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| **Area** | **Short-term Target** | **Hour 1** | **Hour 2** | Hour 3 | **Hour 4** | **Hour 5** |
| Speech and Language | By the end of session 5 \*\*\* will be able to produce a compound sentence containing ‘and’ or ‘but’ by adding an expected or unexpected event appropriate to the conjunction, 4 out of five times, as observed by me during session 5. | Using Black Sheep Press Action and consequence sets of picture cards: \*\*\* to respond to ‘why’ questions with ‘because’ answers.  Example: Why did the boy climb over the wall?  He climbed over because he wanted to get his ball,  She dropped the cup because it was slippery.  He ran for help because the girl was hurt. | Revise previous session’s because/so activity. Explain that this session \*\*\*’s target is to create compound sentences with an expected second clause, using the conjunction ‘and’.  Example: Ted fell. Ted had a bad leg. Ted fell and had a bad leg.  Ned went to the vet. Ned had a jab. Ned went to the vet and had a jab.  Teach using two part picture sequences, captions, and a card with ‘and’ to demonstrate. Extend to Daisy producing expected coordinating clauses with support. | Revise previous session’s ‘and’ activity. Explain that this session \*\*\*’s target is to form compound sentences with unexpected coordinating clause using ‘but’.  Example:  The grass was wet but the boy did not slip.  Sally was tired but she could not sleep.  I went to the hairdressers but didn’t have a haircut.  I went shopping but didn’t buy anything.  Teach using two part picture sequences and captions, and a card with ‘but’.  Extend to \*\*\* producing a coordinating clause with support. | Revise previous session’s and/but activities. Explain that this session \*\*\*’s target is to form compound sentences selecting and/but depending on the coordinating clause.  Example:  The cup was slippery. Sam didn’t drop it.  \*\*\* to select the and or but card to create grammatically correct sentences with picture prompts. Support as required.  The wind was very strong. The kite soared over the trees. | Review previous and/but activities. If correct, move on to target assessment activity. If not, repeat.  Using different picture prompts, \*\*\* to respond to the pictured events with grammatically correct sentences containing *and* or *but.*  Correct on 3 out of 4 trials for each of the conjunctions.  Examples:  The sun was hot but the snowman did not melt.  The sun was hot and the snowman melted.  The cat pushed the blocks and they fell over.  The cat pushed the blocks *but* they didn’t fall. |
| Phonology | By the end of session 5, \*\*\* will be able to:  Say whether words end with the same or different sounds. Identify the final sound in a word correctly, 4 out of 5 times, as observed by me during session 5. | Using Hatcher : Sound Linkage.  Listening for the final sounds in words:  Say: I want you to listen for the sounds at the ends of words.  Listen.. (say *top*) what can you hear at the end of top?  That’s right, you can hear p at the end, or, that’s not quite right, listen, t-o-p, we can hear a p at the end. Let’s try again. Repeat with another word ending with p.  Say: clap when I say a word ending with p,  dog, bed, hat, cap, net, nap, bin, leg, lap.  Well done, let’s move on.  Clap when I say a word ending with d, like bed,  Gold, rob, fish, card, bird, gun, pet,shed  Clap when I say a word ending with g, like leg,  Rug, boy, down, bird, dig, gun, jog, cross, beg. | Revise previous session’s listening for final sounds, if secure, move on, if not secure, repeat.  Discrimination and identification of final sounds.  Remember we were listening to the sounds at the end of words – listen for the last sounds in these 2 words, are they the same or different? Say the words, emphasis the last sounds:  bed rod  Yes, well done, they are the same, they both end with …? Daisy to supply d.  Repeat, each time emphasis final sounds, and fee back with praise/correction as before.  Help stop  Mouse fog  Ouch such | Revise previous session’s same/different final sound, and identification of that sound. If retained, move on, if not, repeat with different words.  Discrimination and identification of final sounds in words.  Say: I am going to show you some pictures- show pictures and name the objects, house, bus, cake.  Ask \*\*\* to repeat the object names and listen/feel the last sounds of each word. Say, which pictures end with the same sound? House, bus, what is the last sound?  Repeat with picture support to find the 2 words with the same final sound:  Pan hat sun  Chair fish brush  Pig dog mouse  Tap gun bin  Cot bird hat  Pan hat sun | Revise previous session’s identification of 2 out of 3 words with the same end sound, with picture support. If retained, move on, if not repeat.  Discrimination of one of three words with sane final sound as target word.  Say:Look at this picture and say the word for it. I want you to remember the last sound, the sound at the end.  Show picture of a cup.  Say: I am going to say 3 words and I want you to tell me which word ends with the same sound as cup (emphasis the p).  Give immediate praise or corrective feedback, modelling how to find and compare the end sounds:  Snake: mug book belt  Bag: cap wig ship  Leaf: loaf pan seal  Pin: stick dice hen  Net: pit car axe  Fish: girl brush map | Revise previous session’s discrimination of one of three words with same final sound as target word. If retained, move on to target assessment activity. If not, repeat.  Assessment activity:  Discrimination and identification of one of four words with a different final sound.  Say: Listen to these 4 words  Cut back net pup  Let’s say the words together out loud, cut bat net pup  (emphasis final sounds), which word has a different ending? What does it end with? What do the other words end with?  Yes, that’s right, cut bat and net end with t, and pup ends with p, let’s try some more,  Or,  That’s not quite right, listen, cut bat and net all end with a t, and pup ends with a p sound. Let’s try again.  Repeat with:  Cab rub gate sob  Man spoon shoe pan  Bush rush pug splash  Glove sock dive wave  Arm jam wheel dome  (if \*\*\* is unable to remember and compare 4 words and cannot make a judgement after 3 trials, try again with 3 word sets:  Which word ends with a different sound:  Pen card ten  Card ten bone  Mouse cup bus  Rub gate sob  Goat feet girl  Life tap cup  Book dip nap  Sheep knife cup  Gate hot pen  Frog bag ten |
| Phonics –decoding  \*NB\* Spelling is dealt with below | By the end of session 5, \*\*\* will:  decode CVC words constructed by adding an onset to the rimes taught during session 1-4, using a chunking strategy, separating the onset/rime,  and respond to b/d/p correctly,  9 out of 10 times, as observed by me during session 5. | Using Rime Magic rime cards and magnetic foam letters, first blend and segment VC rimes -ab -ad -ag -am -an -ap -at  Rapid recognition of above rimes using rime cards.  \*\*\* to make CVC words by adding magnetic foam letter onsets from a controlled set to the rimes above,  e.g. for –ab, supply g f c d t n only,  for –ad, supply b d f h l m s p,  for –ag, supply b g h j n r s t w etc.  Identify the rime in a word depicting an object, find the rime spelling and read the word – play rime matching pairs game.  Respond reliably to b, teach finger position, straight up the bunny’s ear, use tracking sheet ‘Belly Button b’ to practice rapid identification of bs. | Revise previous session’s ‘a’ rimes and CVC decoding, revise ‘b’ identification. If not secure, reteach. If secure, repeat with next set of VC rimes -eb -ed -eg -em -en -et.  Onset addition as before, using magnetic foam letters in controlled sets.  Rapid recognition of above rimes using Rime Magic cards and rime matching pairs game.  Work on b/d discrimination, revise hand positions, up the bunny’s ear and ‘over the duck’s back, under her tum, up to her neck, then down you come.  Add onsets to VC rimes, to make CVC words e.g. web, leg, beg, bed, hem, men, pen, get, bet, pet,  Play rime identification and matching pairs game. | Revise previous session’s rimes and CVC decoding, revise ‘b’ and ‘d’ identification. If not secure, reteach. If secure, repeat with next set of VC rimes Blend and segment VC rimes -ig -in -it -ob –og -ot  Rapid recognition of above rimes, using Rime magic cards, onset addition as before using foam letters to make words pig, dig, big, pin, bin, din, pit, bit, fit, dog, bog, log, got, dot, hot, not etc.  b/d/p discrimination, tracking activity.  Rime identification pairs game for i and o rimes | Revise previous session’s rimes and CVC decoding, revise b/d/p identification. If not secure, reteach. If secure, repeat with next set of VC rimes Blend and segment VC rimes -ub -un -um -ut  Rapid recognition of above rimes using Rime Magic cards onset activities as before using foam letters to make:  Bun but rub tub tum gum run hut nut  Consolidate with ICT game CVC word discrimination ‘Tomb Trek’ from Foundations Module, Fast ForWord (play game for 5 or 6 minutes) | Revise previous session’s rimes and CVC decoding, revise b/d/p identification. If not secure, reteach. If secure, progress to assessment activity.  Assessment activity:  Blend and segment mixed VC rimes using all the Rime Magic cards, and decode CVC words using a chunking strategy, words taken from the lists used previously.  Play ‘Garden Leaves’ ICT game, available on the Top Marks site, sort words written on leaves into the correct basket according to their rime.  \*\*\* to decode and read the following words, responding to d/p/b correctly 9 out of 10 times,  red ban dot had pan din nip beg dip bit pet cod fab pot mud tip tab bat bed pin pip hop bin fib sob rod mad den |
| Spelling – regular words/spelling rules | By the end of session 5, \*\*\* will be able to construct CVC words, either using magnetic/wooden letters or writing, using rimes and onsets taught as above, correctly 9 out of 10 times, as observed by me during session 5. | Construct VC rimes (-ab -ad -ag -am -an -ap -at) with magnetic letters,  Construct CVC words with above rimes to dictation:  Say, make the word fab, what can you hear? F – ab? How do you spell –ab? That’s right, get those letters, now, f-ab, what do you need at the start?  Repeat with a selection of CVC words drawn from the selection of words with ‘a’ rimes in the phonics section above. | Revise previous session’s VC rime construction and CVC words to dictation. If not secure, reteach. If secure, construct CVC words with magnetic letters, using VC rimes taught so far,( -ab -ad -ag -am -an -ap -at -eb -ed -eg -em -en -et) to dictation or picture prompt.  Identify and select the rime, then the onset. | Revise previous session’s CVC word construction to dictation. If not secure, reteach. If secure, Construct CVC words with magnetic letters, using VC rimes taught so far,( -eb -ed -eg -em -en -et. -ab -ad -ag -am -an -ap -at -ig -in -it -ob –og -ot) to dictation or picture prompt .  Identifying the rime and selecting the onset. | Revise previous session’s CVC word construction to dictation. If not secure, reteach. If secure. Construct CVC words with magnetic letters, using VC rimes taught so far, ( -eb -ed -eg -em -en -et. -ab -ad -ag -am -an -ap -at -ig -in -it -ob –og -ot ub -un -um -ut) to dictation or picture prompt.  Create rime family words by substituting onsets using foam magnetic letters to dictation. | Revise previous session’s CVC word construction to dictation. If not secure, reteach. If secure, progress to assessment activity.  Assessment activity:  Construct CVC words with magnetic letters, using VC rimes taught so far, ( -eb -ed -eg -em -en -et. -ab -ad -ag -am -an -ap -at -ig -in -it -ob –og -ot ub -un -um -ut) to dictation or picture prompt.  Fab had rag ram man tap fat web red leg hem ten get big tin fit rob hog got tub run tum but |
| Spelling – high frequency | By the end of session 5, \*\*\* will be able to write 4 HF words correctly to dictation 100% correctly, as observed by me during session 5.  \*\*\*’s recognition of HF irregular words has been assessed and she can’t spell: said he of was you they she but that with all are my there what out have | Select words from the HF target list, checking to see which are known each session, as these may vary.  Starting with said, teach by: using magnetic letters, form word, jumble, \*\*\* to reconstruct – 3 times.  Using ribbon, air-write word, saying letter names while writing.  Using tactile word card, \*\*\* to trace letters with her finger while saying letter names – 3 times.  Write word 3 times on paper with highlighter pen, | Revise previous word said. If not secure reteach, if secure select next target: what  teach by: using magnetic letters, form word, jumble, \*\*\* to reconstruct – 3 times.  Using ribbon, air-write word, saying letter names while waving ribbon.  Using tactile word card, \*\*\* to trace letters with her finger while saying letter names – 3 times.  Write word 3 times on paper with highlighter pen, | Revise previous word what. If not secure reteach, if secure select next target: you  teach by: using magnetic letters, form word, jumble, \*\*\* to reconstruct – 3 times.  Using ribbon, air-write word, saying letter names while waving ribbon.  Using highlighter pens, \*\*\* to write and over-write the word 3 or 4 times with different highlighter pens, saying letter names as she writes. | Revise previous word you. If not secure reteach, if secure select next target: are  teach by: using magnetic letters, form word, jumble, \*\*\* to reconstruct – 3 times.  Using ribbon, air-write word, saying letter names while waving ribbon.  Using highlighter pens, \*\*\* to write and over-write the word 3 or 4 times with different highlighter pens, saying letter names as she writes.  Using paper strip, \*\*\* to say letter names while writing word, folding over each word after writing – unfold and check spellings. | Revise previous word you. If not secure reteach, if secure , progress to assessment activity:  Assessment activity:  \*\*\* to write to dictation the following short sentences containing the target words- said what you are  (not including question marks, not yet covered)  What are you  Can you get it  It said yes |
| Reading | By the end of session 5, \*\*\* will be able to read single CVC words and short captions/sentences/questions comprising CVC words and HF words from the reading scheme already known (Daisy can now recognise all phase 2 and most phase 3 HF words from Letters and Sounds, apart from put, they, for, then, my, that and down) independently and match them to simple pictures, with 90% accuracy, as observed by me during session 5. | Match CVC words to pictures:  rat, sat, fat,  mad, sad, bad,  cap, tap, lap,  bag, rag, sag,  jam, ham, ram,  fan, pan, can  cab, tab, dab | Read CVC words – no picture cues:  bed, red, beg, leg.  net, pet, pen, ten,  hem, them, web, | Match CVC word sentences to pictures, including known HF words  The big red fox got on.  Here comes the fat rat.  The fat rat is sad. | Read CVC word sentences, including known HF words with picture prompts  A pug dog sits here.  Look at the big web.  The sad rat wanted a bun. | Read CVC word sentences and questions including known HF words with picture prompts  The pug dog sits on my lap.  Can you get the pen?  Here comes the big red bus.  What has the fox got on his lap?  Will he sit with the fox?  She put her hat into the box.  Will the pig get on the pot?  The hen is with the dog.  Tip it all into the pan.  Ten men can go into the shed. |
| Writing | By the end of session 5, \*\*\* will be able to write to dictation a simple sentence of up to 5 words, using a picture prompt if necessary, with 80% accuracy, as observed by me by the end of session 5. | Linked with phonics, spelling and reading.  Dictation drill – with support, repeat and count words in a simple sentence, with support make dashes with a highlighter for each word while counting, with support write each word, with support read the sentence.  3 word sentence.  Tab is mad.  Tab is sad.  A sad rat.  A mad rat. | Linked with phonics, spelling and reading.  Dictation drill – with support repeat and count words in a simple sentence, with support make dashes with a highlighter for each word while counting, with support write each word, with support read the sentence.  3 word sentence.  Ted is mad.  Fed up Ted.  Pet the rat.  Tab has ham.  Tab has jam. | Linked with phonics, spelling and reading.  Dictation drill – independently repeat and count words in a simple sentence, with support make dashes with a highlighter for each word while counting, with support write each word, read the sentence.  Up to 4 word sentence.  Jam in a bag.  Ham in a bag.  Rat has a hat.  Pug dog can run. | Linked with phonics, spelling and reading.  Dictation drill – independently repeat and count words in a simple sentence, independently make dashes with a highlighter for each word while counting, with support write each word, with support read the sentence.  Up to 4 word sentence.  It is not fun.  Sad rat can sit.  Ham in his lap.  Jam in his lap. | Linked with phonics, spelling and reading.  Dictation drill – independently repeat and count words in a simple sentence, independently make dashes with a highlighter for each word while counting, independently write each word, read the sentence.  Up to 5 word sentence.  It is on my lap.  Hen gets on the bus.  It has a big cap.  Get sad rat a pen. |
| Memory/ organisation | .By the end of session 5, \*\*\* will have improved the number of objects or aural elements she is able to remember (depending on baseline, possibly 3 / 4) by one item, as observed by me by the end of session 5. | Kim’s game. Demonstrate and model. Set out 7 small world objects on a tray. \*\*\* to count, handle and name the objects with support.  Cover the objects with a cloth. \*\*\* to recall the objects with support. | Kim’s game. Set out 8 small world objects on a tray. \*\*\* to count, handle and name the objects with support.  Cover the objects with a cloth. \*\*\* to recall the objects with support. | Kim’s game. Set out 10 small world objects on a tray. \*\*\* to count, handle and name the objects with support.  Cover the objects with a cloth. \*\*\* to recall the objects. | Kim’s game. Set out 10 different small world objects on a tray. \*\*\* to count, handle and name the objects with support.  Cover the objects with a cloth. \*\*\* to recall the objects. | Kim’s game. Set out 10 different small world objects on a tray. Daisy to count, handle and name the objects with support.  Cover the objects with a cloth. \*\*\* to recall the objects. |
| Sequencing | By the end of session 5, using Narrative cards \*\*\* will be able to recall story elements, who, where and when correct order, with 3 out of 4 correct, as observed by me during session 5. | Resources:  Black Sheep Press three part story sequencing cards.  Task:  Set out the pictures, Support \*\*\* to name the characters, describe the setting and events depicted with support, and place the pictures in a logical sequence, saying at least one sentence with support for each picture.  Jumble the pictures, then \*\*\* to put them back in order with support and retell the same story. | Resources:  Black Sheep Press Narrative sequencing: Who?  Sign & symbol for who  Who is it ? Lotto  Faces activity cards, each face has 2 distinguishing features.  Task:  Lotto:\*\*\* to play the lotto game while we talk about the characters and their occupations.  Who is it?  What do they do?  Who looks after people when they are sick?  Who grows food?  Who keeps your teeth healthy?  Who builds houses?  Who puts out fires?  Faces: Who has short hair and glasses?  Who has missing teeth and bobbles?  Who has spiky hair and earrings? | Resources:  Black Sheep Press Narrative sequencing: Who?  Who am I?  Guess who?: bags with items belonging to:  Witch; farmer; doctor; teacher; police officer;  firefighter; dancer; footballer  Task:  Who am I?: identifying characters by features/ characteristics, set out who cards and say: (pause after each characteristic for \*\*\* to guess)  I am an animal/have whiskers/drink milk/purr  I wear a pointy black hat/ride a broomstick/have a black cat/make spells  I am an animal/eat grass/give milk/moo  I am white/cold/you make me in winter/have a carrot nose/wear a scarf and hat/melt in the sunshine  I have a big red nose/make children laugh/work in a circus  I wear a red cloak/walk through the woods/meet a wolf/love my grandma  I do lots of housework/wear rags/have ugly sisters/have a fairy godmother/go to a ball/meet a prince/lose a glass slipper  Guess who?: take out one object at a time from the bag, \*\*\* to guess who they belong to. | Resources:  Black Sheep Press Narrative sequencing: Where? Settings cards.  Where am I?  Task:  Set out the pictures, \*\*\* to describe the settings saying at least one sentence for each picture independently.  Support \*\*\* to use location specific and position vocabulary as appropriate.  Questions:  Where would you see…? | Resources:  Black Sheep Press Narrative sequencing : Who & Where?  if secure with support, progress to the assessment activity.  Assessment activity:  Who am I? and Where am I? questions without picture prompts.  Who?  I wear a uniform. I have a notebook and handcuffs.  I have a tractor. I grow food for you to eat.  I have scissors, brushes and combs. I cut your hair.  I have a little curly tail. I am pink. I snort.  I carry wool on my back. I eat grass.  My job is a game. I kick a ball. I wear a kit. I play in a team.  Who took cookies to Grandma?  Where:  I can see  Lots of desks and children working  Different stalls selling fruit, vegetables and clothes  A funny man with a red nose and big feet, making people laugh  People pushing trolleys, lots of shelves stacked with tins and packets  People wearing swimming costumes, some with rubber rings, children splashing in the water  Lots of water and waves, sand and shells, a starfish, a sandcastle  Lots of stars, a planet, a rocket  Grass and trees, some flowers, a fence, a slide, some swings, a roundabout |
| Other (e.g. study skills) | By the end of session 5, \*\*\* will form b /d/ p correctly, 9 out of 10 times,as observed by me during session 5. | Form b up the bunny’s ear, down the bunny’s ear, over, make the face | Revise b, if secure, teach d  over her back, under her tum, up to her neck, then down you come | Revise b and d, if not secure, reteach, if secure, teach p  slide up, down poor Peter’s ear, up poor Peter’s ear, over, make the face – his chin sits on the line | Revise b/d/p, if not secure, reteach, if secure, check formation in CVC words.  pet bed dip pen | Assessment activity:  Check that b/d/p are formed correctly in any writing during this session.  Check formation in short sentences:  Put the pig in the pen.  Bob is a big bad bed bud.  I dip the nib.  Reteach if not correct 9/10 times. |