

Autumn 2 Week 2

Alternative Graphemes for Phonemes: /ur/ ur er /air/ air ear are ere HF and Common Exception Words Stretch and Challenge

	Monday	Tuesday	Wednesday	Thursday	Friday																					
<p>Revisit/ Review <i>Select specific GPCs, HF and Common Exception Words to review.</i></p>	<p>Countdown Relay Revisit: /u/u oo oul /or/ or oor aw au al ore oar alternatives from last week. Range of words including alternatives from previous week.</p>	<p>Quick Write Revisit: Range of words including /ur/ ur burning hurt turn turning unhurt blurb Thursday Saturday church burst work</p>	<p>Read, Write, Word Swap Revisit: Range of words including /ur/ ir er birds girl first thirsty birthday her were term herself afternoon yesterday different</p>	<p>Bingo Revisit: Range of words including /air/ air ear air hair stairs chair haircut highchair fairest repair bear bears pear wearing underwear where there there's</p>	<p>My Turn, Your Turn Revisit: Range of words including /ur/ ur ir er /air/ air ear are work girl first her were birds where there's</p>																					
<p>Teach Use <i>sound buttons for blending to read.</i> Use <i>phonic/phoneme fingers for segmenting to write.</i></p>	<p>Revisit /ur/ ur Introduce an alternative graphemes chart.</p> <table border="1"> <tr> <td>ur</td> <td>ir</td> <td>er</td> </tr> <tr> <td>burn</td> <td>birds</td> <td>germ</td> </tr> </table> <p>Model blending to read and segmenting to spell the words detailed in the chart above. Emphasise and highlight the alternative grapheme for /ur/ each time. Include: work</p>	ur	ir	er	burn	birds	germ	<p>Revisit alternative grapheme chart. Focus on /ur/ ir er</p> <table border="1"> <tr> <td>air</td> <td>ear</td> <td>are</td> <td>ere</td> </tr> <tr> <td>chair</td> <td>bear</td> <td>share</td> <td>where</td> </tr> </table> <p>Model segmenting to spell and blending to read pairs funfair hairy pears wearing beachwear Add to the grapheme chart.</p>	air	ear	are	ere	chair	bear	share	where	<p>Introduce an alternative grapheme chart. Focus on graphemes /air/ air ear</p> <table border="1"> <tr> <td>air</td> <td>ear</td> <td>are</td> <td>ere</td> </tr> <tr> <td>chair</td> <td>bear</td> <td>share</td> <td>where</td> </tr> </table> <p>Model segmenting to spell and blending to read square care scare parents where there there's Add to the grapheme chart.</p>	air	ear	are	ere	chair	bear	share	where	<p>Revisit alternative grapheme chart. Focus on alternatives from across the week.</p> <p>Model segmenting to spell a range of selected words including /ur/ ur ir er /air/ air ear are ere alternative spellings from across the week. work were first girl her bird where there there's Add to the grapheme chart.</p>
ur	ir	er																								
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<p>Practise <i>In addition, see word bank to select appropriate words for reading and writing, including words for stretch and challenge.</i></p>	<p>Magic Words Blend to read Segment to write hurt turn burnt burning blurb church Thursday Saturday disturb turkey return hamburger work surname <u>purring</u> <u>further</u> <u>urgent</u></p> <p>Add words to grapheme chart.</p>	<p>What's Missing? Blend to read Segment to write th __ ty (thirty) p __ ect (perfect) h __ self (herself) th __ sty (thirsty) b __ rthday (birthday) sh __ rt (shirt) b __ rning (burning) w __ k (work)</p> <p>Add words to grapheme chart.</p>	<p>Grapheme Detective Collector Blend to read Segment to write air stairs fairy airport hair armchair upstairs <u>hairdresser</u> <u>wheelchair</u> <u>repair</u> <u>repaired</u> wear bears tearing footwear underwear <u>menswear</u> <u>womenswear</u></p> <p>Add words to grapheme chart.</p>	<p>Phonics Factor Blend to read Segment to write</p> <table border="1" data-bbox="311 470 662 795"> <tr> <td>share</td> <td>square</td> </tr> <tr> <td>parents</td> <td>care</td> </tr> <tr> <td>glare</td> <td>scarecrow</td> </tr> <tr> <td>spare</td> <td><u>stared</u></td> </tr> <tr> <td>where</td> <td>there's</td> </tr> </table> <p>Add words to grapheme chart.</p>	share	square	parents	care	glare	scarecrow	spare	<u>stared</u>	where	there's	<p>Segment to write</p> <p>Children create their own sentences using words from both grapheme charts collected across the week.</p> <p>Children orally compose and write as many sentences as they can. Read to a partner and edit together.</p>
share	square														
parents	care														
glare	scarecrow														
spare	<u>stared</u>														
where	there's														
<p>Apply Include <i>graphemes and HF/Common Exception words.</i></p>	<p>Silly Sentences Write On Thursday we will eat burnt burgers with turnips. Do not disturb us when we work.</p>	<p>Famous Phone Call Write This Saturday a swirling wind might spoil a perfect garden birthday party.</p>	<p>Sentence Doctor The farey whent to the ayreport waring sparkly footwear. (The fairy went to the airport wearing sparkly footwear.) The harey bare brusht his furr befour he went to the funfayr. (The hairy bear brushed his fur before he went to the funfair.)</p>	<p>Children orally compose and write as many sentences as they can. Read to a partner and edit together.</p>											

Autumn 2 Week 3

Spelling Focus: Add the endings **-ing, -ed, -er** and **-est** to words where no change is needed to the root, e.g. **plant, planting, planted; poor, poorer, poorest**.
 Add the endings **-ing, -ed, -er** and **-est** to words where no change is needed to the root. (NC Y1)

Add the suffix **-ly** to words where no change is needed to the root, e.g. **kind, kindly; slow, slowly; careful, carefully**.

HF and Common Exception Words Stretch and Challenge Sticky Word Strategy Prior Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Review <i>This is an opportunity to review previous learning and address misconceptions.</i>	Sticky Word Strategy: Read, Turn, Write, Check Introduce and model this strategy. Use commonly misspelt words from children's own writing.	Word Ending Detective I wanted to do my homework but I couldn't find it. Mum caught me looking for it and she started laughing . She called me forgetful. It eventually turned up in the bin! I ended up staying at home to finish it and missing the football game! Collect on whiteboards or a grid, all the words containing -ing and -ed endings. Display on working wall.	Quick Write Use words from the <i>Find Your Family</i> games on Monday and Tuesday. Adult to model application of words orally and in writing, e.g. She was the greatest climber of all time.	Sentence Reveal The kindest child was holding a plant that had climbed faster than any other.	Quick Write Use words ending in the suffix -ly shared yesterday. Review using Sticky Word Strategy: Read, Turn, Write, Check.
Teach <i>This includes explicit teaching and modelling of new learning.</i>	Focus: adding -ing and -ed where no change is needed to the root. Establish how verbs ending with -ing indicate the present tense and those ending with -ed indicate the past tense. Use a present tense puppet and a past tense puppet to model: Today I jump. Yesterday I jumped.	Focus: adding -ing, -ed, -er and -est where no change is needed to the root. Display three toys/models of varying size. Model using comparative adjectives to describe them, e.g. This is the Hungry Caterpillar. He is smaller than Paddington. This is Paddington. He is taller than the Hungry Caterpillar.	Focus: adding -ing, -ed, -er and -est where no change is needed to the root. Model – Roll the Dice Experiment with words that can be created by rolling the two dice: plant + ing = planting climb + ed = climbed poor + er = poorer kind + est = kindest Orally rehearse each word in a sentence and model writing an example from below:	Focus: suffix -ly where no change is needed to the root. Display words ending with the suffix -ly and shared read together: carefully slowly sweetly kindly differently loudly softly gladly bravely quickly badly mysteriously mischievously beautifully curiously furiously Discuss meanings.	Focus: suffix -ly where no change is needed to the root. Display different sentences: The bird sang from the treetop. Mrs Phillips wrote the message. Model and challenge the children to select and write <i>appropriate</i> adverbs to enhance each sentence,

<p>Practise or Apply</p> <p><i>This section allows children to practise and/or apply new learning within meaningful contexts.</i></p>	<p>Practise</p> <p>Find Your Family</p> <p>Match verbs with -ing and -ed endings.</p> <table border="1" data-bbox="1220 1601 1380 1915"> <tr> <td>climb</td> <td>climbing</td> <td>climbed</td> </tr> <tr> <td>fast</td> <td>fasting</td> <td>fasted</td> </tr> <tr> <td>shout</td> <td>shouting</td> <td>shouted</td> </tr> <tr> <td>plant</td> <td>planting</td> <td>planted</td> </tr> </table>	climb	climbing	climbed	fast	fasting	fasted	shout	shouting	shouted	plant	planting	planted	<p>This is the BFG. He is the tallest of all the giants.</p> <p>In each instance, explore the root word and endings in smaller, taller, tallest and how it affects the meaning of each.</p>	<p>He enjoys <i>planting</i> in the garden.</p> <p>I <i>climbed</i> the steep stairs.</p> <p>The <i>people were poorer</i> than ever.</p> <p>She is the <i>kindest friend</i> in the <i>class</i>.</p> <p>Invite children and 'have a go' together.</p>	<p>Model - Act it Out</p> <p>Share the sentence: Jake walked into the room.</p> <p>Now 'act out', Jake walked bravely into the room.</p> <p>Children guess the choice of adverb from those displayed and write it on their whiteboard/in their journal. Evaluate the choice of adverb together and repeat with other adverbs from the list displayed. (Grammar link)</p> <p>- Establish that adverbs can provide more information about how a verb is performed).</p>	<p>e.g. The bird sang sweetly from the treetop. Mrs Philips wrote the message <i>beautifully</i>.</p> <p>(Grammar link – Note that the adverb can be placed in different parts of the sentence. Discuss where it sounds the most effective, e.g. The bird sang sweetly from the treetop. The bird sang from the treetop sweetly.)</p>			
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<p>Practise or Apply</p>	<p>Practise</p> <p>Find Your Family</p> <p>Match adjectives with -er and -est endings.</p> <table border="1" data-bbox="1220 1265 1380 1568"> <tr> <td>poor</td> <td>poorer</td> <td>poorest</td> </tr> <tr> <td>kind</td> <td>kinder</td> <td>kindest</td> </tr> <tr> <td>wild</td> <td>wilder</td> <td>wildest</td> </tr> <tr> <td>cold</td> <td>colder</td> <td>coldest</td> </tr> <tr> <td>great</td> <td>greater</td> <td>greatest</td> </tr> </table>	poor	poorer	poorest	kind	kinder	kindest	wild	wilder	wildest	cold	colder	coldest	great	greater	greatest	<p>Practise and Apply</p> <p>Roll the Dice</p> <p>Challenge: How many words can be created by rolling the two dice?</p> <p>Practise writing each word on its own and then within a sentence.</p>	<p>Practise</p> <p>Act it Out</p> <p>Provide an alternative sentence to play the game in pairs or small groups: Rose packed her bag.</p>	<p>Apply</p> <p>Super Sentence Spellers</p> <p>She <i>carefully</i> opened the book.</p> <p>The <i>kindest child</i> sang <i>beautifully</i> at the town hall.</p>	
poor	poorer	poorest																		
kind	kinder	kindest																		
wild	wilder	wildest																		
cold	colder	coldest																		
great	greater	greatest																		

	<table border="1"> <tr><td>talk</td><td>talking</td><td>talked</td></tr> <tr><td>walk</td><td>walking</td><td>walked</td></tr> <tr><td>wash</td><td>washing</td><td>washed</td></tr> <tr><td>water</td><td>watering</td><td>watered</td></tr> <tr><td>break</td><td>breaking</td><td></td></tr> <tr><td>start</td><td>starting</td><td>started</td></tr> <tr><td>paint</td><td>painting</td><td>painting</td></tr> <tr><td>hunt</td><td>hunting</td><td>hunted</td></tr> </table> <p>Practise writing words using the Sticky Word Strategy: Read, Turn, Write, Check.</p>	talk	talking	talked	walk	walking	walked	wash	washing	washed	water	watering	watered	break	breaking		start	starting	started	paint	painting	painting	hunt	hunting	hunted	<table border="1"> <tr><td>fast</td><td>faster</td><td>fastest</td></tr> <tr><td>old</td><td>older</td><td></td></tr> <tr><td>climb</td><td>climber</td><td></td></tr> <tr><td>small</td><td>smaller</td><td>smallest</td></tr> <tr><td>tall</td><td>taller</td><td>tallest</td></tr> <tr><td>grand</td><td>grander</td><td>grandest</td></tr> <tr><td>quick</td><td>quicker</td><td>quickest</td></tr> <tr><td>fresh</td><td>fresher</td><td> freshest</td></tr> </table> <p>Practise writing words using the Sticky Word Strategy: Read, Turn, Write, Check.</p>	fast	faster	fastest	old	older		climb	climber		small	smaller	smallest	tall	taller	tallest	grand	grander	grandest	quick	quicker	quickest	fresh	fresher	freshest		<p>Provide the list of adverbs, as above, from which children can select. Orally rehearse and write out several sentence possibilities.</p>	<p>She was older than him and she was also the fastest.</p>
talk	talking	talked																																																			
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<p>Word Banks</p>	<p>Refer to relevant word banks to select appropriate words for use within lessons. These include examples for stretch and challenge and Common Exception Words.</p>																																																				

Autumn 2 Week 4

Spelling Focus: Words with contracted forms, e.g. **can't, didn't, couldn't, it's, I'll, hasn't, they're.**
HF and Common Exception Words Stretch and Challenge **Sticky Word Strategy**

	Monday	Tuesday	Wednesday	Thursday	Friday								
<p>Review <i>This is an opportunity to review previous learning and address misconceptions.</i></p>	<p>Act it Out Mrs Brown sang in the school hall. Review spelling of words ending in the suffix -ly as explored in the previous week.</p>	<p>Quick Write Review some of the words with contracted forms practised yesterday.</p>	<p>Sticky Word Strategy: Read, Turn, Write, Check Review personal spellings as identified in writing.</p>	<p>Super Sentence Spellers The children are going to be very busy. People should be kind!</p>	<p>Bingo Review common exception words. Include: people children poor kind wild climb old cold fast great break water plant</p>								
<p>Teach <i>This includes explicit teaching and modelling of new learning.</i></p>	<p>Focus: words with contracted forms. Find Your Family Distribute word cards/sticky notes as listed below – one per child. Ask children to move around the room and find their match:</p> <table border="1" style="margin-left: 20px;"> <tr><td>can not</td><td>can't</td></tr> <tr><td>do not</td><td>don't</td></tr> <tr><td>did not</td><td>didn't</td></tr> <tr><td>has not</td><td>hasn't</td></tr> </table> <p>Refer to the word bank for more examples. Ask pairs to explore their findings and question, <i>what do you notice?</i> Discuss that within each pair: - one child is holding a card displaying two words;</p>	can not	can't	do not	don't	did not	didn't	has not	hasn't	<p>Focus: words with contracted forms. Say two words that can be contracted: I will. Model how to 'push' the two words together to make one word: Iwill. Now model how the w and the i are no longer needed and can be replaced by the apostrophe: I'll. Orally rehearse in a sentence: I'll make the tea. Ask the children to write the word with a contraction on their whiteboard three times. Repeat with more contractions: I have – I've could not – couldn't should not – shouldn't Refer to the word bank for more examples.</p>	<p>Focus: Common exception words and personal spellings. Sticky Word Strategy: Triangle Words Model writing people and children using the Sticky Word Strategy: Triangle Words. Invite children to do the same. Repeat with common exception words explored in the previous week: poor kind wild climb old cold fast great break water plant and common errors found in children's own writing, e.g. misspellings of want, with, because.</p>	<p>Focus: words with contracted forms. Provide sentences including words with contractions from the class novel/focus text, with which the children have some connection, e.g. I know you'd love to go to the ball. Finally, don't forget to ask for help when using the oven. Shared read each sentence. Identify the contracted word. Orally rehearse and model writing a new sentence with the contracted word, e.g. you'd I thought you'd like ... don't Don't forget to ...</p>	<p>Focus: Common exception words and personal spellings. Sticky Word Strategy: Read, Turn, Write, Check Model writing Mr and Mrs. Invite children to do the same. Repeat with a personal spelling, perhaps common to several children.</p>
can not	can't												
do not	don't												
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<p>Practise or Apply</p> <p><i>This section allows children to practise and/or apply new learning within meaningful contexts.</i></p>	<p>- the other child is holding a card displaying one word with an apostrophe; - the words on both sets of cards mean the same. Explain that the apostrophe is in place of a missing letter(s). Review the terms apostrophe and contraction. Encourage children to use the terms. Talk about <i>why</i> we use contractions (to shorten something), and <i>when</i> we use them (often when we are talking).</p>	<p>Share and address misconceptions.</p>	<p>Practise Sticky Word Strategy: Triangle Words Children use the Sticky Word Strategy: Triangle Words to practise personal spellings identified from their own writing.</p>	<p>Practise and Apply Word to Sentence Spellers Challenge children to find examples of contractions in the following sentences:</p> <table border="1" data-bbox="930 510 1334 833"> <tr><td>Let's run along the corridors!</td></tr> <tr><td>I'm feeling very hungry.</td></tr> <tr><td>Mr Potter couldn't open his front door.</td></tr> <tr><td>I've not completed my homework yet.</td></tr> <tr><td>We didn't like the pudding.</td></tr> <tr><td>They can't blow the house down.</td></tr> </table>	Let's run along the corridors!	I'm feeling very hungry.	Mr Potter couldn't open his front door .	I've not completed my homework yet.	We didn't like the pudding.	They can't blow the house down.	<p>Practise Sticky Word Strategy Children use either of the sticky word strategies, Triangle Words or Read, Turn, Write, Check, to practise personal spellings or Common Exception Words as identified in their own writing.</p> <p>Stretch and Challenge: Provide Common Exception Words from Autumn 1 Week 5 to explore: Christmas beautiful sure</p>																				
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	<p>Practise Find Your Family Continue to match other expanded words and their contractions:</p> <table border="1" data-bbox="903 1585 1358 1915"> <tr><td>he is</td><td>he's</td></tr> <tr><td>could not</td><td>couldn't</td></tr> <tr><td>would not</td><td>wouldn't</td></tr> <tr><td>I will</td><td>I'll</td></tr> <tr><td>I am</td><td>I'm</td></tr> <tr><td>I have</td><td>I've</td></tr> <tr><td>we will</td><td>we'll</td></tr> <tr><td>we are</td><td>we're</td></tr> <tr><td>he will</td><td>he'll</td></tr> <tr><td>she will</td><td>she'll</td></tr> <tr><td>it is</td><td>it's</td></tr> <tr><td>you are</td><td>you're</td></tr> <tr><td>that is</td><td>that's</td></tr> </table>	he is	he's	could not	couldn't	would not	wouldn't	I will	I'll	I am	I'm	I have	I've	we will	we'll	we are	we're	he will	he'll	she will	she'll	it is	it's	you are	you're	that is	that's	<p>Practise Word to Sentence Spellers Follow modelling. Take cards displaying two words: I am, out of a hat/envelope/from the board. Children to write the contracted form: I'm in their spelling journal. Apply the word, orally and in writing, in a sentence: I'm in a good mood today. Invite children to do the same. Ensure children orally rehearse the sentence first before they write. Repeat with further examples.</p>			
he is	he's																														
could not	couldn't																														
would not	wouldn't																														
I will	I'll																														
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I have	I've																														
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	there is	there's										
let us	let's											
have not	haven't											
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