



Set 3 - Speed Sounds Weekly Plan

Set 3 Speed Sounds should be taught as soon as children can read Set 2 Speed Sounds speedily. The children have learned one grapheme for each sound so far. They can read using these sounds. They are now going to learn more ways of writing the same sounds. There are 3 styles of lessons for Set 3 sounds. See below. **The Set 3 Speed Sounds should be taught in this order:**
ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious

Class Info	Group: Colour Group	Term: Term 0 – 2022 – Week 1	Update the GREEN information each week.
	Group Teacher:	Date Week Beginning: 00.00.22	
Resources You Will Need:	Complex Speed Sounds Poster A flipchart/board to model writing Set 3 Speed Sounds Cards Set 3 Phonics Green Word Cards (labelled 2 in the corner of the cards) Set 3 Nonsense Words from RWI Phonics Online Set 2 Speed Sounds Cards for review Set 2 Phonics Green Word Cards (labelled 2 in the corner of the cards) for review Set 2 Nonsense Words from RWI Phonics Online for review		

Monday (10 Minutes)

Sample Lesson for Teaching: **Set 3 Special Friends ea, oi, aw, are, ur, er, ow, ai, oa, ew, ire, ear.**

Speed Sounds (3 Minutes)

Say the Sound:

- Say: Let's learn a new way to read the sound **ee** (from set 2).
- Say the sound **ea**, without showing the Speed Sound Card. Ask children to repeat using MTYT
- Show the Speed Sound Card (picture Side). Explain the picture. Say: **ea – cup of tea.**
- Say: 'Fred Talk Time' Say one of the words listed on the Speed Sound Card in Fred Talk **ea-t**. Ask the children to repeat in Fred Talk, and then to say the whole word.
- Repeat for three to four words: **eat, tea, neat, real, clean, please, leave, dream, seat, scream.**

Read the Sound:

- Show the Speed Sound Card (picture side). Say: When we look at this side, we say the phrase: **ea- cup of tea.**
- Show the letter side. Say: When we look at this side we say the sound: **ea**
- Say: **two** letters, one sound **ea**. Special friends **ea**.
- Point to the sound on the speed sounds poster. Point and say the sounds **ee** & **ea**.
- Flip the card a few times and ask the children to say the sound or the phrase.

Review the Sounds:

- Say: 'Let's get **ea** in the pack'. Hide the new sound in the pack of sounds taught so far. Include some Set 2 sounds which need further practice and previously taught Set 3. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence. Say: 'Super Speedy Sounds'.

Word Time (7 Minutes)

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

clean, dream, seat, scream., real, please.

- Say: 'Let's read words, Special Friends, Fred Talk, Read the Word.' Hold up the first card (dots and dashes side), e.g. **c-l-ea-n**, and demonstrate how to 'Special Friends, Fred Talk, Read the Word.'
- Once children have said the word using 'Special Friends, Fred Talk, Read the Word' say the word again **clean** using MTYT using loud using exaggerated expression to give meaning (flavour) to the word.
- Repeat for all the words.

Review the Words: Choose 6 Phonics Green Word Cards to review from previously taught sounds, including same sounds different spelling. E.g. **three, sleep**

three, sleep, night, light, boy, enjoy. (Ask children to read without dots and dashes as soon as possible.)

- Say: 'Review Words, these are not new for you'
- Say: 'First, Special Friends, Fred Talk, Read the Word' for each word. (Shake head if no special friends).
- Say: 'Next, let's read these again with 'Fred in Your Head'. Demonstrate '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: **pleak, heab.**

- 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'
- Note any sounds that need further practise in the speed sounds lesson.

Spell with Fred Fingers:

clean, dream, seat, scream, real, please. (choose 4)

- Say: 'Let's spell words' Use 1,2,3 to move to desks
- Say: 'Let's spell **clean** 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. **c-l-ea-n**
- Say: 'Write it'. Children write the word as they say the sounds, underlining any special friends.
- Say: 'Spell **clean, letter names please**' Write the word on the board as the children tell you the letter names.
- Say: 'Tick your **c**, tick your **l** and tick your **ea** and tick your **n**.'
- 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:

- Say: 'Review Time, Same Sound, Different Spelling.' Point to the **ee** and **ea** on the complex speed sound chart.
- Ask children to write 2 previously taught words using the **ee** sound.
- Repeat **Spell with Fred Fingers** steps above: **three, sleep.**
- Say: 'More Words'. Choose 2 more previously taught words to spell: **night, light**

Final Challenge:

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

Tuesday (10 Minutes)

Sample Lesson for Teaching: **Special Friends Split Digraphs a-e, i-e, o-e & u-e.**

Speed Sounds (3 Minutes)

Say the Sound:

- Say: Let's learn a new way to read the sound **ay**
- Say the sound **a-e**, without showing the Speed Sound Card. Ask children to repeat using MTYT
- Show the Speed Sound Card (picture Side). Explain the picture. Say: **ay - make a cake**
- Say: 'Fred Talk Time' Say one of the words listed on the Speed Sound Card in Fred Talk **b-r-a-v-e**. Ask the children to repeat in Fred Talk, and then to say the whole word.
- Repeat for three to four words: **make, shake, cake, name, same, game, save, brave, late, date.**

Read the Sound:

- Show the Speed Sound Card (picture side). Say: When we look at this side, we say the phrase: **a-e - make a cake**
- Show the letter side. Say: When we look at this side we say the sound: **a-e**
- Say: **two** letters, one sound **a-e**. Special friends **a-e**. These special friends were so chatty that the teacher had to split them up.
- Point to the sound on the speed sounds poster. Point and say the sounds **ay** & **a-e**.
- Flip the card a few times and ask the children to say the sound or the phrase.



Review the Sounds:

- Say: 'Let's get **a-e** in the pack'. Hide the new sound in the pack of sounds taught so far. Include some Set 2 sounds which need further practice and previously taught Set 3. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence. Say: 'Super Speedy Sounds'.

Word Time (7 Minutes)

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

make, cake, name, same, late, date.

- Say: 'Let's read words, Special Friends, Fred Talk, Read the Word.' Hold up the first card (dots and dashes side), e.g. **m-a-k-e**, and demonstrate how to 'Special Friends, Fred Talk, Read the Word.'
- Once children have said the word using 'Special Friends, Fred Talk, Read the Word' say the word again **make** using MTYT using loud using expression to give meaning (flavour) to the word.
- Repeat for all the words.

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

join, dirt, spray, dream, mouth, play. (Ask children to read without dots and dashes as soon as possible.)

- Say: 'Review Words, these are not new for you'
- Say: 'First, Special Friends, Fred Talk, Read the Word' for each word.
- Say: 'Next, let's read these again with 'Fred in Your Head'. Demonstrate '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: **dake, spoid.**

- 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'
- Note any sounds that need further practise in the speed sounds lesson.

Spell with Fred Fingers:

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

- Say: 'Let's spell words' Use 1,2,3 to move to desks
- Say: 'Let's spell **late** 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: '**3 fingers, 3 sounds**'
- Say: 'Pinch the Sounds' as children say the sounds pinching their fingers again e.g. **l-a-t-e**
- Say: 'Write it'. Children write the word as they say the sounds, underlining/arching any special or split friends.
- Say: 'Spell **late**, letter names please' Write the word on the board as the children tell you the letter names.
- Say: 'Where's my Friend, He's on the End' as you draw the split arch for **a-e**.
- Say: 'Tick your **L**, Tick your **a split e** and tick your **t**.
- 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:

- Say 'Review Time, Same Sound, Different Spelling.' Point to the **ay** and **a-e** on the complex speed sound chart.
- Ask children to write 2 previously taught words using the **ay** sound.
- Repeat **Spell with Fred Fingers** steps above: **play, spray.**
- Say more words. Choose 2 more previously taught words to spell: **dream, dirt**

Final Challenge:

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



Wednesday (10 Minutes)

Sample Lesson for Teaching: **Multi Syllabic Words ure, tion, tious/cious.**

Speed Sounds (3 Minutes)

Say the Sound:

- Say the sound **ure**, without showing the Speed Sound Card. Ask children to repeat using MTYT
- Show the Speed Sound Card (picture Side). Explain the picture e.g. **the witch is saying: sure it's pure.**
- Say: **ure – sure it's pure**

Read the Sound:

- Show the Speed Sound Card (picture side). Say: When we look at this side, we say the phrase: **ure – sure it's pure**
- Show the letter side. Say: When we look at this side we say the sound: **ure**
- Flip the card a few times and ask the children to say the sound or the phrase.

Review the Sounds:

- Say: 'Let's get **ure** in the pack'. Hide the new sound in the pack of sounds taught so far. Include some Set 2 sounds which need further practice and previously taught Set 3. Ask the children to read the sounds and spot the new sound. Gradually increase the speed as children gain confidence. Say: 'Super Speedy Sounds'.
- **N.B.** Blue and Grey level; when children are reading set 3 sounds speedily, start at this point with reviewing the sounds speedily.

Word Time (7 Minutes)

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

Picture, mixture, creature, future, adventure, temperature.

- Say: 'Let's read parts of the word (chunking). Special Friends, Fred Talk, Read the Word.' Hold up the first part of the card up e.g. **ad**, and demonstrate how to 'Special Friends, Fred Talk, Read the part.' Then **ven**, then **ture**.
- Model how to chunk the word, e.g. root word and suffix, syllables or looking for special friends, tweaking pronunciation where necessary.
- Once children have said the word using 'Special Friends, Fred Talk, Read the Word' say the word again **adventure** using MTYT using loud using expression to give meaning (flavour) to the word. Explain meaning.
- Repeat for all the words.

Review the Words: Choose 6 Phonics Green Word Cards to review from previously taught sounds. Include words with same sound different spelling:

sleep, dream, bike, fight, tune, spoon. (Ask children to read without dots and dashes as soon as possible.)

- Say: 'Review Words, these are not new for you'
- Say: 'First, Special Friends, Fred Talk, Read the Word' for each word.
- Say: 'Next, let's read these again with 'Fred in Your Head'. Demonstrate '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 a few Nonsense word cards every day to check children can read any word with the sounds they know: **drade, quaid, sprile, vone.**

- 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'
- Note any sounds that need further practise in the speed sounds lesson.

Spell with Fred Fingers:

Picture, mixture, creature, future, adventure, temperature. (choose 4)

- Say: 'Let's spell words' Use 1,2,3 to move to desks



- Say: 'Let's spell **pic-ture**. Say the word in syllables. Ask the children to repeat it a few times using MTYT
- Say: the first syllable **pic** 'Hide your Fingers' Children hide their fingers as they count the sounds in the first syllable.
- Say: 'Fingers' Children show you how many sounds were in the first syllable
- Say: 'Pinch the Sounds' as children say the sounds pinching their fingers again e.g. **p-i-c**
- Say: 'Write it'. Children write the syllable as they say the sounds, underlining any special friends.
- Repeat with all of the syllables in the word.
- Say: 'Spell **picture**, letter names please' Write the word on the board as the children tell you the letter names.
- Say: 'Tick your **p**, tick your **I** and tick your **c**, tick your **t** and tick your **ure**.'
- 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:

- Say 'Review Time, Same Sound, Different Spelling.' Point to the **igh** and **i-e** on the complex speed sound chart.
- Ask children to write 2 previously taught words using the **igh** sound.
- Repeat **Spell with Fred Fingers** steps above: **flight, sight**.
- Say more words. Choose 2 more previously taught words to spell: **white, shine**

Final Challenge:

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

Thursday & Friday (10 Minutes Each Day)

Speed Sounds (3 Minutes)

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

Review the Sounds taught this week for example: ea, oi, a-e.

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.