**Literacy Weekly Teaching Sequence**

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| **Year: F2** | **Start Day: Monday Date: 12th October 2020** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus: Read CVC words  Input:  Have the children think about their name have them go around in a circle and say what their name is. Sing the Hello song using the buzzy bee toy  Tell the children that today we will be reading CVC words of names of children in Topsy and Tim’s School. Put one of the names on the board using the CVC cubes e.g. Sam.  Show the children how we sound out each letter and blend together. Talk about the capital letter at the start of a name and why. | Group 1- Read 6 CVC names (Dan, Sid, Rob, Sam, Tom, Pip) (Tick if read correctly)  Group 2- Read 3 CVC names (Sid, Tom, Pip) (Tick if read correctly)  Group 3 - Independent Activities  Group 4- Independent Activities | Input - Group 2-  Hello song –  Put one of the names on the board using the CVC cubes e.g. Sam. Show the children how we sound out each letter and blend together. | Activity  Tapestry of independent activities |
| Day two  Learning Focus: Read CVC words  Input:  Have the children think about who their friend in school is, have them go around in a circle and say who their friend is. Then have the children say the name and listen for the initial sound. E.g. Joe, Sally, Tom, Jim, Ruby etc. Put some CVC name cards on the floor, say a name e.g. Sid, Pip, Tom etc. Can different children can the children choose the correct sounds/letters to make the correct name. (Stick on board) Recap about the capital letter at the start of a name and why. | Group 1- Independent Activities  Group 2 - Independent Activities  Group 3 – Read 3 CVC initial sounds from names (Dan, Sid, Rob)  Try and read the CVC word (Pip) (Tick if read correctly)  Group 4–Read 3 CVC initial sounds from names (Tom, Sid, Pip) (Tick if read correctly) | Input – Group 3  Put some CVC name cards on the floor, say a name e.g. Sid, Pip, Tom etc. Can different children can the children choose the correct initial sounds . | Activity  Tapestry of independent activities |
| Day three  Learning Focus: Begin to write CVC words  Input:  Put pictures on the carpet of different CVC objects e.g. dog, cat, bin, mop, van etc.  Have the children think of the initial sounds that match the CVC words- can they match the correct sound to the picture. e.g M for mop. | Group 1- Write CVC words for each picture: van, log, dog, man, bus, bin  Group 2- Write CVC words for each picture: dog, man, bin  Group 3- Independent Activities  Group 4- Independent Activities | Input – Group 1  Have the children think of the initial sounds that match the CVC words- can they match the correct sound to the picture. e.g M for mop. | Activity  Tapestry of independent activities |
| Day four  Learning Focus: Begin to write CVC words  Input:  Put pictures on the carpet of different CVC objects e.g. dog, cat, bin, mop, van etc.  Have the children put the letters next to the pictures to make a full CVC word. Picture of a mop and the letters next to it will be MOP. | Group 1- . Independent Activities  Group 2 - Independent Activities  Group 3- Write CVC words for each picture: dog, bin (try and hear first and last sounds e.g. bn or dg Just give it a go  Group 4- Write initial sounds for each picture: dog, bus, log | Input –Group 4  Have the children put the letters next to the pictures to make a full CVC word. Picture of a mop and the letters next to it will be MOP. SEN – Initial sounds | Activity  Tapestry of independent activities |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |

**Independent Activities**

* Cubes – phonics making CVC words using the cards
* Name writing
* CVC picture blocks and paper – draw pictures and write initial sounds
* Fine motor activities – small cubes in tubs using tweezers
* Phonic alphabet bags – draw objects and write initial sound
* Initial sound bingo
* Jigsaws
* Letter formation, chalk etc.