



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**

<b>Class Info</b>	<b>Group: Name Group</b> <b>Group Teacher:</b>	<b>Term: Term 0 – 2022 – Week 1</b> <b>Date Week Beginning: 00.00.22</b>	<b>Update the GREEN information each week.</b>
<b>Resources You Will Need:</b>	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.



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### 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.