

Sound: sh

Learning Objectives: to blend and segment three phoneme words using consonant digraph sh
Success Criteria: to read three phoneme words and sentences with consonant digraph sh and write dictated sh words and sentences with 100% accuracy

Reading	Spelling
1. Review Sounds (show as a pack) • c e h r m d	7. Sound Dictation • c e h r m d
2. New Sound: sh Show the flashcard for sh . Then with all the phonemes play the Grab Game . With the cards on the table, say a sound and ask the children to 'grab' for the letter. Fingertips Freeze when they touch the flashcard. Only allow one 'grab'.	8. New Sound: sh Model writing the letters on the board and talk through letter formation from exit stroke of first letter to start point of the next letter for joined-up writing. Sky Write the letters together. Ask children to write the sound on their whiteboards or books sitting at a table. Check the letter formation for the correct start points, exit strokes and place on the line.
3. Oral Blending (Robot Game) Play the Robot Game . Pretend to be a Robot who can only speak in sounds (robot speech), moving arms back and forth like robot arms, in time with each sound. • Say the sounds s-m-a-sh, ask children to listen and say the word. • Repeat for: shed, dash, ship, brush, gosh.	9. Oral Segmenting (Phoneme Fingers) • Say a word and the children use Phoneme Fingers to flick their fingers for each sound in: b-r-u-sh, sh-i-p, d-a-sh, s-m-a-sh, g-o-sh, sh-e-d
4. Manipulating (Swap) Sounds Stick vowel cards at the top of the board: a i o Stick consonant cards at the bottom: d l n p s t w sh Play the Full Circle Word Game using the letters on the board to make a word. Ask the children to use Phoneme Fingers for each sound in the word. Read the word to the children. Ask a child to change one sound in the word, swapping, adding or deleting a card from the word using Phoneme Fingers to make and read the new word. Continue the game changing one sound at a time until you get back to the first word made. Full circle words: win, wish, dish, dash, lash, slash, splash, splish, splosh, slosh, slot, lot, shot, shop, ship, shin, win	
5. Reading Words • Ask children to read these words: smash, shed, dash, ship, brush, gosh	10. Word Dictation • Ask children to tap for the sounds and write: brush, ship, dash, smash, gosh, shed
6. Reading Sentences (See page 103) The man kept his plants in the shed. Did the ship hit the ramp? The bus had a bad crash.	11. Sentence Dictation (See page 103) The man kept his plants in the shed. Did the ship hit the ramp? The bus had a bad crash. After writing, pupils read back sounds, words and sentences.

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Reading	Spelling
1. Review Sounds (show as a pack) • g o u l f b	7. Sound Dictation • g o u l f b
2. New Sound: sh Show the flashcard for sh . Then with all the phonemes play the Grab Game . With the cards on the table, say a sound and ask the children to 'grab' for the letter. Fingertips Freeze when they touch the flashcard. Only allow one 'grab'.	8. New Sound: sh Model writing the letters on the board and talk through letter formation from exit stroke of first letter to start point of the next letter for joined-up writing. Sky Write the letters together. Ask children to write the sound on their whiteboards or books sitting at a table. Check the letter formation for the correct start points, exit strokes and place on the line.
3. Oral Blending (Robot Game) Play the Robot Game . Pretend to be a Robot who can only speak in sounds (robot speech), moving arms back and forth like robot arms, in time with each sound. • Say the sounds sh-e-l-f, ask children to listen and say the word. • Repeat for: shut, crash, dish, brush, shop.	9. Oral Segmenting (Phoneme Fingers) • Say a word and the children use Phoneme Fingers to flick their fingers for each sound in: c-r-a-sh, b-r-u-sh, sh-o-p, sh-e-l-f, sh-u-t, d-i-sh
4. Manipulating (Swap) Sounds Stick vowel cards at the top of the board: a i o u Stick consonant cards at the bottom: c h p r t sh Play the Full Circle Word Game using the letters on the board to make a word. Ask the children to use Phoneme Fingers for each sound in the word. Read the word to the children. Ask a child to change one sound in the word, swapping, adding or deleting a card from the word using Phoneme Fingers to make and read the new word. Continue the game changing one sound at a time until you get back to the first word made. Full circle words: rash, crash, crush, rush, hush, hut, shut, shot, shop, ship, hip, rip, rap, rash	
5. Reading Words • Ask children to read these words: shelf, shut, crash, dish, brush, shop	10. Word Dictation • Ask children to tap for the sounds and write: crash, brush, shop, shelf, shut, dish
6. Reading Sentences (See page 104) Natasha spent a lot of cash. Bob shot up in a rocket. I will not smash the dish.	11. Sentence Dictation (See page 104) Natasha spent a lot of cash. Bob shot up in a rocket. I will not smash the dish. After writing, pupils read back sounds, words and sentences.

Review: air, ear, ure

Learning Objectives: to blend and segment three phoneme words using r-controlled vowel trigraph air, ear, ure
Success Criteria: to read three phoneme words and sentences with r-controlled vowel trigraph air, ear, ure and write dictated words and sentences with 100% accuracy

Reading	Spelling
1. Review Sounds (show as a pack) • oi ou oo oo air ear ure	7. Sound Dictation • oi ou oo oo air ear ure
2. Focus Sounds: air, ear, ure Show the flashcards for air, ear, ure . Then with all the phonemes play the Grab Game . With the cards on the table, say a sound and ask the children to 'grab' for the letter. Fingertips Freeze when they touch the flashcard. Only allow one 'grab'.	8. Focus Sound: ear Model writing the letters on the board and talk through letter formation from exit stroke of first letter to start point of the next letter for joined-up writing. Sky Write the letters together. Ask children to write the sound on their whiteboards or books sitting at a table. Check the letter formation for the correct start points, exit strokes and place on the line.
3. Oral Blending (Robot Game) Play the Robot Game . Pretend to be a Robot who can only speak in sounds (robot speech), moving arms back and forth like robot arms, in time with each sound. • Say the sounds d-ear, ask children to listen and say the word. • Repeat for: flaired, stairs, spear, clear, lure, pure.	9. Oral Segmenting (Phoneme Fingers) • Say a word and the children use Phoneme Fingers to flick their fingers for each sound in: s-t-air-s, c-l-ear, p-ure, f-l-air/ed, l-ure, s-p-ear
4. Manipulating (Swap) Sounds Stick cards at the top of the board: air ear ure Stick consonant cards at the bottom: f h l p s t Play the Full Circle Word Game using the letters on the board to make a word. Ask the children to use Phoneme Fingers for each sound in the word. Read the word to the children. Ask a child to change one sound in the word, swapping, adding or deleting a card from the word using Phoneme Fingers to make and read the new word. Continue the game changing one sound at a time until you get back to the first word made. Full circle words: spear, tear, hear, hair, pair, pure, lure, lair, flair, air, ear, spear	
5. Reading Words • Ask children to read these words: flaired, stairs, spear, clear, lure, pure	10. Word Dictation • Ask children to tap for the sounds and write: stairs, clear, pure, flaired, lure, spear
6. Reading Sentences (See page 150) Jeff has a pair of flaired trousers. Did Gran trip on the stairs? The hunter stuck his spear into the pig. Jack took a gulp of clear air. The fisherman got a fish with a plastic lure. "Is your dress pure silk?" asked Joan.	11. Sentence Dictation (See page 150) Jeff has a pair of flaired trousers. Did Gran trip on the stairs? The hunter stuck his spear into the pig. Jack took a gulp of clear air. The fisherman got a fish with a plastic lure. "Is your dress pure silk?" asked Joan. After writing, pupils read back sounds, words and sentences.

Review: air, ear, ure

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Reading	Spelling
1. Review Sounds (show as a pack) • oi ou oo oo air ear ure	7. Sound Dictation • oi ou oo oo air ear ure
2. Focus Sounds: air, ear, ure Show the flashcards for air, ear, ure . Then with all the phonemes play the Grab Game . With the cards on the table, say a sound and ask the children to 'grab' for the letter. Fingertips Freeze when they touch the flashcard. Only allow one 'grab'.	8. Focus Sound: ure Model writing the letters on the board and talk through letter formation from exit stroke of first letter to start point of the next letter for joined-up writing. Sky Write the letters together. Ask children to write the sound on their whiteboards or books sitting at a table. Check the letter formation for the correct start points, exit strokes and place on the line.
3. Oral Blending (Robot Game) Play the Robot Game . Pretend to be a Robot who can only speak in sounds (robot speech), moving arms back and forth like robot arms, in time with each sound. • Say the sounds i-m/p-ure, ask children to listen and say the word. • Repeat for: lairds, bairns, appears, dearest, obscure, cure.	9. Oral Segmenting (Phoneme Fingers) • Say a word and the children use Phoneme Fingers to flick their fingers for each sound in: a-p/p-ear-s, o-b-s/c-ure, l-air-d-s, c-ure, b-air-n-s, d-ear/e-s-t
4. Manipulating (Swap) Sounds Stick cards at the top of the board: air ear Stick consonant cards at the bottom: d h l Play the Full Circle Word Game using the letters on the board to make a word. Ask the children to use Phoneme Fingers for each sound in the word. Read the word to the children. Ask a child to change one sound in the word, swapping, adding or deleting a card from the word using Phoneme Fingers to make and read the new word. Continue the game changing one sound at a time until you get back to the first word made. Full circle words: air, lair, laird, lair, hair, hear, ear, air	
5. Reading Words • Ask children to read these words: lairds, bairns, appears, dearest, obscure, cure	10. Word Dictation • Ask children to tap for the sounds and write: appears, obscure, lairds, cure, bairns, dearest
6. Reading Sentences (See page 151) Do lairds live in Scotland? The bairns are asleep in their bedroom. The coach appears to be lost. "I have the dearest children," said Mum. Jill joined an obscure club. They found a cure for sleeping sickness.	11. Sentence Dictation (See page 151) Do lairds live in Scotland? The bairns are asleep in their bedroom. The coach appears to be lost. "I have the dearest children," said Mum. Jill joined an obscure club. They found a cure for sleeping sickness. After writing, pupils read back sounds, words and sentences.

Snappy Lesson 19

STEP 2.1

Sound: ng

Can you swing that golf club?

Bring me a cup of milk.

This bug will not sting.

Snappy Lesson 20

STEP 2.1

Sound: ng

Cling film is strong.

Can a big cat spring?

The bell was rung.

I want that ball of old string.

Snappy Lesson 21 *FastTrack*

STEP 2.1

Review: sh, ch, th, ng

The king had fish and chips.

I wish to sing a song.

Did he shut the moth in the box?

Snappy Lesson 22 *FastTrack*

STEP 2.1

Review: sh, ch, th, ng

The chums sat on the bench.

Do not smash the chest.

Go with them to the swings.