

PHRANTIC PHONICS		WEEK 1 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b> (to American marching tune). Teacher led, – children copy each phrase. (ABCDEFGH; IJKLMNOP; QRSTUVW; X; Y; Z). Arms raised vigorously to each beat – alternating left and right. At end, cross arms on X, make Y with arms in V shape, both arms down to sides on Z.	1 min	Ring the changes in the movement. March on the spot, knees high and arms moving vigorously.
<b>Letter sounds rap 1.</b> Children have hands on knees. Teacher keeps beat with finger clicks. All together after 4 beats. A says a, ah, ay B says b, b.....	1 min	Don't let them join in the finger clicks – they will stop saying the sounds.
<b>Letter sounds rap 2.</b> Still to teacher's finger clicks, a call and response routine: Teacher: Give me an A Children: a, ah ay Teacher: Give me a B Children: b, b	1 min	
<b>Blending.</b> Teacher: a-t Children: at Teacher: b-e Children: be Then pick words from word list, beginning with VC/CV words, then CVC, it on he am; had but not him man get can did got men let ran big run sat;	1 min	
<b>Segmenting</b> Teacher: he Children: h-e Teacher: in Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, it on he am; had but not him man get can did got men let ran big run sat;	1 min	Show children how to use fingers to count phonemes.
<b>Phoneme/grapheme correspondence</b> Use alphabet cards in sequence chanting letter sounds rap as you turn cards. End with a focus on 'c'	5 min	
<b>Handwriting</b> Letter c. Use the letter name – not the phoneme. Teach with a lead in stroke, beginning at the bottom. 'Up to the top of the hill, change your mind, go back down the way you came and up the other side.' Children do 'air writing to practise the motion. Then with a finger on the palm of their hands. Then on someone else's hand/ back.....	5 mins	Vary the activities as much as possible. Watch for children who go the wrong way.

PHRANTIC PHONICS		WEEK 2 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b>	1 min	Make up some movements of your own to add variety, but make sure they don't distract from the focus – (learning letter names and sequence)
<b>Letter sounds rap 1.</b> Children have hands on knees. Teacher keeps beat with finger clicks. All together after 4 beats. A says a, ah, ay B says b, b.....	1 min	Make sure you don't put an –uh sound on end of consonants.
<b>Letter sounds rap 2.</b> Still to teacher's finger clicks, a call and response routine: Teacher: Give me an A Children: a, ah ay Teacher: Give me a B Children: b, b	1 min	Invent movements to go with some of the sounds. We put a finger to our nose on 'i' to symbolise the dot, for instance. 'R' sounds a bit like a car, so we mime steering....
<b>Blending.</b> Teacher: a-t Children: at Teacher: b-e Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC	1 min	
<b>Segmenting</b> Teacher: he Children: h-e Teacher: in Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC	1 min	Show children how to use fingers to count phonemes.
<b>Phoneme/grapheme correspondence</b> Use alphabet cards in sequence chanting letter sounds rap as you turn cards. End with a focus on 'c' and 'o' – play a game using these two cards (eg hiding one behind your back – children guess which it is.	5 min	
<b>Handwriting</b> Revise 'c'. Write it on a whiteboard and invite children to rub it off using the same movements you wrote it with. They have to do it in a continuous movement – no touching up gaps at end! Teach 'o', emphasising that the movement for 'o' starts in same way as 'c'.	5 mins	'O' needs a lead-out stroke as well as the lead-in. Use the terms 'lead-in' and 'lead-out' with the children.

PHRANTIC PHONICS		WEEK 3 LESSON 1 - 10 (2 A DAY)	
<b>Alphabet song</b> (to American marching tune).	1 min		
<b>Letter sounds rap 1.</b> Children have hands on knees. Teacher keeps beat with finger clicks. All together after 4 beats. A says a, ah, ay B says b, b.....	1 min	Ensure all children are joining in and looking at teacher not each other. Don't let them join in the finger clicks – they will stop saying the sounds.	
<b>Letter sounds rap 2.</b> Still to teacher's finger clicks, a call and response routine: Teacher: Give me an A Children: a, ah ay Teacher: Give me a B Children: b, b	1 min	Invent more movements. We do a snake movement for 's'. For 'h' we breathe onto the palm of the hand.	
<b>Blending.</b> Teacher: a-t Children: at Teacher: b-e Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC	1 min	Keep it fast and furious. Get children to stand up to change the routine.	
<b>Segmenting</b> Teacher: he Children: h-e Teacher: in Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC	1 min	Children use fingers to count phonemes.	
<b>Phoneme/grapheme correspondence</b> Use alphabet cards in sequence chanting letter sounds rap as you turn cards. End with a focus on 'c' and 'o' and 'a' – play a game using these cards (eg hiding one behind your back – children guess which it is.	5 min		
<b>Handwriting</b> Revise 'c' and 'o'. Introduce 'a'. Same basic movement. Invite children to come out to front. They close their eyes while you trace a 'c', 'o' or 'a' on their hand. They try to guess which it is. As you work, remind them of the phonemes made by each letter. ('C says k, s')	5 mins	Remind children of the need for lead-in and lead-out strokes. You are not expecting children to make correct guesses as this stage – just to keep hearing and using the names of letters.	

PHRANTIC PHONICS		WEEK 4 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b> (to American marching tune).	1 min	Invite a child to lead.
<b>Letter sounds rap 1.</b>	1 min	Invent more movements. For 'm', we mime an eager 'Mmmm!'. For 'n', we shake our head and pull a disgusted face.
<b>Letter sounds rap 2.</b> Still to teacher's finger clicks, a call and response routine.	1 min	
<b>Blending.</b> Teacher: a-t    Children: at Teacher: b-e    Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC	1 min	Keep it fast and furious. Get children to stand up to change the routine.
<b>Segmenting</b> Teacher: he    Children: h-e Teacher: in    Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC	1 min	Children use fingers to count phonemes.
<b>Phoneme/grapheme correspondence</b> Use alphabet cards in sequence chanting letter sounds rap as you turn cards. End with a focus on 'c' 'o', 'a' and 'd' – play a game using these cards'. See if children can decode the word 'cod'. Try other CVC words (cat, dog, rat) using grapheme cards.	5 min	Reward children by giving them a round of applause when they get words right.
<b>Handwriting</b> Revise letters already learnt. Introduce 'd', which has the same lead-in and lead-out strokes as 'a' but has an ascender that makes the letter twice as tall.	5 mins	Don't be afraid to teach the children the word 'ascender'. Children are not expected to write at this stage. Pencil and paper work should be aimed at honing fine motor skills – pattern work, colouring, following dotted lines etc.

PHRANTIC PHONICS		WEEK 5 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b> (to American marching tune).	1 min	Invite a child to lead
<b>Letter sounds rap 1.</b>	1 min	Invent more movements. For 'u' we point to somebody on the 3 <sup>rd</sup> phoneme ('you')
<b>Letter sounds rap 2.</b> Still to teacher's finger clicks, a call and response routine.	1 min	
<b>Blending.</b> Teacher: a-t    Children: at Teacher: b-e    Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC	1 min	Keep it fast and furious. Get children to stand up to change the routine.
<b>Segmenting</b> Teacher: he    Children: h-e Teacher: in    Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC	1 min	Try jumping the phonemes instead of counting on fingers.
<b>Phoneme/grapheme correspondence</b> Use alphabet cards in sequence chanting letter sounds rap as you turn cards. End with a focus on 'c' 'o', 'a' 'd' and 'g'– play a game using these cards'. See if children can decode the word 'dog'. Try other CVC words using grapheme cards.	5 min	Reward children by giving them a round of applause when they get words right.
<b>Handwriting</b> Revise letters already learnt. Introduce 'g', which has the same formation but has a looped descender. Use a variety of activities to practise.	5 mins	Teach the children the word 'descender'

PHRANTIC PHONICS		WEEK 6 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b> (to American marching tune).	1 min	Invite a child to lead.
<b>Letter sounds rap 1.</b>	1 min	Invent more movements. For 'y' we pretend to be cowboys whirling a lasso around our heads! For 'z', children pretend to be asleep.
<b>Letter sounds rap 2.</b>	1 min	
<b>Blending.</b> Teacher: a-t    Children: at Teacher: b-e    Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC	1 min	Keep it fast and furious. Get children to stand up to change the routine.
<b>Segmenting</b> Teacher: he    Children: h-e Teacher: in    Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC	1 min	Try jumping the phonemes instead of counting on fingers.
<b>Phoneme/grapheme correspondence</b> Use alphabet cards in sequence chanting letter sounds rap as you turn cards. End with a focus on 'c' 'o', 'a' 'd', 'g', 'i'– play a game using these cards'. See if children can decode the word 'dig'. Try other CVC words using grapheme cards.	5 min	Reward children by giving them a round of applause when they get words right.
<b>Handwriting</b> Revise letters already learnt. Introduce 'i'. Use a variety of activities to practise.	5 mins	

PHRANTIC PHONICS		WEEK 7 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b> (to American marching tune).	1 min	Invite a child to lead.
<b>Letter sounds rap 1.</b>	1 min	Invent more movements.
<b>Letter sounds jumping game</b> Get all children facing the same direction as you. Explain and demonstrate that they are going to jump the phonemes. Every time a letter changes it's sound, they do a quarter turn clockwise (So on A, they make 2 turns because the sound changes twice. They don't turn at all on B because it only has one sound. On E they make one quarter turn because it changes once. If they get it right, they end up facing the way they started.	1 min	An outdoor version – children jump round perimeter of playground chanting the rap. Takes a bit longer.
<b>Blending.</b> Teacher: a-t Children: at Teacher: b-e Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC, CCVCC	1 min	
<b>Segmenting</b> Teacher: he Children: h-e Teacher: in Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC, CCVCC	1 min	
<b>Phoneme/grapheme correspondence</b> Try doing the card exercise backwards to see if children are recognising graphemes.	5 min	Give points to those who get it right (or nearly right) Stickers for winners.
<b>Handwriting</b> Revise letters already learnt. Introduce 'e'. Use a variety of activities to practise.	5 mins	Don't forget the lead in stroke starting at the bottom

PHRANTIC PHONICS		WEEK 8 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b> (to American marching tune).	1 min	Invite a child to lead.
<b>Letter sounds rap 1.</b>	1 min	Invent more movements.
<b>Letter sounds rap 2</b>	1 min	
<b>Blending.</b> Teacher: a-t    Children: at Teacher: b-e    Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC, CCVCC	1 min	Keep it fast and furious. Get children to stand up to change the routine.
<b>Segmenting</b> Teacher: he    Children: h-e Teacher: in    Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC, CCVCC	1 min	
<b>Phoneme/grapheme correspondence</b> Try doing the card exercise backwards to see if children are recognising graphemes. Build CVC words with cards to practise reading.	5 min	Remember to praise and reward
<b>Handwriting</b> Revise letters already learnt. Introduce 't'. Use a variety of activities to practise.	5 mins	Don't forget the lead in stroke starting at the bottom



PHRANTIC PHONICS		WEEK 9 LESSON 1 - 10 (2 A DAY)
<b>Alphabet song</b> (to American marching tune).	1 min	Invite a child to lead.
<b>Letter sounds rap 1.</b>	1 min	Invent more movements.
<b>Letter sounds rap 2</b>	1 min	
<b>Blending.</b> Teacher: a-t    Children: at Teacher: b-e    Children: be Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC, CCVCC	1 min	Keep it fast and furious. Get children to stand up to change the routine.
<b>Segmenting</b> Teacher: he    Children: h-e Teacher: in    Children: i-n Then pick words from word list, beginning with VC/CV words, then CVC, VCC, CVCC, CCVC, CCVCC	1 min	
<b>Phoneme/grapheme correspondence</b>	1 min	
<b>Reading cards</b> Most children should now be ready to read from the reading cards. Start at the beginning with VC/CV words and move on to CVC words. Hold the book in front of you and move down the columns word by word. Show them how to segment then say each word. Keep a good rhythm going.	4 min	Even if children are capable of reading a word instantly, insist on segmenting before saying it.
<b>Handwriting</b> Revise letters already learnt. Introduce 'n'. Use a variety of activities to practise. Write some words on the board for children to see how they join and have a go at reading.	5 mins	Don't forget the lead-in and lead-out strokes.