




There are two versions of each lesson plan: one using images for the introduction and another using a story for the introduction.
 You should **delete the versions that you do not wish to use.**




Year 1 Phonics Planning (Weekly)



Term: Summer 1 Week 1 – ir (using images for introduction)



DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Recognise, read and spell ir in words</p> <p>Phonics Sum001</p>	<p>Go through flashcards for today's high frequency words</p> <p>Revise the graphemes (letter strings) that we have covered previously – show children clue cards with each grapheme on the front and a clue word on the back. Have them say the clue word, then the sound that the grapheme represents e.g. bat, (b)</p> <p>Show the children several images of words containing today's grapheme/s</p> <p>Say the word aloud that each image represents, <i>without letting the children see the words</i></p> <p>Ask children to think, pair, share which sound they can hear in all of the words</p> <p>Ask children where the sound comes in the words i.e. at the beginning of the word, in the middle of the word at the end of the word, or in more than one position</p> <p>Show children the images again, this time with the word underneath each image</p> <p>Ask children to think, pair, share what pattern (i.e. what grapheme) they can see in all of the words</p> <p>Show children images again, this time with the words under each image <i>and the grapheme highlighted</i></p> <p>Ask them to see if they spotted the pattern correctly</p> <p>Discuss where in the words we find the grapheme</p> <p>Have children repeat this phrase – 'I R represents (ir)'</p> <p>Repeat this phrase several times in different 'voices' e.g. loudly, quietly, quickly, slowly etc</p>	<p>Lower ability – circle the correct word (from a choice of 3 words) under a picture</p> <p>Middle ability – join the correct letters together to make the word to go with a picture e.g.</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p>Higher ability – unscramble the letters to make the correct word to go with a picture e.g.</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>d b <u>ir</u></p> <p><u>b</u> <u>i</u> <u>r</u> <u>d</u></p> </div> <p>Extension – complete a Wordsearch with words with today's grapheme</p>	<p>Revise the phrase for today: 'I R represents (ir)'</p> <p>Ask children to think, pair, share as many of the words from today's lesson as they can</p> <p>Complete the additional IWB activities e.g. match the word and image and / or guess the missing word</p>

Year 1 Phonics Planning (Weekly)

Term: Summer 1 Week 1 – ir (using story for introduction)

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Recognise, read and spell ir in words</p> <p>Phonics Sum001</p>	<p>Go through flashcards for today's high frequency words</p> <p>Revise the graphemes (letter strings) that we have covered previously – show children clue cards with each grapheme on the front and a clue word on the back. Have them say the clue word, then the sound that the grapheme represents e.g. bat, (b)</p> <p>Read children a story which contains today's grapheme – the story of The Girl's Skirt (<i>without letting them see the story</i>)</p> <p>Read children the story again, this time telling them to listen for which phoneme (sound) they hear most often in the story</p> <p>Ask children to think, pair, share some of the words that contain today's phoneme that they heard in the story</p> <p>Ask children where the sound comes in the words i.e. at the beginning of the word, in the middle of the word or at the end of the word, or in more than one position</p> <p>Show children the story on the IWB</p> <p>Read the story again, asking the children to spot which letters are used to represent the sound in the story</p> <p>Ask children to tell their partner which letters are used to represent the sound</p> <p>Have children repeat this phrase – 'I R represents (ir)'</p> <p>Repeat this phrase several times in different 'voices' e.g. loudly, quietly, quickly, slowly etc</p>	<p>Lower ability – circle the correct word (from a choice of 3 words) under a picture</p> <p>Middle ability – join the correct letters together to make the word to go with a picture e.g.</p>   <p>Higher ability – unscramble the letters to make the correct word to go with a picture e.g.</p>  <p>d b ir</p> <p><u>b</u> <u>i</u> <u>r</u> <u>d</u></p> <p>Extension – complete a Wordsearch with words with today's grapheme</p>	<p>Revise the phrase for today: 'I R represents (ir)'</p> <p>Ask children to think, pair, share as many of the words from today's lesson as they can</p> <p>Complete the additional IWB activities e.g. match the word and image and / or guess the missing word</p>

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Recognise, read and spell ew in words</p> <p>Phonics Sum002</p>	<p>Go through flashcards for today's high frequency words</p> <p>Revise the graphemes (letter strings) that we have covered previously – show children clue cards with each grapheme on the front and a clue word on the back. Have them say the clue word, then the sound that the grapheme represents e.g. bat, (b)</p> <p>Show the children several images of words containing today's grapheme/s</p> <p>Say the word aloud that each image represents, <i>without letting the children see the words</i></p> <p>Ask children to think, pair, share which sound they can hear in all of the words</p> <p>Ask children where the sound comes in the words i.e. at the beginning of the word, in the middle of the word at the end of the word, or in more than one position</p> <p>Show children the images again, this time with the word underneath each image</p> <p>Ask children to think, pair, share what pattern (i.e. what grapheme) they can see in all of the words</p> <p>Show children images again, this time with the words under each image <i>and the grapheme highlighted</i></p> <p>Ask them to see if they spotted the pattern correctly</p> <p>Discuss where in the words we find the grapheme</p> <p>Have children repeat this phrase – 'E W represents (oo)'</p> <p>Repeat this phrase several times in different 'voices' e.g. loudly, quietly, quickly, slowly etc</p>	<p>Lower ability – circle the correct word (from a choice of 3 words) under a picture</p> <p>Middle ability – join the correct letters together to make the word to go with a picture e.g.</p>  <p>st ew p</p> <p>Higher ability – unscramble the letters to make the correct word to go with a picture e.g.</p>  <p>ew ch c h e w</p> <p>Extension – complete a Wordsearch with words with today's grapheme</p>	<p>Revise the phrase for today: 'E W represents (oo)'</p> <p>Ask children to think, pair, share as many of the words from today's lesson as they can</p> <p>Complete the additional IWB activities e.g. match the word and image and / or guess the missing word</p>

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION	INDEPENDENT WORK	PLENARY
	<p>Recognise, read and spell ew in words</p> <p>Phonics Sum002</p>	<p>Go through flashcards for today’s high frequency words</p> <p>Revise the graphemes (letter strings) that we have covered previously – show children clue cards with each grapheme on the front and a clue word on the back. Have them say the clue word, then the sound that the grapheme represents e.g. bat, (b)</p> <p>Read children a story which contains today’s grapheme – the story of The Steward’s Nephew (<i>without letting them see the story</i>)</p> <p>Read children the story again, this time telling them to listen for which phoneme (sound) they hear most often in the story</p> <p>Ask children to think, pair, share some of the words that contain today’s phoneme that they heard in the story</p> <p>Ask children where the sound comes in the words i.e. at the beginning of the word, in the middle of the word or at the end of the word, or in more than one position</p> <p>Show children the story on the IWB</p> <p>Read the story again, asking the children to spot which letters are used to represent the sound in the story</p> <p>Ask children to tell their partner which letters are used to represent the sound</p> <p>Have children repeat this phrase – ‘E W represents (oo)’</p> <p>Repeat this phrase several times in different ‘voices’ e.g. loudly, quietly, quickly, slowly etc</p>	<p>Lower ability – circle the correct word (from a choice of 3 words) under a picture</p> <p>Middle ability – join the correct letters together to make the word to go with a picture e.g.</p>  <p>st ew p</p> <p>Higher ability – unscramble the letters to make the correct word to go with a picture e.g.</p>  <p>ew ch c h e w</p> <p>Extension – complete a Wordsearch with words with today’s grapheme</p>	<p>Revise the phrase for today: ‘E W represents (oo)’</p> <p>Ask children to think, pair, share as many of the words from today’s lesson as they can</p> <p>Complete the additional IWB activities e.g. match the word and image and / or guess the missing word</p>

To access the complete weekly phonics plans for Summer 1, with all of the resources needed for each lesson, visit

<http://www.saveteacherssundays.com/phonics/year-1/151/year-1-phonics-planning-summer-1/>