

Phase: EYFS

Topic: All about me



A set of letters is taught each week, in the following sequence (letters and their sounds are introduced):

Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss

Phase 2 tricky words:



| | Values | | |
|--|--|----------|--|
| | Challenge | | |
| | Commit | 0.0 | |
| | Conquer | - | |
| | Celebrate | 14 | |
| | The second secon | | |
| | Knowledge | | |
| | larks/shapes are everywhere hese marks/shapes give meanings | | |
| | ST WH | IT | |
| Wha | at I will know by the end of t | he unit? | |
| Th Re Re Ha Sh en | arks/shapes are everywhere hese marks/shapes give meanings. ecognises own name ecognises some familiar print/logos andles books with care hows an interest in words in the hvironment/books ecognises rhythm in spoken words | V | |
| | | | |

| Technical vocabulary | | | |
|----------------------|--|--|--|
| Phonics | Is a way of learning to read/write by understanding the sounds that the letters make. | | |
| Reading | We look at letters and symbols in writing, and work out what they mean. | | |
| r i | Ve use our eyes to see letters and symbols and our brains to york out the words and sentences that they form. | | |
| Segment | We break the word down into individual sounds or syllables to enable us to read it. | | |
| Blend | We blend sounds together, e.g. 'd-o-g- dog' | | |
| Tricky words | Words that we cannot segment, we just need to remember. | | |
| Letters | A ch <mark>ara</mark> cter representing one or more of the sounds used in sp <mark>eec</mark> h; any of the symbols of an alphabet. | | |
| Sound | How you say a letter when you want to read it | | |
| Word | A single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed. | | |
| Book | A book is made up of pages. Books can contain information, stories, or poetry etc. Can be picture only or have printed writing too. Should be read from left to right and from top to bottom. | | |
| Story | Many books contain stories. Stories tell us about events or something that has happened to someone. Most stories have clear beginning, middle and end. | | |
| Rhyme(s) | correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry. | | |



| cat 🌋 | hat 🙈 |
|--------|--------|
| run 🌾 | sun 🔌 |
| boat 실 | coat 🌒 |
| bed 对 | sled 🍠 |
| hop 🚲 | mop 🖌 |

These words are are common words, words that appear very often in written texts. <u>High frequency words</u>: a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but.