

<b>T4W Teaching Sequence</b>	Mr Wiggle and Mr Waggle Fiction – Journey Story	Mr Wiggle and Mr Waggle Non-Fiction - Invitation to a tea party	Bear Hunt Fiction – Journey Story	Bear Hunt Information Text about bears																																																																
<b>Text/Outcome</b>	Key Learning Outcomes: Story language and structure, prepositions, repeated refrains	Key Learning Outcomes: Structure, technical language, understanding purpose of writing and audience	Key Learning Outcomes: Story language and structure, adjectives, proper nouns, repeated refrains, prepositions	Key Learning Outcomes: Writing for purpose, simple connectives, simple sentences, punctuation																																																																
<b>Phonics</b>	Continue to teach Phase 1 Letters and Sounds, focus on Aspects 5, 6 and 7. Consolidation of Phase 2 GPC’s. Teaching spelling of Phase 2 Tricky Words and High Frequency words. Teaching of Phase 3 GPC’s - phonemes, digraphs and trigraphs. Teaching reading of Phase 3 Tricky Words and High Frequency words.																																																																			
Letters and Sounds Whole Class Teaching Daily – 15/20 Minutes  Small group teaching 3X 10 minutes minimum weekly  Targeted interventions for identified children 2X 10 mins weekly  Learning supported through daily continuous provision activities	<div><b>Letters</b></div> <div>Set 6:     j         v         w         x*</div> <div>Set 7:     y         z, zz     qu*</div> <div><table><tr><td>Graphemes</td><td>Sample words</td><td>Graphemes</td><td>Sample words</td></tr><tr><td>ch</td><td>chip</td><td>ar</td><td>farm</td></tr><tr><td>sh</td><td>shop</td><td>or</td><td>for</td></tr><tr><td>th</td><td>thin/then</td><td>ur</td><td>hurt</td></tr><tr><td>ng</td><td>ring</td><td>ow</td><td>cow</td></tr><tr><td>ai</td><td>rain</td><td>oi</td><td>coin</td></tr><tr><td>ee</td><td>feet</td><td>ear</td><td>dear</td></tr><tr><td>igh</td><td>night</td><td>air</td><td>fair</td></tr><tr><td>oa</td><td>boat</td><td>ure</td><td>sure</td></tr><tr><td>oo</td><td>boot/look</td><td>er</td><td>corner</td></tr></table></div> <div><table><tr><td>he</td><td>she</td><td>we</td><td>me</td><td>be</td></tr><tr><td>••</td><td>—•</td><td>••</td><td>••</td><td>••</td></tr><tr><td>was</td><td>my</td><td>you</td><td>her</td><td>they</td><td>all</td><td>are</td></tr><tr><td>•••</td><td>••</td><td>•—</td><td>•—</td><td>—</td><td>•—</td><td>—</td></tr></table></div>				Graphemes	Sample words	Graphemes	Sample words	ch	chip	ar	farm	sh	shop	or	for	th	thin/then	ur	hurt	ng	ring	ow	cow	ai	rain	oi	coin	ee	feet	ear	dear	igh	night	air	fair	oa	boat	ure	sure	oo	boot/look	er	corner	he	she	we	me	be	••	—•	••	••	••	was	my	you	her	they	all	are	•••	••	•—	•—	—	•—	—
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<b>Guided Reading</b>									
<p>3X guided reading sessions per week using phonetically decodable books to match sounds being taught in Daily Phonics.</p> <p>2X individual reading sessions per week using phonetically decodable books to match children's reading/phonics ability, or sight-read book.</p> <p>Daily, whole class guided reading and story time</p>	<p><u>Phoetically Decodable Book Schemes:</u>  Oxford Reading Tree  Bug Club  Rigby Star</p> <p><u>Sight-Reading/Language Pattern Books</u> – PM and PM Plus</p> <p><u>Pie Corbett Reading Spine (+ children's favourite stories, traditonal tales and rhymes)</u></p> <table> <tr> <td><u>First Half Term</u></td><td><u>Second Half Term</u></td></tr> <tr> <td>Six Dinner Sid</td><td>Rosie's Walk</td></tr> <tr> <td>Whatever Next!</td><td>Mr Gumpy's Outing</td></tr> <tr> <td></td><td>Mrs Armitage on Wheels</td></tr> </table>	<u>First Half Term</u>	<u>Second Half Term</u>	Six Dinner Sid	Rosie's Walk	Whatever Next!	Mr Gumpy's Outing		Mrs Armitage on Wheels
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<b>Fine Motor Development</b>	<p>Daily fine motor skills through continuous provision.</p> <p>2X weekly fine motor skill activties as part of guided reading timetable and structure.</p> <p>Daily 10 minute small group interventions for identified children.</p>								