#### Handwriting lessons at The Grove School

- Tell the children that they are going to write some letters, words and sentences where appropriate.
- Ask the children to look at their sitting position, is their chair pulled in and are they sitting to the back of the chair with their feet flat on the ground. If the children require writing slops or special pencil grips ensure that they have them.
- Give each child a piece of putty and start the warm up activities that can include making smooth balls, worms, sausages and pancakes there are many more that can be done.
- Practice air writing the letter that is being done that day, with your back to the children air writes the word
  yourself a few times for the children to copy.
- Get the children to close their eyes and write the letter on the table, feeling the shape of the letter ask them to do this a few times.
- Go over the letter formation on the board demonstrating where to start and finish and what the letter should look like talking through the formation as you write it.
- Where appropriate ask the children to write the letter in it's joined form depending on their ability.
- Each child can then use the dots and write the letters in their own jotters walk around and monitor what the children are doing.
- Differentiate the follow up sounding out cvc (consonan, vowel, consonant) words for those needing these words, ask those who are able to write their own list of words starting with that sound and for those able to write a sentence to use one of the words in a sentence.

Date	Children v learn	will	Letter recognition	Strategies	Blending	Strategies	Identifying sound in words	Strategies	Other activities	Assessment
		to and the	Storyline Flashcards Air Writing Worksheets Sound Books Alphabet Frieze Magnetic Letters	Show each letter practice making the sound and do the Jolly Phonics action. Sing the Alphabet song and point to the letter in the alphabet. Use object bag and match the letter card to objects that begin with this letter. Use magnetic boards. Use letter games Look for the letters in the environment	Hearing the words after the sounds have been spoken, by the teacher, by the child. Letter games and activities	Use magnetic boards. Use word games and flashcards	Encoding regular words. Dictation of sounds, then words.	Identifying the sounds in words. Is there an 's' in nest? Where is it- beginning, middle or end?	Practice sight vocabulary of first 25 words. Reading books each day. Listening to stories.	Assessment grids

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To be able to	Storyline	Continue	Hearing	Use	Encoding	Continue	Practice
recognise,	Flashcards	letter	the	magnetic	regular	identifying	sight
write and	Air Writing	sounds.	words	boards.	words.	the sounds	vocabulary
make the	Worksheets	Continue	after	Use word	Dictation	in words.	of first 25
phonetic	Sound	learning the	the	games and	of sounds,		words.
sounds	Books	alphabet.	sounds	flash	then words	Introduce	Reading
c,e,h,k,r,m,d,ck	Alphabet	Continue to	have	cards.		dictation of	books each
	Frieze	look for the	been	Start		sounds.	day.
	Magnetic	letters in	spoken,	blending			Listening
	Letters	the	by the	letter			to stories.
		environment.	teacher,	sounds			Teach
			by the	-first loud			tricky
			child.	-then soft			words
			Letter	Begin			using
			games	blending			flashcards.
			and	techniques			
			activities	on simple			
				cvc words			
To be able to	Storyline	Introduce	Hearing	Use	Encoding	Pupil calling	Practice
recognise,	Flashcards	letter	the	magnetic	regular	out sounds	sight
write and	Air Writing	names and	words	boards.	words.	in words,	vocabulary
make the	Worksheets	capitals.	after	Use word	Dictation	e.g. dog,	of first 25
phonetic	Sound		the	games and	of sounds,	then	words.
sounds	Books	Continue	sounds	flash	then words	holding up a	Reading

g,o,u,l,f,b	Alphabet	learning	have	cards.	finger for	books each
	Frieze	alphabet	been	Start	each sound	day.
	Magnetic		spoken,	blending	and	Listening
	Letters		by the	letter	counting.	to stories
			teacher,	sounds		Teach
			by the	-first loud	Continue	tricky
			child.	-then soft	dictation of	words
			Letter	Begin	sounds.	using
			games	blending		flashcards.
				techniques	Introduce	
				on simple	dictation of	
				cvc words	words if	
					appropriate.	

#### Reading phonics programme- The Grove School

Date	Letter group	Letter recognition	Strategies	Blending	Strategies	Identifying sounds in words	Strategies	Other activities	Assessment
	j,z,w	Storyline Flashcards Action Air Writing Worksheets	Continue letter names and capitals  Begin reciting the alphabet	Hearing the words after the sounds have been spoken: By teacher By pupil  Letter games and activities.		Encoding regular words. Dictation of sounds, then of C.v.c's & c.v.c.c & c.c.v.c's e.g. send, plum Dictation of simple sentences using regular words and tricky words already taught. Writing	Continue pupil calling out sounds in given words.  Continue dictation of sounds and words.	Practice sight vocabulary of first 50 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	

					simple		
					sentences.		
v,y,x	Storyline	Continue	Hearing	Continue		Continue	Practice
	Flashcards	letter	the words	blending		pupil calling	sight
	Action	names and	after the	techniques.		out sounds	vocabulary
	Air Writing	capitals	sounds			in given	of first 50
	Worksheets		have been			words.	words.
		Begin	spoken:				Reading
		reciting	By teacher			Continue	books each
		the	By pupil			dictation of	day.
		alphabet				sounds and	Listening to
			Letter			words.	stories
			games and				Teach
			activities.				tricky
							words using
							flashcards.
ch, sh	Storyline	Continue	Hearing	Continue		Continue	Practice
	Flashcards	letter	the words	blending		pupils	sight
	Action	names and	after the	techniques.		calling out	vocabulary
	Air Writing	capitals.	sounds			sounds in	of first 50
	Worksheets		have been			given	words.
		Continue	spoken:			words.	Reading
		learning	By teacher			Continue	books each
		the	By pupil			dictation of	day.

		alphabet			sounds and	Listening to	
			Letter		words.	stories	
			games and		Introduce	Teach	
			activities.		irregularly	tricky	
					key words	,	
					e.g. the	flashcards.	
th, th	Storyline	Continue	Hearing	Continue	Continue	Practice	
	Flashcards	letter	the words	blending	pupils	sight	
	Action	names and	after the	techniques.	calling out	vocabulary	
	Air Writing	capitals.	sounds		sounds in	of first 50	
	Worksheets		have been		given	words.	
		Continue	spoken:		words.	Reading	
		learning	By teacher		Continue	books each	
		the	By pupil		dictation of	day.	
		alphabet			sounds and	Listening to	
			Letter		words.	stories	
			games and		Introduce	Teach	
			activities.		irregularly	tricky	
					key words	words using	
					e.g. the	flashcards.	
wh,qu	Storyline	Continue	Hearing	Continue	Continue	Practice	
	Flashcards	letter	the words	blending	pupils	sight	
	Action	names and	after the	techniques.	calling out	vocabulary	
	Air Writing	capitals.	sounds		sounds in	of first 50	

Worksheets		have been	given	words.	
	Continue	spoken:	words.	Reading	
	learning	By teacher	Continue	books each	
	the	By pupil	dictation of	day.	
	alphabet		sounds and	Listening to	
		Letter	words.	stories	
		games and	Introduce	Teach	
		activities.	irregularly	tricky	
			key words	words using	
			e.g. the	flashcards.	

#### Reading phonics programme- The Grove School

Date	Letter	Letter	Strategies	Blending	Strategies	Identifying	Strategies	Other	Assessment
	group	recognition				sounds in words		activities	
	ai, oa	Storyline	Begin to	Continue	Introduce	Encoding	Whole group	Practice	
		Flashcards	introduce	learning	blending	regular	identifying	sight	
		Action	consonant	alphabet,	regular	words.	and counting	vocabulary	
		Air Writing	blends.	letter	words with	Dictation of	sounds in	of first 75	
		Worksheets		names and	consonant	sounds then	words with	words.	
			Continue	capitals.	blends.	words.	consonant	Reading	
			learning	Continue to		Dictation of	blends.	books each	
			alphabet,	learn		simple	Continue	day.	
			letter	consonant		sentences	teaching	Listening to	
			names and	blends.		using regular	irregular key	stories	
			capitals.			words and	words.	Teach	
			•			tricky words	Continue	tricky	
						already	sounds and	words using	
						taught.	dictation of	flashcards.	
						Writing	simple		
						simple	sentences.		
						sentences.			
	ie, ee	Storyline	Begin to	Continue	Introduce	Encoding	Whole group	Practice	
		Flashcards	introduce	learning	blending	regular	identifying	sight	
		Action	consonant	alphabet,	regular	words.	and counting	vocabulary	
		Air Writing	blends.	letter	words with	Dictation of	sounds in	of first 75	

	Worksheets		names and	consonant	sounds then	words with	words.	
		Continue	capitals.	blends.	words.	consonant	Reading	
		learning	Continue to		Dictation of	blends.	books each	
		alphabet,	learn		simple	Continue	day.	
		letter	consonant		sentences	teaching	Listening to	
		names and	blends.		using regular	irregular key	stories	
		capitals.			words and	words.	Teach	
					tricky words	Continue	tricky	
					already	sounds and	words using	
					taught.	dictation of	flashcards.	
					Writing	simple		
					simple	sentences.		
					sentences.			
ng, oo	Storyline	Begin to	Continue	Introduce	Encoding	Whole group	Practice	
	Flashcards	introduce	learning	blending	regular	identifying	sight	
	Action	consonant	alphabet,	regular	words.	and counting	vocabulary	
	Air Writing	blends.	letter	words with	Dictation of	sounds in	of first 75	
	Worksheets		names and	consonant	sounds then	words with	words.	
		Continue	capitals.	blends.	words.	consonant	Reading	
		learning	Continue to		Dictation of	blends.	books each	
		alphabet,	learn		simple	Continue	day.	
		letter	consonant		sentences	teaching	Listening to	
		names and	blends.		using regular	irregular key	stories	
		capitals.			words and	words.	Teach	

					tricky words already taught. Writing simple sentences.	Continue sounds and dictation of simple sentences.	tricky words using flashcards.	
ou, oi	Storyline Flashcards Action Air Writing Worksheets	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Continue learning alphabet, letter names and capitals. Continue to learn consonant blends.	Continue blending with consonant blends.	Encoding regular words. Dictation of sounds then words. Dictation of simple sentences using regular words and tricky words already taught. Writing simple sentences.	Continue whole group identifying and counting sounds in words with consonant blends. Continue teaching irregular key words. Continue sounds and words dictation. Continue dictation of	Practice sight vocabulary of first 75 words. Reading books each day. Listening to stories Teach tricky words using flashcards.	

Action	alphabet,	alphabet,	with	words.	identifying	vocabulary	
Air Writing	letter	letter	consonant	Dictation of	and counting	of first 75	1
Worksheets	names and	names and	blends.	sounds then	sounds in	words.	1
	capitals.	capitals.		words.	words with	Reading	1
	Continue to	Continue to		Dictation of	consonant	books each	ı
	learn	learn		simple	blends.	day.	1
	consonant	consonant		sentences	Continue	Listening to	ı
	blends.	blends.		using regular	teaching	stories	ı
				words and	irregular key	Teach	ı
				tricky words	words.	tricky	ı
				already	Continue	words using	1
				taught.	sounds and	flashcards.	1
				Writing	words		1
				simple	dictation.		1
				sentences.	Continue		1
					dictation of		1
					simple		
					sentences.		

#### Concepts of print - The Grove School

Date	Children will learn	Strategies	Assessment
	Knows that a book is for reading and how it is	Tell the children about the use of a book.	Concepts of
	organised:	Begin to introduce the terminology e.g.	print
	• Front	front/back, top/bottom, pages.	
	<ul> <li>Back</li> </ul>	Use a wide range of fiction and non-fiction	
	<ul> <li>Top</li> </ul>	text.	
	<ul> <li>Bottom</li> </ul>		
	<ul><li>Pages</li></ul>		
	Know the terminology:	Tell and show the children the different types	Concepts of
	<ul> <li>Title</li> </ul>	of books,	print
	<ul><li>Author</li></ul>	Label books in the classroom fiction or non-	,
	<ul> <li>Illustrator</li> </ul>	fiction.	
		Ask the children who they think writes books	
		and introduce the word author.	
		Find examples of books written by the same	
		author.	
		Look in each book and find pictures discuss	
		who draws the pictures and use the word	
		illustrator.	
		Label the name of the author and illustrator on	
		the front cover of the books.	
	Know the difference between print and pictures.	Tell the children that the pictures on a page	Concepts of

	are related to the print. Use a wide range of fiction and non-fiction text.	print
Know where you begin reading on a page and that print goes from left to right.	Tell the children that print in our culture is read from left to right. Use a wide range of fiction and non-fiction text.	Concepts of print
Know what a letter is and can point one out on a page.	Show the children what a letter, word and space are:Use a big book	Concepts of print
Know what a word is and can point one out on a page.  Know why there are spaces between words and can point one out on a page.	-Use word and letter cards.	
Know the terminology of fiction and non-fiction.	Tell the children the differences between fiction and non-fiction.  Get the children to sort books into two different piles one fiction and one non-fiction.	Concepts of print

#### The Grove School Concepts of Print suggested lesson format

#### Suggested Activities related to what children will learn.

- Adult picks up book incorrectly, encourage children to correct adult in a fun way.
- Put selection of books on the floor/table. Allow the children to choose a book and hold the correct way up.
- Ask the children to choose a book. Look on the front cover and predict what the story is about.
- Use the big book to explain terminology.
- Ask children to be authors and illustrators.
- Using a selection of flashcards titles, children, match correct title to correct book.
- Use O.R.T/ Oxford Literacy Web cards.
- Play games using O.R.T./Oxford Literacy Web cards.
- Give children a selection of books from different countries and show them which way print goes.
- Use big hand or pointer to point to words in the correct order.
- Card games using O.R.T./Oxford Literacy Web.
- Magnetic letters.
- CVC jigsaws.
- Big book with plastic cover over for circling words and letters.
- Sentences with spaces and without identify the ones that are incorrect.
- Give children selection of books, children sort into categories of fiction and non-fiction.
- Find fiction books and non-fiction books in the library.