Yellow Group Phonics Planning

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| **w.c**  30.11.20 | **Guided reading**  Below is a timetable of daily tasks that your child should complete as they work through their guided reading module books. | | | | | | | |
| **Day of the week** | **Task 1** | | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Task 6** | **Task 7** |
| **Monday** | | Speed Sounds *Page 2* | The Big question and introduction.  *Page 2* | Vocabulary Check  *Page 2* | Adult read aloud text 1  *Page 3-7* | Hold a sentence: 1-2 | Spell Green Words  *Page 11* | Spell suffixes  *Page 11* |
| **Tuesday** | | Vocabulary Check  *Page 2* | Re-read text 1 and quick check  *Page 3-7* | Discuss questions to talk | Questions to write about  *Page 3-7* | Spell Red Words  *Page 11* | Red Rhythm – Spelling Red Words |  |
| **Wednesday** | | Hold a sentence: 3 | Adult read aloud text 2  *Page 8* | Thinking about Vocabulary: Activity 1  *Page 8* | Think about Grammar: 1-3  *Page 9-10* | Spell Check  *Page 11* |  |  |
| **Thursday** | | Vocabulary Catch  *Page 9* | Mind Pictures  *Page 8* | Build a picture  *Page 9* | Think About Grammar: 4-6  *Page 9-10* | Spell Test |  |  |
| **Friday** | | Composition  *Page 9* | Punctuation Proofread | Spelling Proofread | Review the Big Question |  |  |  |

Orange Group Phonics Planning

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| **WC:** 30.11.20 | **Sound**  Watch the YouTube films below. Ask your child to join in with the lessons. The daily films teach your child the speed sounds in the same way as we do at our school.  These videos also include daily spellings. | **Spellings**  These words are today’s spellings. Say the word, ask your child to hide their fingers and then ask them to show you how many sounds are in the word. Encourage your child to pinch the sounds on their fingers. Tell your child to write it down. | **Read:**  Ask your child to read the speed sounds, green words and red words at the beginning of the book.  **Orange Story book 7:** | **Write: hold a sentence**  Tell your child the sentence below. Practise saying it over and over again until your child knows it well. Ask your child to tell you the sentence. Model writing the sentence down and ask your child to tell you the sounds in the word and the next word as you write it. Remember to remind your child about finger spaces, capital letters and full stops. Once finished cover the modelled sentence and ask your child to write it down.  **OR**  Answer the comprehension questions with written answers. |
| **Day of the week** |
| **Monday ear** | | Green words: hear, dear, fear, near, year, ear  Red words: I, I’ve, I’ll | **Third read:** Ask your child to read the story to you out loud. Encourage their story teller voice. | The cars did not get far. |
| **Tuesday ure** | | Green words: picture, mixture, creature, future, adventure  Red words: said, was, are | **Orange Story book 8:**  **First read:** Ask your child to read the story to you out loud.  Next read the story to your child | This is a spotty horse. |
| **Wednesday tion** | | Green words: tradition attention celebration conversation congratulation exploration  Red words: son, water, he | **Second read:** Ask your child to read the story to you out loud. | This horse can scrub floors. |
| **Thursday tious/cious** | | Green words: delicious, suspicious, scrumptious precious ferocious  Red words: they, any, some | **Third read:** Ask your child to read the story to you out loud. Encourage their story teller voice. | This horse starts to snore. |
| **Friday ire** | | Green words: fire, hire, wire, bonfire, inspire, conspire  Red words: no, so, saw | **Orange Story book 9:**  **First read:** Ask your child to read the story to you out loud.  Next read the story to your child | Look at the haircuts. |

Red Group Phonics Planning

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| **WC:** 30.11.20 | **Sound**  Watch the YouTube films below. Ask your child to join in with the lessons. The daily films teach your child the speed sounds in the same way as we do at our school. | **Spellings** | **Read:**  Ask your child to read the speed sounds, green words and red words at the beginning of the book.  **Red Story Book 8: Let’s swim** | **Write: hold a sentence**  Tell your child the sentence below. Practise saying it over and over again until your child knows it well. Ask your child to tell you the sentence. Model writing the sentence down and ask your child to tell you the sounds in the word and the next word as you write it. Remember to remind your child about finger spaces, capital letters and full stops. Once finished cover the modelled sentence and ask your child to write it down. |
| **Day of the week** | These words are today’s spellings. Say the word, ask your child to hide their fingers and then ask them to show you how many sounds are in the word. Encourage your child to pinch the sounds on their fingers. Tell your child to write it down. |
| Monday **i-e** | | Green words: Smile, white, nice, like, time, hide  Red words: her, old, go | **Ditty 1:**  Ask your child to read the story to you out loud.  Next read the story to your child modelling expression.  Discuss the question about what they have read. | Let’s swim and splash. |
| Tuesday  **o-e** | | Green words: Home, hope, spoke, note, broke, phone  Red words: wear, whole, could | **Ditty 2:**  Ask your child to read the story to you out loud.  Next read the story to your child modelling expression.  Discuss the question about what they have read. | I chop and egg and put it on. |
| Wednesday **u-e** | | Green words: rude, brute, June, tune, huge, use  Red words: they, any, some | **Ditty 3:** Ask your child to read the story to you out loud.  Next read the story to your child modelling expression.  Discuss the question about what they have read. | I get on the bus. |
| Thursday **aw** | | Green words: Spoil, toil, foil, coil, coin, choice.  Red words: down, over, school | **Red Story Book 9: Cluck**  **Ditty 1:**  Ask your child to read the story to you out loud.  Next read the story to your child modelling expression.  Discuss the question about what they have read. | My black hen has got an egg. |
| **Friday are** | | Green words: make, cake, name, same, late, date  Red words: my to | **Ditty 2:** Ask your child to read the story to you out loud.  Next read the story to your child modelling expression.  Discuss the question about what they have read. | A crab in the net. |