

## *Speed Sounds (20 minutes)*

Children will start the phonics session with the teacher orally introducing them to a new sound. The teacher will repeat this sound over and have the children repeat it back. They will then introduce the sound card and the rhyme to remember the sound on the back. Fred the Frog will then orally sound out the words on the back of the cards, and the children will be asked to blend them together. The teacher will then flip the card back and forth so the children have the opportunity to repeat the sound and the rhyme. This sound card is then hidden inside the pack of sounds the children have already learnt. The children will recap all the sounds they know so far, keeping their eyes peeled for their new sound.

Once the children have spotted the new sound, they are introduced to green words linked to their new sound. They will use 'Fred Talk' to sound out and blend the words together. They will also have the opportunity to use 'Fred in their head' and to just read the word without sounding out. The children will then be shown some alien words (made up words) with the new sound in to sound out and blend together.

Then, children will go to their tables, sound out, and write words with the new focus sound in. They will use 'Fred Fingers' to sound out the words given, before using correct table sitting and handwriting to write the words, put on their sound buttons and say the letter names. They will write 2-3 words with their new sound in before writing a couple of 'review words' which recap sounds they've previously learnt.

## *Storybook Session (20 minutes)*

After the speed sounds session, children will have the opportunity to apply their sounds to reading decodable matched sound texts.

**Monday:** Children are introduced to the green words linked to their new storybook. They use 'Fred Talk' to sound out and blend these. This time is also used as a vocabulary check in to ensure that children understand the meaning of words within the storybook. Children then read red words, these are tricky words that cannot be read using 'Fred Talk' e.g. said. Children recap previously learnt red words before being introduced to any new ones within the storybook. Children are then read an exciting introduction to their new storybook to hook them in. Finally, children go and sit with their new partner and recap all their speed sounds, new green words and red words. One partner will point at the sound and words, whilst the other reads and then they swap.

**Tuesday-Thursday:** Children recap the speed sounds, green words, red words and read the storybook with their partner, taking turns. At this point, adults in the classroom circulate listening to children reading. On Wednesday, the teacher will model fluency and expression by reading the storybook to the children.

**Friday:** Same as above, but on Friday children will be given comprehension questions linked to the storybook they have been reading. Some of these take the style of 'fastest finger' (finding the answer in the text) and others are 'have a think questions' (related to inference).

