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| Spring Term | Weeks 1-7 Oral Blending and Segmenting | | | | | | |
| Starter | Each session to begin with a ready to learn routine.  Use finger prompts – 1 to stand, 2 to move, 3 to sit.  Start with an oral blending game – (tell chn we are playing the Mrs Dunphy says game, show 1 finger to signal stand, then ask chn to touch a body part – eg Mrs Dunphy (insert own name) says touch your h-ea-d, t-oe –s, l-e-g etc) maximum of two body parts.  Signal 3 fingers to sit back down. Re-establish good sitting, good looking, good listening. Reward with stickers. | | | | | | |
| Activities to support teaching of initial sounds. | Cross the river game. Objects on one side of the river, teacher says initial sound and child moves the correct object eg: ‘Cross the river if you begin with d’ | Twinkl I spy game. Teacher models game saying initial sound. ‘I spy with my little eye, something beginning with s’. | Initial sound bingo. Each child to have a board. ‘Something beginning with z’ | Feed the phonics monster (make a sound monster) Objects to put in. Teacher to say the initial sounds, children to find the object and feed the monster. | Initial sound sorting objects game. Choose a focus sound eg: ‘s’ then sort objects into ‘s’ or ‘not s’. Challenge- Pair objects based on initial sound eg: pear and pig, bear and ball. | Pass the teddy to the person that begins with ‘r’. Can the children identify their friends initial sounds? | Select the object. Children to have 3-5 objects each. Can you find something beginning with ‘s’? |