

**Reffley Academy**  
**EYFS Reception Short-term Phonics Planning**

Phase 3 Week 1 Set 6: j, v, w, x HFW: is, it, in, at, and tricky words: the, to, go, I, no

Focus for the week:

- Practise previously learned letters and sounds
- Teach set 6 sounds
- Read sentences using sets 1-6 letters and the tricky words no, go and I, to, the
- Practise segmentation for spelling
- Practise blending for reading
- Practise reading high-frequency words

	1	2	3	4	5
In conjunction with Quick write	Pencil hold and correct formation of grapheme	Pencil hold and correct formation of grapheme	Pencil hold and correct formation of grapheme	Pencil hold and correct formation of grapheme	Write the, to, go, I and no
Revisit/ Review	Practise s/a/t/p/i/n/m/d/g/o/c/k/ Ck/e/u/r/f,ff/l,ll/ss/b/h/j flash cards. Sing the alphabet song.	Practise s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/f,ff/l,ll/ss/b h/j/v/ flash cards. Sing the alphabet song.	Practise s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/f,ff/l,ll/ss/b h/j/v/w flash cards. Sing the alphabet song.	Practise s/a/t/p/i/n/m/d/g/o/c/k/ Ck/e/u/r/f,ff/l,ll/ss/b h/j/v/w,x flash cards. Sing the alphabet song.	Practise s/a/t/p/i/n/m/d/g/o/c/k/ Ck/e/u/r/f,ff/l,ll/ss/b h/j/v/w,x flash cards. Sing the alphabet song.
Teach	<b>Obj: Teaching j</b> <b>Page 51 L&amp;S teaching a letter.</b> Introduce the letter j: flashcard and <b>Jolly Phonics</b> story, action and write grapheme in the air. All children repeat. Story can involve any child with sound starting name - enables teaching of capital also as appropriate. Look at objects and say them together. Emphasise the initial sound.	<b>Obj: Teaching v</b> <b>Page 51 L&amp;S teaching a letter.</b> Introduce the letter v: flashcard and <b>Jolly Phonics</b> story, action and write grapheme in the air. All children repeat. Story can involve any child with sound starting name - enables teaching of capital also as appropriate. Look at objects and say them together. Emphasise the initial sound.	<b>Obj: Teaching w</b> <b>Page 51 L&amp;S teaching a letter.</b> Introduce the letter w: flashcard and <b>Jolly Phonics</b> story, action and write grapheme in the air. All children repeat. Story can involve any child with sound starting name - enables teaching of capital also as appropriate. <b>Sing song unaccompanied re JP pronunciation.</b> Look at objects and say them together. Emphasise the initial sound.	<b>Obj: Teaching x</b> <b>Page 51 L&amp;S teaching a letter.</b> Introduce the letter x: flashcard and <b>Jolly Phonics</b> story, action and write grapheme in the air. All children repeat. Story can involve any child with sound starting name - enables teaching of capital also as appropriate. Look at objects and say them together. Emphasise the initial sound.	<b>Obj: Teaching and practising high frequency words. P 91 L&amp;S.</b> Show the children <b>HFWs is it in at and &amp; teach the, to, go, I, no</b> Together read the words. Look at words that are easily decodable and those that are tricky words. Sort into two sets.

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Practise	<b>Obj: Teaching j</b> <b>Page 51 L&amp;S teaching a letter</b> Watch 'Geraldine the giraffe j' - use this as a basis but stop and start as we need to practise: say the sound together; clarify that each child is getting the sound right; write the grapheme in the air together; ask children to predict the object Geraldine is finding.	<b>Obj: Teaching v</b> <b>Page 51 L&amp;S teaching a letter</b> Watch 'Geraldine the giraffe v' - use this as a basis but stop and start as we need to practise: say the sound together; clarify that each child is getting the sound right; write the grapheme in the air together; ask children to predict the object Geraldine is finding.	<b>Obj: Teaching w</b> <b>Page 51 L&amp;S teaching a letter</b> Watch 'Geraldine the giraffe w' - use this as a basis but stop and start as we need to practise: say the sound together; clarify that each child is getting the sound right; write the grapheme in the air together; ask children to predict the object Geraldine is finding.	<b>Obj: Teaching x</b> <b>Page 51 L&amp;S teaching a letter</b> Watch 'Geraldine the giraffe x' - use this as a basis but stop and start as we need to practise: say the sound together; clarify that each child is getting the sound right; write the grapheme in the air together; ask children to predict the object Geraldine is finding.	
Apply	Play Soundbuttons see p58 (L&S). Words: jam, jet, jog, Jill, Jack. Apply Hold up caption on card or whiteboard. Read together and model blending tricky words. Jack and Jill jog up the hill. Jog to get the jam. A man can jog to get fit (Phonics Play).	Play Countdown see p86. Words: jam, jet, jog, van, vet, visit, back, sun, hot, pen. Apply Hold up sentence on card or whiteboard. Read together and model blending tricky words. Did I put the jam in the van? Did the cat get to the vet? Can I visit a pet on a jet?	Play Yes/No questions see p97 (L&S) - get children to use thumbs up and thumbs down to show whether the answer is yes or no. Is the sun wet? Can men jog to get fit? Has a pot of jam got a lid? Can a van go up a hill? Has a cat got a web? Will a pig put on a wig?	Play Yes/No questions see p97 (L&S). Can wax get hot? Has a fox got six legs? Can a vet fix a jet? Will a rat visit a fox? Can a taxi hop? Will a dog sit in a box?	Read sentences - tricky words no, go, and I, to the see L & S p71