



CROSCOMBE

STOKE ST. MICHAEL

Set 2 Speed Sounds Weekly Plan

(Set 2 Speed Sounds should be taught as soon as children can read Set 1 Speed Sounds speedily and blend words with four sounds. Continue to practise reading words containing Set 1 Speed Sounds, in particular the diagraphs **sh, th, ch, ng, nk.**)

The Set 2 Speed Sounds should be taught in this order: ay ee igh ow oo oo ar or air ir ou oy

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 Picture Frieze of Speed Sounds Set 2 A flipchart/board to model writing Speed Sounds Set 2 Cards & Speed Sounds Set 1 Special Friends Cards Phonics Green Word Cards for Set 2 (labelled 2 in the corner of the cards) Phonics Green Word Cards for Set 1 Special Friends word time 1.6 & 1.7 (labelled 1 in the corner of the cards) Set 2 Nonsense Words from RWI Phonics Online Set 1 Special Friends Nonsense words from RWI Phonics Online.		

Monday (10 Minutes)

Speed Sounds (3 Minutes)

Say the Sound: **ay**

- Say the sound **ay**, without showing the Speed Sound Card. Ask children to repeat using MTYT
- Show the Speed Sound Card (picture Side). Explain the picture. Say: **ay – may I play?**
- Say: 'Fred Talk Time'. Say one of the words listed on the Speed Sound Card in Fred Talk **d-ay**. Ask the children to repeat in Fred Talk, and then to say the whole word.
- Repeat for three to four words: **day, play, may, way, lay, say, tray, spray.**

Read the Sound:

- Show the Speed Sound Card (picture side). Say: When we look at this side, we say the phrase: **ay – may I play?**
- Show the letter side. Say: When we look at this side we say the sound: **ay**
- Explain that when there are **two** or more letters together they make just one sound, e.g. **ay**. Tell the children that these letters are 'special friends'.
- Point to the sound on the speed sounds poster. Say the sound **ay**.
- Flip the card a few times and ask the children to say the sound or the phrase.

Review the Sounds:

- Say: Let's get **ay** in the pack'. Hide the new sound in the pack of sounds taught so far. Include some Set 1 sounds which need further practice. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

Word Time (7 Minutes)

Read the Words: Use the Phonics Green Word Cards below:

spray, play, day, way, may, say

- Hold up the first card (dots and dashes side), e.g. **spray**, and ask children to tell you the sound of the 'special friends', e.g. **ay**.
- Ask them to say the sounds in Fred Talk, e.g. **s-p-r-ay**, and then say the word, e.g. **spray**
- Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
- Repeat for all the words.

Review the Words: Choose 6 Phonics Green Word Cards to review from previously taught sounds:

wink, think, drink, bang, strong, thing. (Ask children to read without dots and dashes as soon as possible.)

- Say: 'Review Time, they're not new for you'
- Say: 'First, Special Friends, Fred Talk, Read the Word' for each word.



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- Say: 'Next, let's read the words using 'Fred in Your Head'
- Give the children time to say the 'Special Friends' and 'Fred Talk' in their head then push the green card forward for the children to read in unison.
- Say: 'Now, Let's Get Speedy' Demonstrate then say 'go' and flash the cards quickly. Say: 'Wow, Super Speedy Reading!'
- Say: 'Now, even speedier, I know you can do it'. Flash the cards even faster. Say: 'Wow. That was speedy!'

Reading Assessment: Choose 2 Nonsense word cards every day to check children can read any word with the sounds they know: **penk, veng.**

- Say: 'Alien Words, Special Friends, Fred Talk, Read the Word'
- Once children have read the word, look at the nonsense word with an expressive face as though it is nonsense.
- Say: 'Accurate Reading'

Spell with Fred Fingers:

spray, play, day, way, say, may. (choose 4)

- Say: **spray** and ask the children to repeat it a few times using MTYT
- Say: 'Hide your Fingers' Children hide their fingers as they count the sounds on them.
- Say: 'Fingers' Children show you how many sounds/fingers. Say: '**4 fingers, 4 sounds**'
- Say: 'Pinch the Sounds' as children say the sounds pinching their fingers again e.g. **s-p-r-ay**
- Say: 'Write it'. Children write the word as they say the sounds, underlining any special friends.
- Say: 'Tell me the sounds in **spray**' Write the word on the board, underlining any special friends.
- Say: 'Tick each sound. Give yourself a tick if you wrote **s**, give yourself a tick if you wrote **p**, give yourself a tick if you wrote **r**, give yourself a tick if you wrote **ay**. **4 ticks, 4 sounds.**'
- Say: 'Made a mistake, fix it now' Children circle mistakes and write correction above.
- Repeat with 3 more words from the list above.

Spell Review:

- Ask children to write 4 previously taught words using the 'Spell with Fred Fingers' steps above: **wink, think, bang, strong.**

Final Challenge:

- Say: 'Final Challenge'
- Say: 'Say the sounds, spot the **ay**.' Hide the **ay** card in the pack of sounds so far and ask to children to say the sounds and then point when they spot '**ay**'.

Tuesday (10 Minutes)

Speed Sounds (3 Minutes)

Say the Sound: **ee**

- Say the sound **ee**, without showing the Speed Sound Card. Ask children to repeat using MTYT
- Show the Speed Sound Card (picture Side). Explain the picture. Say: **ee – what can you see?**
- Say one of the words listed on the Speed Sound Card in Fred Talk **s-ee**. Ask the children to repeat in Fred Talk, and then to say the whole word.
- Repeat for three to four words: **see, three, been, green, seen, keep, need, sleep, feel.**

Read the Sound:

- Show the Speed Sound Card (picture side). Say: When we look at this side, we say the phrase: **ee – what can you see?**
- Show the letter side. Say: When we look at this side we say the sound: **ee**
- Explain that when there are **two** or more letters together they make just one sound, e.g. **ee**. Tell the children that these letters are 'special friends'.
- Point to the sound on the speed sounds poster. Say the sound **ee**.
- Flip the card a few times and ask the children to say the sound or the phrase.



Review the Sounds:

- Hide the new sound in the pack of sounds taught so far. Include some Set 1 sounds which need further practice. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

Word Time (7 Minutes)

Read the Words: Use the Phonics Green Word Cards below:

- **see, three, been, green, seen, sleep.**
- Hold up the first card (dots and dashes side), e.g. **see**, and ask children to tell you the sound of the 'special friends', e.g. **ee**.
- Ask them to say the sounds in Fred Talk, e.g. **s-ee**, and then say the word, e.g. **see**
- Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
- Repeat for all the words.

Review the Words: Choose 6 Phonics Green Word Cards to review from previously taught sounds:

strop, stamp, stand, pocket, packet, ticket. (Ask children to read without dots and dashes as soon as possible.)

- Say: 'Review Time, they're not new for you'
- Say: 'First, Special Friends, Fred Talk, Read the Word' for each word.
- Say: 'Next, let's read the words using 'Fred in Your Head'
- Give the children time to say the 'Special Friends' and 'Fred Talk' in their head then push the green card forward for the children to read in unison.
- Say: 'Now, Let's Get Speedy' Demonstrate then say 'go' and flash the cards quickly. Say: 'Wow, Super Speedy Reading!'
- Say: 'Now, even speedier, I know you can do it'. Flash the cards even faster. Say: 'Wow. That was speedy!'

Reading Assessment: Choose 2 Nonsense word cards every day to check children can read any word with the sounds they know: **spust, stron.**

- Say: 'Alien Words, Special Friends, Fred Talk, Read the Word'
- Once children have read the word, look at the nonsense word with an expressive face as though it is nonsense.
- Say: 'Accurate Reading'

Spell with Fred Fingers:

- **see, three, been, green, seen, sleep.** (choose 4)
- Say: **see** and ask the children to repeat it a few times using MTYT
- Say: 'Hide your Fingers' Children hide their fingers as they count the sounds on them.
- Say: 'Fingers' Children show you how many sounds/fingers. Say: '**2 fingers, 2 sounds**'
- Say: 'Pinch the Sounds' as children say the sounds pinching their fingers again e.g. **s-ee**
- Say: 'Write it'. Children write the word as they say the sounds, underlining any special friends.
- Say: 'Tell me the sounds in **see**' Write the word on the board, underlining any special friends.
- Say: 'Tick each sound. Give yourself a tick if you wrote **s**, give yourself a tick if you wrote **ee**. **2 ticks, 2 sounds.**'
- Say: 'Made a mistake, fix it now' Children circle mistakes and write correction above.
- Repeat with 3 more words from the list above.

Spell Review:

- Ask children to write 4 previously taught words using the 'Spell with Fred Fingers' steps above: **stamp, stand, pocket, ticket.**

Final Challenge:

- Say: 'Final Challenge'
- Say: 'Say the sounds, spot the **ee**.' Hide the **ee** card in the pack of sounds so far and ask to children to say the sounds and then point when they spot '**ee**'.



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Wednesday (10 Minutes)

Speed Sounds (3 Minutes)

Say the Sound: igh

- Say the sound **igh**, without showing the Speed Sound Card. Ask children to repeat using MTYT
- Show the Speed Sound Card (picture Side). Explain the picture. Say: **igh – fly high**
- Say one of the words listed on the Speed Sound Card in Fred Talk **h-igh**. Ask the children to repeat in Fred Talk, and then to say the whole word.
- Repeat for three to four words: **high, night, light, fright, bright, sight, might.**

Read the Sound:

- Show the Speed Sound Card (picture side). Say: When we look at this side, we say the phrase: **igh – fly high**
- Show the letter side. Say: When we look at this side we say the sound: **igh**
- Explain that when there are **three** or more letters together they make just one sound, e.g. **igh**. Tell the children that these letters are 'special friends'.
- Point to the sound on the speed sounds poster. Say the sound **igh**.
- Flip the card a few times and ask the children to say the sound or the phrase.

Review the Sounds:

- Hide the new sound in the pack of sounds taught so far. Include some Set 1 sounds which need further practice. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence.

Word Time (7 Minutes)

Read the Words: Use the Phonics Green Word Cards below:

high, night, light, fright, bright, might.

- Hold up the first card (dots and dashes side), e.g. **high**, and ask children to tell you the sound of the 'special friends', e.g. **igh**.
- Ask them to say the sounds in Fred Talk, e.g. **h-igh**, and then say the word, e.g. **high**
- Say the word with exaggerated pronunciation. Ask children to repeat it. If necessary, explain the meaning of the word.
- Repeat for all the words.

Review the Words: Choose 6 Phonics Green Word Cards to review from previously taught sounds:

pink, blink, stink, wing, sing, string. (Ask children to read without dots and dashes as soon as possible.)

- Say: 'Review Time, they're not new for you'
- Say: 'First, Special Friends, Fred Talk, Read the Word' for each word.
- Say: 'Next, let's read the words using 'Fred in Your Head'
- Give the children time to say the 'Special Friends' and 'Fred Talk' in their head then push the green card forward for the children to read in unison.
- Say: 'Now, Let's Get Speedy' Demonstrate then say 'go' and flash the cards quickly. Say: 'Wow, Super Speedy Reading!'
- Say: 'Now, even speedier, I know you can do it'. Flash the cards even faster. Say: 'Wow. That was speedy!'

Reading Assessment: Choose 2 Nonsense word cards every day to check children can read any word with the sounds they know: **shay, vray.**

- Say: 'Alien Words, Special Friends, Fred Talk, Read the Word'
- Once children have read the word, look at the nonsense word with an expressive face as though it is nonsense.
- Say: 'Accurate Reading'

Spell with Fred Fingers:

high, night, light, fright, bright, might. (choose 4)



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- Say: **high** and ask the children to repeat it a few times using MTYT
- Say: 'Hide your Fingers' Children hide their fingers as they count the sounds on them.
- Say: 'Fingers' Children show you how many sounds/fingers. Say: '**2 fingers, 2 sounds**'
- Say: 'Pinch the Sounds' as children say the sounds pinching their fingers again e.g. **h-igh**
- Say: 'Write it'. Children write the word as they say the sounds, underlining any special friends.
- Say: 'Tell me the sounds in **high**' Write the word on the board, underlining any special friends.
- Say: 'Tick each sound. Give yourself a tick if you wrote **h**, give yourself a tick if you wrote **igh**. **2 ticks, 2 sounds.**'
- Say: 'Made a mistake, fix it now' Children circle mistakes and write correction above.
- Repeat with 3 more words from the list above.

Spell Review:

- Ask children to write 4 previously taught words using the 'Spell with Fred Fingers' steps above: **pink, blink, sing, string.**

Final Challenge:

- Say: 'Final Challenge'
- Say: 'Say the sounds, spot the **igh**.' Hide the **igh** card in the pack of sounds so far and ask to children to say the sounds and then point when they spot '**igh**'.

Thursday & Friday (10 Minutes Each Day)

Speed Sounds (3 Minutes)

Skip **Say the Sound** and **Read the Sound**

Review the Sounds taught this week: ay, ee, igh

Review the 3 focus sounds from Monday – Wednesday, along with previously taught sounds. Hide the new sounds in the pack of sounds taught so far. Include some Set 1 sounds which need further practice. Ask the children to read the sounds and spot the new sounds. Gradually increase the speed as children gain confidence. Re-teach the full speed sounds lesson if children are not confident with one of the focus sounds taught that week.

Word Time (7 Minutes)

Read the words

Read the harder green words containing the 3 focus sounds taught this week. Challenge children to read these words without the dots and dashes. Challenge children to read longer containing each of the focus sounds.

Say: Special Friends, Fred Talk, Read the Word.

Review the words:

Read the easier words containing the 3 focus sounds taught this week and read words containing previously taught sounds.

Reading Assessment:

Read 2 or 3 new nonsense words from previously taught sounds.

Spell with Fred Fingers:

Spell 4 new words read in the session.

Spell 4 previously taught words.

N.B. Only ask children to spell longer words once they can spell Set 3 sounds in single-syllable words.