



## Phase 2: set 1: s a t p

Revisit & Review	Introduce	Teach	Practise	Apply	Assess	Guided Reading
<p>Phase 1: what can you hear ?</p> <p>What is a phoneme? (a sound)</p>	<p>s</p> <p>Introduce the sound and ask children to make the sound and think of any words they know starting with the sound</p>	<p>Introduce s and how to make the s sound Handwriting: "Whoosh... Slither down the snake"</p> <p>Show using RWI card.</p> <p>-Air write -Write on hands -Write on whiteboards</p>	<p>Have objects/ pictures to show the children: star spots stop sun snake spider plus some that don't begin with s for children to sort as a group.</p>	<p>Ask children for examples and teacher to scribe in meantime modelling over and over the letter formation.</p> <p>Teacher model sound buttons/ dots &amp; dashes for when children can do this too.</p>	n/a	<p>How to Catch a Star, Oliver Jeffers Simon Sock, Sue Hendra</p>  <p>Read the story to the class and encourage the children to notice when the s sound appears.</p>
<p>Further play activities throughout the day</p>	<p>Space: rockets around the stars, make stars, Cars: "STOP, go, slow down, speed up" Can you be snails? Collage snails/ snakes, make from paper plates. Links to maths in numbers or shape include the sound: six, seven, square... Sand tray to play and practise letter formation in "s" Nursery rhyme: Sing a Song of Sixpence</p>					

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<p>s</p> <p>from yesterday: did anyone spot any s words at home?</p> <p>What is a phoneme? (a sound)</p>	<p>a</p> <p>Introduce the sound and ask children to make the sound and think of any words they know starting with the sound</p>	<p>Introduce a and how to make the a sound Handwriting: "Whoosh... Around the apple and down the leaf"</p> <p>Show using RWI card.</p> <p>-Air write -Write on hands -Write on whiteboards</p>	<p>Play Popcorn Beginning with a and s and see if the children can initially identify the sounds and then sort the sound cards into two groups.</p>	<p>Ask children for examples of words that begin with 'a' - teacher to scribe in meantime modelling over and over the letter formation. Teacher model sound buttons/ dots &amp; dashes for when children can do this too. "Show me...s Show me...a"</p>	<p>Can children distinguish between the s and a sounds learnt so far?</p>	<p>Quick Quack Quentin, Kes Gray</p> 
<p>Further play activities throughout the day</p>	<p>Apples for snacks – children to cut up and share for snack Use apple template to colour and write name on leaf Play games in pairs and children to repeat _____ and _____ are playing together Role Play Quick Quack Quentin and pretend to be different people for Quentin to ask for his A. Nursery rhyme: Alice the Camel</p>					