

Outline Plan for Phase 2 Week 1: : s a t p (set 1 of Letters and Sounds)					
Practise letters/ sounds and start to practise oral blending and segmenting					
	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 3)	Thursday (Day 4)	Friday (Day 5)
Introduction	Introduce Phonics.	Discuss what they have learnt last session and introduce what will be learnt today			
Revisit/ Review	Talk about what we are learning today.	Recall 's' using flashcard. Play 'I Spy' with 's' objects.	Recall objects starting with 's' and 'a'. Put up 's' and 'a' cards and you say a word your child stands next to the right letter. Reverse role (and sometimes get it wrong and child has to correct).	Recall objects starting with 's', 'a' and 't'. Put up 's', 'a' and 't' cards and you say a word your child stands next to the right letter. Say a letter and do action and child writes letter.	Recall sounds s/a/t/p, stick them up on a wall/ frieze and during the day point to them and ask what the sound is. Practise oral blending - playGym (Decide on a name what to call this, could be your child's name - I shall call it Sam's Gym).
Teach	Show Jolly Phonics card s - Weave your hand in an s shape, like a snake, and say ssssss as a continuous sound showing - see PowerPoint for task	Show Jolly Phonics card a - wiggle your fingers above your elbow as if ants are crawling on you and say a, a, a (as individual sounds).	Show Jolly Phonics card t - turn head from side to side as if watching tennis and say t, t, t (as individual sounds). Practise oral blending at, sat, as, a	Show Jolly Phonics card p - pretend to puff out candles and say p, p, p (as individual sounds). Practise oral blending pat, at, sat, tap, sap, as, a	Practise oral segmentation tap/ a/ pat/ sat / at/ as/ sap (Do less if this is too many)
Practise	Have a number of objects (or pictures - see below for suggestions) that start with 's' and some that don't and sort them into objects that start with 's' and things that do not start with 's'.	Have a number of objects (or pictures - see below for suggestions) that start with 's' and 'a' and sort them into objects that start with 's' and 'a'.	Have a number of objects (or pictures - see below for suggestions) that start with 's', 'a' and 't' and sort them into 3 groups.	Have a number of objects (or pictures - see below for suggestions) that start with 's', 'a', 't' and 'p' and sort them into 4 groups.	Say a sound and children write the letter on their whiteboards - please check for correct letter formation. Practise letter formation in different fun ways. Play the first game in the games section.
Apply	Draw lots of s's in different ways - chinks, paints, crayons -outdoors: run in a large 's' shape, outdoor chinks, collages.	Play musical statues - when music stops show a letter flashcard and he/ she/ they have to say the sound and make the action. Challenge think of an object starting with this sound.	Sort letters into 3 letter groups. Challenge think of an object starting with this sound.	Recall - Have a number of letters in front of your child and say a sound and your child holds this up. Challenge think of an object starting with this sound.	Give your child post-its with s/a/t/p/ and ask them to look for objects around the house starting with these letter. I have also provided games and worksheets but these will be challenging as we have only done oral blending so far so you may want to wait until next week (apart from 1 st game for above task).
Assessment/ Notes					

Day	Words beginning with:	Suggestions of people/ words/ photos/ pictures/ objects you may have at home
1	s	(Please do not use items starting with sh as shirt, shorts etc). Sock, spoon, soap, sunscreen, soup, sandal, straw, skirt, soda, sunglasses, salad, swiss cheese, sandwich, snow, skittles, spaghetti, spinach, spider, sack, sewing machine, sleeping bag, salt, slippers, scissors, sofa, sponge, sofa, saucepan, stapler, saw, spatula, stairs, sieve, sandals, sanitizer, spray, sand, sweets, screwdriver, spade, stick, scales, seat.
2	a	(Please do not use items starting with 'ar' as in arm, art). Ant, album, alarm clock, address book, aluminium foil, apple, apple peeler, apple cake, apple pie atlas, avocado.
3	t	(Please do not use items starting with 'th'). T-shirt, tea, tea pot, tea cup, tea spoon, tea bag, tea towel, table, tennis ball, tennis racket, toast, tomato, tomato ketchup, tarts, taco, tomato soup, tuna, turkey, television, tile, toilet, toilet paper, tools, toolbox, tray, timer, tap, tin, tissue, towel, toy, torch, tent, tub, tie, trampoline, trunk, toilet, toilet paper, typewriter, tweezers, telescope, top, trousers.
4	p	Peas, pencil, pencil sharpener, picture, something pink, pan, pot, paper, plate, pen, plug, potty, plant, pepper, potato, potato peeler, pin, paint, paint brush, penguin toy, pepper, popcorn, peg, pie, pear, printer, pillow, pizza, pizza cutter, potato peeler, pins, perfume, place mat, Playstation, pickles, porch, pet, pet ford, pancake, pink, purple.
FYI	a*	The indefinite article 'a' is normally pronounced as a schwa, but this is close enough to the /a/ sound to be used at this stage. In linguistics, schwa is the mid central vowel sound in the middle of the vowel chart, denoted by the IPA symbol ⟨ə⟩, or another vowel sound close to that position. This is only FYI if you are interested and is not something to discuss with your child.

s

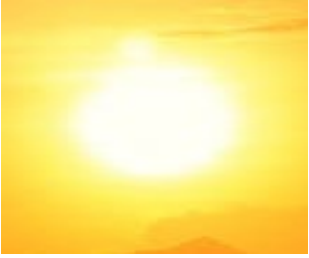









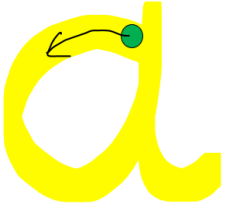


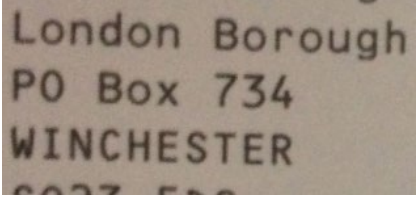

a

t

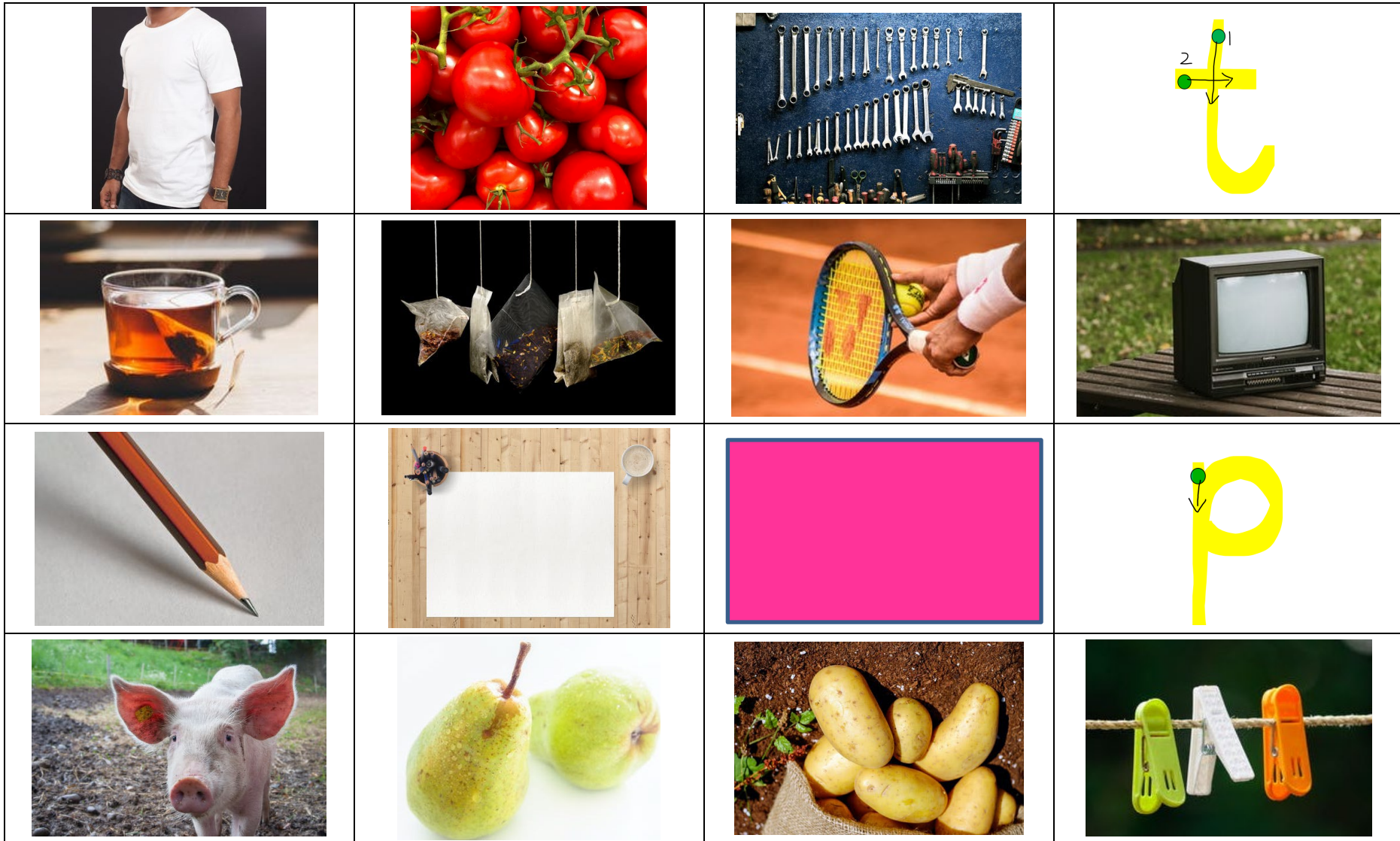
p

s	s	s	s	s
a	a	a	a	a
t	t	t	t	t
p	p	p	p	p

Day 1+2


Day 3+4



Week 1 s a t p (set 1)

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at	sat	as	a
sap	pat	tap	
		s	a
		t	p
