance)

-  **Story:**
Teacher reads the title of the story aloud and asks the children to identify where they hear today's phoneme. Read the 'Bright the Night Light' teaching book to the children. On page 6 of the story, model 'Sound It' and have the children complete 'Squash It' and 'Say It' with the word 'light' (/l-/igh/-t/). Repeat with 'right' (/r-/igh/-t/) on page 7 and 'high' (/h-/igh/) on page 10. Discuss the story using the questions on page 14.
-  **Formation:**
Lower-Case 'i': Down Indy's tongue to tickle her tail and bop her on the nose.
Lower-Case 'g': Around Grey's head, then down to scoop up her beard.
Lower-Case 'h': From the top of Haz's head to her toes, then up and over her body to her tail.
Practise: Children use one finger to form the letters on a partner's back while saying the rhymes.
-  **Song:**
Listen to or sing the 'Bright the Night Light' song (**Resource 16**) and discuss what happens in the song.
-  **Decodable Words:**
Use the decodable word cards or write the words for the children to see. Look at the word 'high', model 'Sound It' (/h-/igh/) and the children complete 'Squash It' and 'Say It'. Repeat with 'thigh', 'flight' and 'highland' (definition: an area with hills or mountains).


Independent

-  **Phoneme Spotter:** Read the comic strip and highlight any words containing /igh/. Write a caption to match the final picture.
Simplify – shorter story (**Resource 17**)
Expect – longer story (**Resource 18**)
Extend – extended story with more complex words including 'I' and 'my' (**Resource 19**)

Plenary

-  Recap the 'igh/igh/' flashcard with the plain side facing the children. Ask children to say the phoneme, letter name and perform the action.
-  Say the words 'might', 'slight', 'disagree', 'flight' and 'tonight' and ask the children to name the odd one out (disagree).
-  Say the word 'sigh' and ask the children to 'Stretch It', 'Sound It' (/s-/igh/) and then write the word. Repeat with: 'tight' and 'bright'.
-  Ask the children to check their work using the reverse skill 'Sound It, Squash It, Say It' to read the words they have written.
-  Praise the children for what they have done well in the session and address any misconceptions.
"Today we met Bright the night light and tomorrow we will be meeting Boaty the toad."

Additional Suggestions

-  **Phoneme Frames:** Use the grapheme cards to make 'igh' words and place into the correct phoneme frame.
Simplify – words with up to three phonemes (**Resource 20**)
Expect – words with up to four phonemes (**Resource 21**)
Extend – words with up to five phonemes (**Resource 22**)

Suggested Story:

The Night Pirates by Peter Harris (2007)
[ISBN: 978-1405211611]








Chapter 3, Set 2 'oa'/oa/

Boaty the Toad

Assessment Focus

-  To identify 'oa'/oa/ GPC
 -  To say the /oa/ phoneme when presented with the 'oa' grapheme
 -  To form lower-case 'o' and 'a' graphemes
- To recognise that 'oa' is a digraph representing /oa/ (two letters together that represent one phoneme)

Resources

- **Resources: 23 –29**
- **Flashcards:** 'oa'/oa/ (Chapter 3, Set 2) and Chapter 2, Set 5
- **HFW:** 'no', 'go' and 'so' (Chapter 2, Set 4)
- **Teaching Book:** Boaty the Toad
- **OPTIONAL: Resources: 30–32,** Chapter 3, Set 2 decodable word cards: 'oak', 'coach', 'loath', 'boatman', 'goal', 'oats', 'roast' and 'toast'

Recap

Activity 1 – Previous GPC

Say the phoneme /ee/ and ask the children to write the grapheme that represents it. Repeat with /ai/ and /igh/.

Extend: Write a word containing the GPC.

Activity 2 – Initial Phonemes

Place 'h/h/, 'b/b/, 'f/f/ and 'l/l/ flashcards around the room. Cut out and shuffle the initial phoneme pictures (**Resources 23 and 24**). Show children the pictures and they must move to the flashcard showing the initial phoneme.

Introduction



See: Show the flashcard with the character facing the children. **“This is Boaty the toad. Say hi to Boaty”** Discuss why Ollie the otter and Anna the ant are on the card too: **“There are two letters, but they represent one phoneme. This is called a digraph (like the ‘ee’ in ‘sheep’).”** The characters for individual letters are used to guide the formation of the digraph.



Sound: Model the /oa/ phoneme, then children imitate. Repeat several times. When saying the phoneme, trace your finger over the graphemes on the flashcard.



Name: Highlight that there are two letters; ask the children whether they recognise the letters ('oh' and 'ay'). Ask the children to repeat the letter names. Remind children that we use letter names to spell words so we know which graphemes to use.



Action: Model the action while saying the phoneme (/oa/): **Open and close fist in front of throat.** Children imitate. Repeat several times.

High Frequency Words:

Recap the Chapter 2, Set 4 CEW 'no', 'go' and 'so'. Discuss how these words contain a different grapheme to represent the /oa/ phoneme, 'o' rather than 'oa'.

no

go





so






Whole Group






Your setting can choose whether to use the song or story first (see guidance)

-  **Story:**
Teacher reads the title of the story aloud and asks the children to identify where they hear today's phoneme.
Read the 'Boaty the Toad' teaching book to the children. On page 6 of the story, model 'Sound It' and have the children complete 'Squash It' and 'Say It' with the word 'coast' (/c/-oa/-s/-t/). Repeat with 'groan' (/g/-r/-oa/-n/) on page 9 and 'floating' (/f/-l/-oa/-t/-l/-ng/) on page 12. Discuss the story using the questions on page 14.
-  **Formation:**
Lower-Case 'o': All the way around Ollie.
Lower-Case 'a': Around Anna's head and down to her toes.
Practise: Children use one finger to form the letters on their opposite hand while saying the rhymes.
-  **Song:**
Listen to or sing the 'Boaty the Toad' song (**Resource 25**) and discuss what happens in the song.
-  **Decodable Words:**
Use the decodable word cards or write the words for the children to see. Look at the word 'oak', model 'Sound It' (/oa/-k/) and the children complete 'Squash It' and 'Say It'. Repeat with 'coach', 'loath' (definition: to be unwilling or reluctant to do something, not 'loathe' as in to hate something) and 'boatman'.


Independent

-  **Which Word?:** Read the words and circle the correct one to match the picture.
Simplify – shorter words (**Resource 26**)
Expect – words with plurals (**Resource 27**)
Extend – words with suffixes ('-s', '-ing', '-ed') (**Resource 28**)

Plenary

-  Recap the 'oa'/oa/ flashcard with the plain side facing the children. Ask children to say the phoneme, letter name and perform the action.
-  Sing the 'Boaty the Toad' song (**Resource 25**). Ask the children to clap, tap or perform Boaty's action when they hear an /oa/ phoneme: **Open and close fist in front of throat.**
-  Write the words 'oak', 'goal', 'oats', 'roast' and 'toast' (or use the decodable word cards). Children use 'Sound It, Squash It, Say It' to read the words and identify where in the word the /oa/ phoneme appears (beginning or middle).
-  Children write a caption for the picture on **Resource 29**.
Simplify – one word(s) **Expect** – multiple word caption **Extend** – a sentence with capital letters and full stops
-  Praise the children for what they have done well in the session and address any misconceptions.
"Today we met Boaty the toad and tomorrow we will be recapping what we have learned this week."

Additional Suggestions

-  **I Spy:** Look at the picture and write a list or captions of any items containing /oa/.
Simplify – write words with a simplified picture (**Resource 30**)
Expect – write words with a more detailed picture (**Resource 31**)
Extend – write captions (**Resource 32**)

Suggested Story:




Goat's Coat by Tom Percival (2018)
[ISBN: 978-1408881019]



Chapter 3, Set 2 Consolidation

/ai/, /ee/, /igh/, /oa/

Assessment Focus

-  To identify 'ai'/ai/, 'ee'/ee/, 'igh'/igh/ and 'oa'/oa GPC
-  To say the correct Chapter 3, Set 2 phoneme when presented with the grapheme.
 To read the HFW 'see', 'he', 'she', 'we', 'me', 'be' and 'my' and other decodable words.
-  To form Chapter 3, Set 2 lower-case graphemes.
 To begin to write decodable words.

Resources

- **Resources: 33 – 40**
- **Flashcards:** Chapter 2, Set 1 to 2 and Chapter 3, Set 2
- **HFW:** Chapter 2, Set 1–8 Doubles and Chapter 3, Set 2
- **OPTIONAL:** Chapter 3, Set 2 decodable words, **Resources: 41–43**

Recap

Activity 1 – Vowels and Consonants

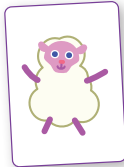
Show the Chapter 2, Set 1 to 5 flashcards. Ask the children to say whether the letter is a vowel or a consonant when shown the flashcard.

Activity 2 – HFW Whispering Walk

Distribute the Chapter 2, Set 1–8 High Frequency Words around the classroom. In pairs, the children will walk around the room, find a HFW flashcard and whisper it to each other. You may choose to use a timer for 2 minutes.

Introduction

GPC: Show this week's flashcards 'ai'/ai/, 'ee'/ee/, 'igh'/igh/ and 'oa'/oa/ and recap using **See, Sound, Name and Action** format. Talk about how these are all **long vowel phonemes**; you may wish to compare them to the short vowels, /a/, /e/, /i/, /o/ and /u/.



HFW: Recap this week's HFW 'see', 'he', 'she', 'we', 'me', 'be' and 'my'. Encourage the children to use 'Sound It, Squash It, Say It' to decode them. Have the children write the words on whiteboards or paper and add sound buttons to them.

see
••

he
••

she
••

we
••

me
••



be
••

my
••




Whole Group






Your setting can choose whether to use the song or story first (see guidance)

-  **Decodable Words:**
Write a selection of decodable words from the Chapter 3 word list on to a large whiteboard/flipchart or use the Chapter 3, Set 2 decodable word cards. Work as a whole group to 'Sound It, Squash It, Say It' with all of the words. You may wish to scaffold by adding sound buttons if needed (or using reverse of word cards).
-  **Write a Short Sentence:**
Say the sentence 'A light green toad on a train.' and ask the children to repeat. Explain that we are going to write the sentence. As a class, say the sentence again and support the children to count the number of words on to fingers; one finger for each word (7). Say the first word 'a' and show the children it has been modelled as a capital. Use 'Say It, Stretch It, Sound It' to write the second word 'light' (/l/-igh/-t/). Use the reverse skill 'Sound It, Stretch It, Say It' to read back the sentence so far 'a light'. Point to each word as you read it back. Repeat with the remaining words. Point out the full stop at the end, showing it is a full sentence.
- Simplify** – sound buttons (**Resource 33**)
Expect – lines for each word (**Resource 34**)
Extend – one line (**Resource 35**)


Independent

-  **'Say It, Stretch It, Sound It, Scribe It':** First, look at the pictures on **Resource 36** with the children and discuss briefly what they think they are (do not label them). Please see the answer sheet at the end of the resources for a labelled copy. Next, the children look at the picture, say the word for it, stretch the word into individual phonemes and place each of the graphemes that represent the phonemes into a box, then blend the phonemes together to scribe the whole word.
- Simplify** – 'eel', 'bee', 'rain', 'light', 'soap', 'teeth' (**Resource 37**)
Expect – 'bee', 'rain', 'light', 'soap', 'teeth', 'snail', 'teeth', 'toast' (**Resource 38**)
Extend – 'rain', 'soap', 'teeth', 'snail', 'teeth', 'toffee', 'bloated', 'lightbulb' (**Resource 39**)

Plenary

-  Show all Chapter 3, Set 2 flashcards in a random order. Cycle through them and, if appropriate, increase the speed. Children say the correct phoneme and do the action. Correct where necessary.
-  Repeat with Chapter 3, Set 2 HFW cards.
-  Read each sentence to the children. Can they identify the focus phoneme?
'Did Lee meet the Queen?' 'The maid picked up the mail for Gail'
'Tonight at midnight I might sleep upright.' 'Joan let out a groan on the coach.'
-  Write a caption for the picture on **Resource 40**.
Simplify – word (s)
Expect – multiple word caption
Extend – full sentence with capital letters and full stops
-  Praise the children for what they have done well in the session and address any misconceptions.
"Today we recapped what we learned this week and next lesson we will be meeting Huey the statue."

Additional Suggestions

-  **Word Sort:** Read the words and sort them according to the phoneme they contain.
- Simplify** – shorter words (**Resource 41**)
Expect – longer words and words with plurals (**Resource 42**)
Extend – compound words and words with suffixes ('-ing' and '-ed').
(**Resource 43**)

Suggested Stories:

Dirty Beasts by Roald Dahl (2001)
[ISBN: 978-0141369334]