

	Week 1	Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week10
New Sound		s/a/t		i/ p/ n		c/k/ck		e/h/r		PIT STOP		m/d/g (ccvcc new)		o/u/l		f/b		
Revision		s/a		s/ a /t /i /p		s/ a/ t i /p /n		a/ t/ i p /n/ ck		Blends (ccvc) intro & revision		t/ i /p /r h/ ck /e		m/ d /ck e /h /g /i		o/ l / p u/ h /i/ d		h/ m/ g /u /f/ b/ l /o/ d/ r/ e /ck p/ i /n/ a /t/ s
Word building, reading, dictation and writing	Baseline/identifying ability groups	<u>VC</u> as at	<u>CVC</u> sat	<u>VC</u> it is in	<u>CVC</u> pip pat tan nap pan tap sip tin tip sit nip	<u>VC</u> in	<u>CVC</u> cat can cap pick pack sick neck	<u>CVC</u> pet set net hen rig	<u>CVCC</u> sent rent hint rant pant honk caps cats necks hens pens pets	<u>CCVC</u> spit spat span snap snip snack stack stick track trick prick crack trip trap	<u>CVCC</u> pant junk tank sank pats cats taps pips hips	<u>CVC</u> mad sad gas rag man dip ham	<u>CVCC</u> damp ramp hemp samp pens	<u>CVC</u> pot cot log hop lad nut hum lip sum sun duck	<u>CVCC</u> mend ducks hugs pink	<u>CVC</u> fun bug lug fog jog log bad tag fig hiss	<u>CVCC</u> bump hump lump jump pump damp dump	Revise building, reading, and writing of words with the sounds above. Use these words along with tricky words to write and read phrases and simple sentences. Children must read their writing: (words/phrases/ sentences)
				<u>VCC</u> its	<u>VCC</u> ant apt its	<u>CCVC</u> grin drip brag	<u>CVCC</u> clip clap trod trot drum drip						<u>CCVC</u> sniff cliff black plum spin spun stop crab drop					
				<u>CVCC</u> cats cans caps packs picks pans	<u>CVCC</u> stamp tracks cramp tricks tracks spans spank	<u>CVCC</u> stand claps clucks clocks flips flaps slump drums	<u>CVCC</u> crabs trump spins spank specks slams clock bland											

Tricky Words			I, the, a	to, do	he, she, we, me, be	was, of	Revise: Tricky words
Phrases and sentences			hen in a can pat the pip the cat and a hen a big sick red pet	a sick cat a pet grins the bent tin in a tank mad at a hen pens in a cap	ten red bags sit on the pip stamp on a pot a sad damp rag	cat in a net ten black ants fun in the sun a set of drums on a log a bug with a hump	a hen on a drum a rag in a pan stamp in a camp run to the bin
Informal Assessment	❖ Daily dictation exercises [4 sounds, 2 words] inform your teaching. Are the children coping? What do I need to do more of and with which group of children? ❖ Do weekly phonic tests of the sounds, words, phrases, and sentences you taught during the week. Use your lapbook to keep track of learners' progress. ❖ GGR: learners will continue to build words at their level during GGR lessons. Use successive blending to help struggling learners. Assess fluency of letter sound identification and reading of words.						
	A step-by-step Term 1 guide to manage, organize, and establish routines for PhAST, Phonics, and Group-Guided Reading						
	Week 2		Week 3		Week 4		Week 5
	• Phast (15 minutes) • Jolly Phonics 8-step lesson (30 min) • Jolly Phonics Workbook – Teacher Directed (20 minutes) • Establish routines, and structures, and complete practical perceptual activities (20 minutes)		• Phast (15 minutes) • Jolly Phonics 8-step lesson (30 min) • Jolly Phonics Workbook – Teacher Directed (20 minutes) • Establish routines, and structures, and complete practical perceptual activities (20 minutes)		• Phast (15 minutes) • Jolly Phonics 8-step lesson (30 min) • Jolly Phonics Workbook – Teacher Directed (20 minutes) • 1 x Group GGR per day- 20 min (small group instruction) Focus: Word Work (only)		• Phast (10 minutes) • Jolly Phonics 8-step lesson (20 min) • Jolly Phonics Workbook – Teacher Directed (15 minutes) • 2 x Groups GGR per day- 30 min Focus Word Work (only)
						Grade 1 BENCHMARKS	
Teacher Guidelines <u>Abbreviations:</u> v-vowel, c- consonants 1. Recognise, manipulate, and build words with sounds explicitly and systematically. 2. Provide learners the opportunity to apply knowledge of letter sounds to word building and writing (they should be actively engaged). 3. Blend regular words developmentally. i. vc: at ii. cvc: cat iii. vcc: ant iv. ccvc: snap v. cvcc: sand vi. ccvcc: stamp 4. Provide them with many blending/reading opportunities. Use the actions to help.				At the end of Term One: • Phonemic awareness: can hear beginning, middle, and end sounds fluently • Identify all sounds of groups 1 and 2 and a few of group 3 sounds accurately • Blending and segmenting CVC (pot) words • Can read the first 5 tricky words • Able to read simple phrases • Write groups 1 and 2 letter sounds accurately • Write 2-letter and 3-letter words accurately • Able to write and read the first 3 tricky words			

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| <ol style="list-style-type: none">5. Identify beginning, middle, and end sounds in words for writing (segmenting). Count the sounds in words.6. Phonological awareness activities may be completed during GGR (Refer to PhAST programme as a guide) for very weak learners.7. Phonic groups are created based on the learner's letter-sound knowledge and ability groups to read words (blend). | |
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