

[illegible]

Sequence of Phonics Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5
Session 1 - Objective	To identify alliteration	To hear rhyming pairs	To match rhyming pairs.	To hear initial sounds in their name.	To sort by initial sounds.
Activity	<p>Warm up – I’m a Little Teapot</p> <p>Digging for Treasure - dig in sand for hidden objects, sorting them by initial sound ‘d’ and ‘m’ (alliteration).</p>	<p>Warm up – Polly put the Kettle on</p> <p>A selection of rhyming objects. Use a bowl and spoon as props to act out the song. Put into the soup and place it in the bowl. After each turn, stir the soup and sing the following song to the tune of ‘Pop Goes the Weasel’:</p> <p><i>I’m making lots of silly soup I’m making soup that’s silly I’m going to cook it in the fridge To make it nice and chilly In goes...a fox...abox...some socks..</i></p>	<p>Warm up – Old Mcdonald</p> <p>To match objects that rhyme. Two hoops with opposite rhyming pairs in and children to match the pairs together.</p>	<p>Warm up – Five Currant Buns</p> <p>Children to stand up in a circle, when they hear the initial sound for their name they sit down.</p>	<p>Warm up – Chick, Chick Chicken</p> <p>Two hoops, selection of objects starting with ‘s’ and not ‘s’. Children to sort the objects as to whether they start with ‘s’ or not.</p>
Session -Objective 2	To identify alliteration	To hear rhyming pairs	To match rhyming pairs.	To hear initial sounds in their name.	To sort by initial sounds.
Activity	<p>Warm up – I’m a Little Teapot</p> <p>Digging for Treasure - dig in sand for hidden objects, sorting them by initial sound ‘d’ and ‘m’ (alliteration). Increase the amount of objects.</p>	<p>Warm up – Polly put the Kettle on</p> <p>Repeat session as above</p>	<p>Warm up – Old Mcdonald</p> <p>To match objects that rhyme. Two hoops with opposite rhyming pairs in and children to match the pairs together – increase the number of objects.</p>	<p>Warm up – Five Currant Buns</p> <p>Repeat as above. Children to have mirrors and look at adult first making the ‘s’ sound – show a ‘s’ object to match with the initial sound. Then discuss that tongue is behind teeth, it is a stretchy sound. All look in the mirror whilst they make this sound.</p>	<p>Warm up – Chick, Chick Chicken</p> <p>Two hoops, selection of objects starting with ‘s’ and ‘m’. Children to sort the objects as to whether they start with ‘s’ or ‘m’ (Over emphasise the initial sound ‘sssss – ock’).</p>
Resources	Sand tray, objects/picture cards for m and d.	Bowl, spoon, rhyming objects	Hoops, rhyming pair objects/picture cards	Mirrors, ‘s’ object	Two hoops, selection of objects.
New starters Rising 3s.	‘What’s in the Box’ Vocabulary and listening and attention.	‘What’s in the Box’ Vocabulary and listening and attention.	‘What’s in the Box’ Vocabulary and listening and attention.	‘What’s in the Box’ Vocabulary and listening and attention.	‘What’s in the Box’ Vocabulary and listening and attention.

Sequence of Phonics

Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Objective	Initial Sounds	Initial Sounds	Oral Blending	Oral Blending	Oral Blending	S A
Activity						
Resources						

Sequence of Phonics

Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Objective	T P	I N	Word building with SATPIN	Word building with SATPIN	Word building with SATPIN	Recap	Recap
Activity							
Resources							