**Literacy Weekly Teaching Sequence**

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| **Year: F2** | **Start Day: Monday Date: 5th October 2020** |

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|  **Activity Teaching Assistant Support** |
| Day oneLearning Focus: Begin to recognise the sounds in CVC wordsInput:Have the children in a circle and have the children talk about what is in their school bag?Have the children think what we might put in Tim’s school bag?Put the objects of a **bag, map, kit** on the floor can the children tell me what objects they are. Listen for initial sounds. Write on card the initial sounds for each object. Have the children using their bodies, sound out the words and getting faster to blend them together. | Group 1- Read 3 CVC words and match to the correct pictureChallenge - can they read a CVCC word e.g. desk (Cut and Stick)Group 2- - Read 2 CVC words and match to the correct picture e.g. pen, kit (Cut and Stick)Group 3 - Independent ActivitiesGroup 4 – Independent Activities | Input - Group 4Children to identify the initial sound for 3 CVC words and record on whiteboards. Can they hear the final sound in the word? | ActivityTapestry of independent activities  |
| Day twoLearning Focus: Begin to recognise the sounds in CVC wordsInput:Have the children in a circle and have the children talk about what is in their school bag?Have the children think what we might put in Tim’s school bag?Put the objects of **a hat, cup, pen** on the floor can the children tell me what objects they are. Listen for initial sounds. Write on card the initial sounds for each object. Have the children using their bodies, sound out the words and getting faster to blend them together.Write on whiteboards the initial sounds. | Group 1- Independent Activities Group 2 - Independent ActivitiesGroup 3– PRACTICAL Match the initial sound using cards to the picture – picture of each child for tapestry to put in files. (kit, bag, pen, map)Group 4- PRACTICAL Match the initial sound using cards to the picture – picture of each child for tapestry to put in files. (Pen, map, bag) | Input - Group 2Children to segment and write the sounds in 4 CVC words on whiteboards. | ActivityTapestry of independent activities  |
| Day threeLearning Focus: To recognise the sounds in CVC wordsInput:Have the children in a circle and think about what items we sorted yesterday in the school bag.Put the objects of a bag, hat, cup, on the floor can the children tell me what objects they are. Listen for initial sounds. Have the children match the correct word card to the object e.g. b, a, g – bag | Group 1- Write the words (labelling) kit, bag, pen, cup, hat, mapGroup 2- - Write the words (Labelling) bag and mapGroup 3- Independent ActivitiesGroup 4- Independent Activities  | Input – Group 3Write in sand the CVC word letters to practice for writing in tomorrow’s lesson.  | ActivityTapestry of independent activities  |
| Day fourLearning Focus: To recognise the sounds in CVC wordsInput:Have the children in a circle and think about what items we sorted yesterday in the school bag.Put the objects of a pen, map, kit on the floor can the children tell me what objects they are. Listen for initial sounds. Have the children match the correct word card to the object e.g. p – e – n = pen | Group 1 - Independent ActivitiesGroup 2 - Independent ActivitiesGroup 3- Match the initial sound using cards to the picture – – write the initial sound in book and trace the last two letters which are in yellow (kit, bag, pen, map)Group 4- Match the initial sound using cards to the picture – write the initial sound in book and trace the last two letters which are in yellow (Pen, Map) | Input – Group 1Have the children use the tricky word they’ve learnt ‘the’ and add them to the CVC words they’ve learnt this week. | ActivityTapestry of independent activities  |
| Evaluation/Reflection/Intervention (To be completed in PPA) |

**Independent Activities**

* Cubes – phonics making CVC words
* Name writing and alphabet writing
* CVC picture blocks matching and whiteboards
* Draw things to go in a backpack
* Backpack sorting activity – things that go in a backpack and things that don’t
* Letter formation in the sand
* Fine Motor activities (Cheerio’s and Spaghetti)
* Chalk letters and patterns outside (Gross Motor)