

## Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur <b>oo</b> ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

 <b>Revisit and review</b>			 <b>Practise and apply</b>		 <b>Read decodable books</b>
<b>GPCs, words, tricky words</b>	<b>Oral blending</b>	<b>Review words with a specific focus</b>	<b>Read the sentence</b>	<b>Spelling</b>	Please see the Reading practice templates.
<p><b>GPCs</b></p> <ul style="list-style-type: none"> <li>Ask the children to read speedy sounds.</li> <li>Look at the children (not the cards) and assess.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>Ask the children to read speedy words.</li> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Point and sweep to indicate blending.</li> <li>Chunk longer words.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul> <p><b>Tricky words</b></p> <p>For each word:</p> <ul style="list-style-type: none"> <li>Ask the children to recall the 'tricky bit'. Take feedback.</li> <li>Ask the children to read the word.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to sound-talk each word.</li> <li>Ensure the children understand the meaning of each new word.</li> </ul>	<ul style="list-style-type: none"> <li>Show each word.</li> <li>Ask the children to read speedy words.</li> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Point and sweep to indicate blending.</li> <li>Chunk longer words.</li> <li>Read the word together.</li> <li>Use the example definitions and sentences on the weekly grid, if needed.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Display the sentence.</li> </ul> <p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>Ask the children to identify any digraphs they can see. Take feedback.</li> <li>Ask the children to identify any tricky words they can see.</li> <li>Point to the tricky words and read them together.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>Ask the children to read aloud as you point to the words.</li> <li>Read the sentence together at a steady pace.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to:                             <ul style="list-style-type: none"> <li>Say the word.</li> <li>Segment it.</li> <li>Segment and count the sounds.</li> </ul> </li> </ul> <p><b>Model spelling the word</b></p> <ul style="list-style-type: none"> <li>Say the word and how many sounds you need to spell it.</li> <li>Write each grapheme.</li> <li>Hide the word.</li> <li>Ask the children to spell the word.</li> <li>Check the word together.</li> <li>Ask the children to check and correct their spelling.</li> <li>Repeat for the second word.</li> </ul> <p><b>Spell the tricky word</b></p> <ul style="list-style-type: none"> <li>Use the same method as above, identifying the 'tricky bit' as you spell the word.</li> </ul>	

 <b>Revisit and review</b>				 <b>Practise and apply</b>		 <b>Read decodable books</b>	
GPCs, words, tricky words	New GPC	Oral blending	Read new words	Tricky word	Read the sentence	Spelling	Please see the Reading practice templates.
<p><b>GPCs</b></p> <ul style="list-style-type: none"> <li>Ask the children to read speedy sounds.</li> <li>Look at the children (not the cards) and assess.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>Ask the children to read speedy words.</li> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Point and sweep to indicate blending.</li> <li>Chunk longer words.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul> <p><b>Tricky words</b></p> <p>For each word:</p> <ul style="list-style-type: none"> <li>Ask the children to recall the 'tricky bit'. Take feedback.</li> <li>Ask the children to read the word.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce the new GPC.</li> <li>Use the <b>copy me method</b> to practise pronunciation. Repeat.</li> <li>Show linking graphemes for the new sound – (in bold on the weekly grid).</li> <li>Show the new grapheme card.</li> <li>Ask the children to read the grapheme – hide and show.</li> <li>Repeat.</li> <li>Add the new grapheme card to the review pack. Play <b>Grapheme spotter</b> with the new GPC.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to sound-talk each word.</li> <li>Ensure the children understand the meaning of each new word.</li> </ul>	<ul style="list-style-type: none"> <li>Show each word.</li> <li>Tell the children to sound-talk each grapheme and blend the word. Point to each grapheme and then sweep.</li> <li>Read the word together.</li> <li>Use the example definitions and sentences on the weekly grid, if needed.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Show the tricky word on the card.</li> <li>Read the graphemes the children know.</li> <li>Identify the tricky grapheme – (in bold on the grid).</li> <li>Read the tricky word.</li> <li>Ask the children to read the tricky word with you.</li> <li>Ask the children to read the word independently.</li> </ul>	<ul style="list-style-type: none"> <li>Display the sentence.</li> </ul> <p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>Ask the children to identify any digraphs they can see. Take feedback.</li> <li>Ask the children to identify any tricky words they can see.</li> <li>Point to the tricky words and read them together.</li> </ul> <p><b>Read</b></p> <ul style="list-style-type: none"> <li>Ask the children to read aloud as you point to the words.</li> <li>Read the sentence together at a steady pace.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to:                             <ul style="list-style-type: none"> <li>Say the word.</li> <li>Segment it.</li> <li>Segment and count the sounds.</li> </ul> </li> </ul> <p><b>Model spelling the word</b></p> <ul style="list-style-type: none"> <li>Say the word and how many sounds you need to spell it.</li> <li>Write each grapheme.</li> <li>Hide the word.</li> <li>Ask the children to spell the word.</li> <li>Check the word together.</li> <li>Ask the children to check and correct their spelling.</li> <li>Repeat for the second word.</li> </ul> <p><b>Spell the tricky word</b></p> <ul style="list-style-type: none"> <li>Use the same method as above, identifying the 'tricky bit' as you spell the word.</li> </ul>	

# Year 1 review lesson template

## Day 5 and review lessons (all weeks)

 <b>Revisit and review</b>				 <b>Practise and apply</b>		 <b>Read decodable books</b>	
GPCs	Sort the words	Match the words to the pictures	Quick review	Tricky words	Write the sentence	Spelling	Please see the Reading practice templates.
<ul style="list-style-type: none"> <li>Ask the children to read speedy sounds.</li> <li>Look at the children (not the cards) and assess.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>Tell the children that they are sorting the words they read by the two different graphemes.</li> <li>Ask the children to read each word.</li> <li>Ask them to sort the word by grapheme/sound.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Display the numbered pictures.</li> <li><b>For each word:</b> <ul style="list-style-type: none"> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Ask the children to read each word.</li> <li>Ask them to tell you which picture matches the word by holding up the appropriate fingers.</li> </ul> </li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the children to identify the digraphs. Take feedback.</li> <li>Point and sweep to indicate blending.</li> <li>Chunk longer words.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Ask the children to read without blending.</li> </ul>	<ul style="list-style-type: none"> <li>Ask the children to read the tricky words.</li> </ul> <p><b>Quick review</b></p> <ul style="list-style-type: none"> <li>Shuffle. Repeat.</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>Say the sentence.</li> <li>Use the <b>copy me method</b> to practise saying the sentence until the children are confident.</li> <li>Write the sentence. Model how you:               <ul style="list-style-type: none"> <li>use capital letters and punctuation</li> <li>segment to spell</li> <li>remember digraphs/trigraphs</li> <li>remember the 'tricky bit' of tricky words.</li> </ul> </li> <li>Hide the sentence.</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>Ask the children to write the sentence.</li> <li>Check the sentence together.</li> <li>Ask the children to check and correct their spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>copy me method</b> to:               <ul style="list-style-type: none"> <li>Say the word.</li> <li>Segment it.</li> <li>Segment and count the sounds.</li> </ul> </li> </ul> <p><b>Model spelling the word</b></p> <ul style="list-style-type: none"> <li>Say the word and how many sounds you need to spell it.</li> <li>Write each grapheme.</li> <li>Hide the word.</li> <li>Ask the children to spell the word.</li> <li>Check the word together.</li> <li>Ask the children to check and correct their spelling.</li> <li>Repeat for the second word.</li> </ul>	