

Set 1 Speed Sounds Weekly Plan

The Set 1 Speed Sounds should be taught in this order:

m a s d t i n p g o c k u b f e l h r j v y w z x sh th ch qu ng nk

Class Info	Group: Name Group Group Teacher:	Term: Term 0 – 2022 – Week 1 Date Week Beginning: 00.00.22	Update the GREEN information each week.
Resources You Will Need:	Simple Speed Sounds Poster A pocket chart for blending Picture Frieze of Speed Sounds Set 1 A flipchart/board to model writing	Speed Sounds Set 1 Cards Picture sound cards Phonics Green Word Cards for Set 1	

Monday

Sample Lesson for Teaching: **Stretchy Sounds: m, s, n, f, l, r, v, z,**

Speed Sound **m**

Say the Sound: **m**

- Stretch **mmmmmm** as you press your lips together hard. Ask children to repeat.
- Hold up the picture sound cards in turn. Stretch the sound at the start as you say the name of each picture and ask the children to repeat. **mmmmouse, mmmmountain, mmmmirror, mmmmoon.**

Read the Sound:

- Copy a simple version of **Maisie and Mountains** onto the board. Run your finger **down Maisie and then over the two mountains**, saying, **mmmmmm**. Say **mountain** as you reach the end of the **second mountain**. Ask the children to repeat.
- Write **m** on the board beside **Maisie and the mountains**. Make it the same size.

mm

- Run your finger **down and then over m**, saying **mmmmmm**. Say **m** just as you reach the end of **m**. Ask the children to repeat. Repeat steps 1 and 2 a few times.
- Explain that the Speed Sound Card (picture side) is the same as your drawing. Tell the children that the letter is hidden behind the picture. Show the letter side. Say **m**.



- Ask the children to say **m** or **mountain** as you flip the card a few times.

Review the Sounds:

- Once you have a number of sounds to review, hide the new sound in the pack of sounds taught so far.
- Say: Let's get **m** in the pack'. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Gradually increase the speed as children gain confidence.

Write the Letter:

- Air-write **m**, saying: **Maisie, mountain, mountain**. Ask children to copy. Repeat, writing **m** on the board. Ask children to say the phrase as they write **m** on paper, at tables. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
- Stretch **m** as you air-write **m**. Ask children to copy. Repeat, writing **m** on the board. Ask children to stretch the sound as they write **m** on paper.

Speed Write:

- Once children have learnt enough sounds, choose three sounds to review at speed. Say each sound as children write them on paper.

Fred Talk (Oral):

- Introduce Fred and explain that Fred can say words in sounds but not the whole word.



- Say each word below in Fred Talk. Ask the children to repeat. Pause to allow the children to jump in and say the whole word. If they can. For each word, ask the children to repeat the Fred Talk and the whole word: *m-a-n man, m-u-m mum, m-a-d mad, m-u-d mud.*

Final Challenge:

- End with 'one final challenge' to check the children can read the new sound in the pack so far.

Now Teach Word Time

See word time part of lesson plan below.

Tuesday

Sample Lesson for Teaching: **Bouncy Sounds: a, d, t, i, p, g, o, c, k, u, b, e, h, j, y, w, x**

Speed Sound a

Say the Sound: a

- Bounce *a-a-a-a. Open your mouth wide, as if to take a big bite of an apple.* Ask children to repeat.
- Hold up the picture sound cards in turn. Bounce the sound at the start as you say the name of each picture and ask the children to repeat. *a-a-a-apple, a-a-a-ant, a-a-a-astronaut, a-a-a-acrobat.*

Read the Sound:

- Copy a simple version of *the apple* onto the board. Run your finger *round the apple*, saying, *a-a-a-a*. Say *apple* as you reach the end of the *apple*. Ask the children to repeat.
- Write *a* on the board beside *the apple*. Make it the same size.



- Run your finger *round the a*, saying *a-a-a-a*. Say *a* just as you reach the end of *a*. Ask the children to repeat. Repeat steps 1 and 2 a few times.
- Explain that the Speed Sound Card (picture side) is the same as your drawing. Tell the children that the letter is hidden behind the picture. Show the letter side. Say *a*.



- Ask the children to say *a* or *apple* as you flip the card a few times.

Review the Sounds:

- Once you have a number of sounds to review, hide the new sound in the pack of sounds taught so far.
- Say: 'Let's get *a* in the pack'. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Gradually increase the speed as children gain confidence.

Write the Letter:

- Air-write *a*, saying: *Round the apple, down the leaf.* Ask children to copy. Repeat, writing *a* on the board. Ask children to say the phrase as they write *a* on paper, at tables. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
- Bounce *a* as you air-write *a*. Ask children to copy. Repeat, writing *a* on the board. Ask children to bounce the sound as they write *a* on paper.

Speed Write:

- Once children have learnt enough sounds, choose three sounds to review at speed. Say each sound as children write them on paper.

Fred Talk (Oral):

- Remind children that Fred can say words in sounds but not the whole word.
- Say each word below in Fred Talk. Ask the children to repeat. Pause to allow the children to jump in and say the whole word. If they can. For each word, ask the children to repeat the Fred Talk and the whole word: *m-a-n man, m-a-d mad, s-a-d sad, j-a-m jam.*

Final Challenge:

- End with 'one final challenge' to check the children can read the new sound in the pack of sounds so far.



Now Teach Word Time

See word time part of lesson plan below.

Wednesday

Sample Lesson for Teaching: **Special Friends: sh, th, ch, qu, ng, nk.**

Speed Sound sh

Say the Sound: **sh**

- Stretch **shhhh**. *Force out your lips and put your finger to your mouth.* Ask children to repeat.
- Hold up the picture sound cards in turn. Stretch the sound at the start as you say the name of each picture and ask the children to repeat. **shhhhell, shhhhheep, shhhhhoes, shhhhhop.**

Read the Sound:

- Show the Speed Sound Card (picture side). Say: When we look at this side, we say the phrase: **shhhh says the horse.**



- Show the letter side. Say: When we look at this side, we say the sound: **sh**
- Explain that when there are two or more letters together they make just one sound e.g. **sh**. Tell the children that these letters are 'special friends'
- Point to the sound on the Simple Speed Sound poster. Say the sound.
- Flip the card a few times and ask the children to say the sound or phrase.

Review the Sounds:

- Hide the new sound in the pack of sounds taught so far.
- Say: Let's get **sh** in the pack'. Ask the children to read the sounds and spot the new sound (no bouncing or stretching). Gradually increase the speed as children gain confidence.

Write the Letter:

- Air-write **sh**, saying: **Slither down the snake; down the horse's head to the hooves and over his back.** Ask children to copy. Repeat, writing **sh** on the board. Ask children to say the phrase as they write **sh** on paper. This mnemonic handwriting phrase always appears at the bottom of the Speed Sound Card.
- Stretch **sh** as you air-write **sh**. Ask children to copy. Repeat, writing **sh** on the board. Ask children to stretch the sound as they write **sh** on paper.

Speed Write:

- Choose three sounds to review at speed. Say each sound as children write them on paper.

Fred Talk (Oral):

- Remind children that Fred can say words in sounds but not the whole word.
- Say each word below in Fred Talk. Ask the children to repeat. Pause to allow the children to jump in and say the whole word. If they can. For each word, ask the children to repeat the Fred Talk and the whole word: **sh-i-p ship, sh-o-p shop, f-i-sh fish, sh-e-d shed.**

Final Challenge:

- End with 'one final challenge' to check the children can read the new sound in the pack so far.

Now Teach Word Time

See word time part of lesson plan below.

Thursday & Friday

Review Monday, Tuesday & Wednesday

Word Time Lesson

Use the following chart to see when to teach each Word Time.

m, a, s, d, t: When the children know the first 5 sounds, begin teaching **Word Time lesson 1.1**

i, n, p, g: Continue teaching **Word Time Lesson 1.1** when teaching each of these sounds.

o, c, k, u: Teach **Word Time Lesson 1.2** when teaching each of these sounds

b, f, e, l: Teach **Word Time Lesson 1.3** when teaching each of these sounds

h, r, j, v, y: Teach **Word Time Lesson 1.4** when teaching each of these sounds

w, z, x, sh, th, ch, qu, ng, nk: Teach **Word Time Lesson 1.5** when teaching each of these sounds

When all Set 1 sounds have been taught: Teach **Word Time Lesson 1.6** and **Word Time Lesson 1.7**

Follow the Steps listed in the Word Time 1.1 Lesson Plan below. You will need to substitute the information in the Word Time lesson plan in GREEN with the details below:

Word Time Lesson 1.1

- **Sounds:** m, a, s, d, t.
- **Words:** mat, at, mad, sad, dad, sat.

Word Time Lesson 1.2

- **Sounds:** m, a, s, d, t, i, n, p, g, o.
- **Words:** in, on, it, an, and, pin, pat, got, dog, sit, tip, pan, gap, dig, top
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Word Time Lesson 1.3

- **Sounds:** m, a, s, d, t, i, n, p, g, o, c, k, u, b.
- **Words:** bin, cat, cot, can, kit, mud, up, cup, bad.

Word Time Lesson 1.4

- **Sounds:** m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h.
- **Words:** bed, met, get, fan, fun, fat, lip, log, let, had, hit, hen.

Word Time Lesson 1.5

- **Sounds:** m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w.
- **Words:** red, run, rat, jog, jet, jam, vet, van, yes, yet, yum, yap, win, web, wet.

Word Time Lesson 1.6

- **Sounds:** m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk.
- **Words:** ship, shop, fish, wish, thin, this, zag, zip, chin, chop, chat, quiz, quit, fox, box, fix, six, sing, bang, wing, wink.

Word Time Lesson 1.7

- **Sounds:** m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk.
- **Words with 3 Sounds:** bell, well, fell, huff, mess, sock, think, quick, thing.
- **Words with 4 Sounds:** blob, blip, brat, drop, drip, clip, from, frog, flag, flop, grin, gran, pram, prop, slip, slid, skip, skin, spit, spot, stop, trap, trip, best, test, bend, jump, hand, send, dress, fluff, black, stink.
- **Words with 5 Sounds:** (Print these cards from the Oxford Owl Online file – Search for: Word Time lesson 1.7 Cards): strop, stamp, stand, pocket, packet, ticket, rocket, puppet, bucket, carrot, rabbit, cannot, kitten, comic, seven, given, robin, lemon, ribbon, button, jacket.



Word Time 1.1

Sample Lesson for Teaching Word Time 1.1 – 1.7. update **GREEN** information with correct Word Time information from the chart above.

Word Time Lesson 1.1

- **Sounds: m, a, s, d, t.**
- **Words: mat, at, mad, sad, dad, sat.**

Reading

Review the Sounds

- Ensure children can read the sounds taught so far quickly: **m, a, s, d, t.** Praise them for how well they read them.

Learning to Blend

1) Blending orally without Speed Sound Cards: Remind the children that Fred can only say the word in sounds so we have to help him. Use MTYT to:

- Say the sounds in an exaggerated manner: **m-a-t**. Pause after you Fred Talk to allow children to 'jump-in' and say the whole word – if they can.
- Say the sounds followed by the whole word: **m-a-t, mat.**

Repeat a few times, saying both the sounds and words in an exaggerated manner. Give the meaning of the word if necessary.

2) Blending with Speed Sound Cards:

- Say **mat** clearly. Encourage children to tell you the sounds you need as you place the cards in the pocket chart.

Use MTYT to:

- Point to the sounds and say **m-a-t**. Sweep your finger under the word and say **mat** in an exaggerated manner.

3) Blending with Magnetic Sound Cards: Prepare the magnetic boards with **m, a, s, d, t**. Demonstrate how you:

- Make the word **mat** on a child's magnetic board with the magnetic letters. Show how you check the sounds are in the right order. Point to the sounds with your finger and say **m-a-t** and then **mat**. Ask the children to repeat.
- Ask the children to find the letters **m, a, t** and read the word on their own boards.
- Keep pointing to the sounds and reading the word until you raise your hand to stop.

Repeat Steps 1-3 with a few of the other words listed above. Repeat until the children can do this quickly.

4) Challenge

Use the example words listed above. Put the Speed Sound Cards in the pocket chart silently. Point and sweep your finger under the word as children say the sounds and read the word. **If successful, use the 'Set 1 Sounds Group C blending lesson' steps on Read Write Inc. Phonics online to help children progress to blending independently. If not, repeat steps 1-3 the following day.**

Blending Independently

1) Read the Phonics Green Word Cards

- Show the word, e.g. **at** (dots and dashes side). If the children have learnt about 'special friends', ask them to tell you the 'special friends' or to shake their heads if there aren't any.
- Ask children to say the sounds in Fred Talk **a-t** and then say the word **at**.
- Say the word **at** with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
- Repeat for all words.



2) Review the Words:

Ask children to read without dots and dashes as soon as possible. For all of the words:

- Ask the children to tell you the 'Special Friends' or to shake their head if there aren't any.
- Ask children to say the sounds in Fred Talk and then read the word. (If necessary, flip to the dots and dashes side of the card to help children.)
- Use 'Fred in your Head' to gain speed. Gradually increase the speed.

3) Reading Assessment – Once children reach Word Time Lesson 1.6 and 1.7

- Ask children to read a few nonsense words that you have printed from the online file. (Search for Set 1 Nonsense Words in RWI Phonics Online – Oxford Owl.) Tell them that the word they are about to read belongs to an alien language.
- Show the word and ask them to tell you the sound of the 'Special Friends', if applicable.
- Ask children to say the sounds and read the word.

Note any sounds that need further practice in the next Speed Sounds Lesson.

Spelling

Learning to Use Fred Fingers

Teach children the routines for Fred Fingers before you start spelling.

1) Show them how to use their non-dominant hand for 'fingers' and their dominant hand for pinching. Ensure their palms are facing them.

2) For each word listed above, demonstrate how you:

- Hold up the correct number of fingers for sounds (e.g. *three* for *mat*).
- Say the word, e.g. *mat*.
- Say the sounds as you pinch each sound onto a finger: *m-a-t*, looking at your own fingers as you do this.

Observe the children as they repeat – do not join in.

3) Ask children to write the word as they say the sounds, underlining any 'Special Friends' if necessary.

4) Ask children to say the sounds as you write the word on the board, underlining any 'Special Friends' if necessary.

5) Ask children to tick/correct the spelling of each sound in their own work.

Using Fred Fingers in the Word time Lesson

Once you know children are confident with the routines, follow the steps below.

1) Tell children the number of fingers to hold up.

2) Say the word. Ask children to repeat it and then pinch their fingers as they say the sounds.

3) Ask children to write the word as they say the sounds, underlining any 'Special Friends' if necessary.

4) Ask children to say the sounds as you write the word on the board, underlining any 'Special Friends' if necessary.

5) Ask children to tick/correct the spelling of each sound in their own work.

6) Repeat for 2- 3 words.