**Literacy Weekly Teaching Sequence**

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| **Year: F2** | **Start Day: Monday Date: 19th October 2020** |

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| Activity Teaching Assistant Support | | | |
| Day one  Learning Focus: Identify syllables or beats in different words  **Input**  Start by introducing claves to the children. Go around the circle and say each child’s name by syllable e.g. Ella has 2 syllables. Can the children identify how many syllables are in their name? | **Group 1 and 2**  Read a few pages from the book have the children join in using the claves. 5 pages. Tanka Tanka Skunk by Steve Webb  **Evidence – take pictures and put in books or files per group**  **Group 3 and 4** – Independent activities | **Input - 3**  Start by introducing claves to the children. Go around the circle and say each child’s name by syllable e.g. Ella has 2 syllables. Can the children identify how many syllables are in their name? | **Activity**  Tapestry of independent activities |
| Day two  Learning Focus: Identify syllables or beats in different words  **Input**  Give the children some pictures and have them use the claves to identify how many syllables are in each word. e.g. book, pencil, cube, chair, table etc. | **Group 1 and 2** – Independent activities  **Group 3 and 4**  Have the children use the claves to sound out the syllables in their names and in other objects too e.g. elephant or table etc.  **Evidence – take pictures and put in books or files per group** | **Input -4**  Start by introducing claves to the children. Go around the circle and say each child’s name by syllable e.g. Ella has 2 syllables. Can the children identify how many syllables are in their name? | **Activity**  Tapestry of independent activities |
| Day three  Learning Focus: Begin to identify rhyming words, focusing on word endings  **Input**  Use the PPT Silly Soup to introduce rhyme.  Using the magnetic CVC cubes put the word CAT on the board, then replace the first letter with an MAT, HAT, RAT, SAT etc.  Show the children that the end of the word is the same and only the first letter changes, that is why the words rhyme as the ending is the same. | **Group 1** In books have the write CVC words that rhyme with tap, cat, pan using the spider words.  **Group 2-** In books have the children circle the odd one out of 4 pictures. To complete 2 strips.  **Group 3 and 4** – Independent activities  . | **Input - 1**  Using the magnetic CVC cubes put the word CAT on the board, then replace the first letter with an MAT, HAT, RAT, SAT etc.  Show the children that the end of the word is the same and only the first letter changes, that is why the words rhyme as the ending is the same. | **Activity**  Tapestry of independent activities |
| Day four  Learning Focus  Begin to identify rhyming words, focusing on word endings  **Input**  Read the story ‘The Rhyming Rabbit’– Julia Donaldson  Can any of the children recognise rhyming words – TA to make post it notes on what children say for communication and language evidence.  Have the rhyming cards on the carpet ca the children match the correct pictures e.g. dog on a log, a star on a car etc. | **Group 1 and 2** – Independent activities  **Group 3**–In books have the children circle the odd one out of 4 pictures. To complete 1 strip.  **Group 4–**Have the children choose from a selection of pictures/words that rhyme and stick them in their books | **Input - 2**  Using the magnetic CVC cubes put the word CAT on the board, then replace the first letter with an MAT, HAT, RAT, SAT etc.  Show the children that the end of the word is the same and only the first letter changes, that is why the words rhyme as the ending is the same. | **Activity**  Tapestry of independent activities |
| Evaluation/Reflection/Intervention (To be completed in PPA) | | | |

**Independent Activities**

* Playdoh – syllable picture cards
* Kangaroo Syllable counting
* Rhyming Jigsaws half and half e.g. a dog on a log
* Claves
* Syllable match peg game
* Rhyming soup Halloween