

Date:

Group:

Level 5 Week 1

Learning Objectives/Success Criteria:

- To read words containing 'ay' saying /ai/.
- To read words containing different graphemes that represent the /ai/ phoneme ('ay', 'ai').
- To spell words containing 'ay' saying /ai/.
- To identify the different GPCs for /ai/ and when these graphemes might be used ('ay', 'ai').
- To read and spell polysyllabic words.
- To read and write sentences containing /ai/ words.
- To read the focus CEWs taught this week.
- To spell the focus CEWs taught this week.

Focus Grapheme:

'ay' saying /ai/

Focus Words: day, may, say,

play, clay, tray, spray, crayon

Grammar Focus: Identify, define and sort letters, words and sentences.

Common Exception Words (Reading):

could, should

Common Exception Words (Spelling):

said, so

Core Teaching	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Revisit & Review (2 mins)	Use Sam's Sounds to revise previously learnt Level 3 GPCs and Level 4 common exception words (CEWs).	Revise newly taught Level 5 GPC 'ay' and previously taught GPCs and CEWs for reading using the flashcards on the lesson presentation or the printed double-sided GPC and mnemonic flashcards. For further consolidation, use the Hear It, Write It slide on the lesson presentation to practise recalling and writing GPCs. Return to any that children find difficult and address misconceptions. Recap CEWs for reading: 'could' and 'should'.	Revise GPCs and CEWs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards. Return to any that children find difficult and address misconceptions. Recap CEWs for spelling: 'said' and 'so'.	Revise GPCs and CEWs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards. For further consolidation, use the Hear It, Write It slide on the lesson presentation. Recap CEWs for reading: 'could' and 'should'.	Revise Level 5 GPCs and CEWs using the flashcards on the lesson presentation or the double-sided GPC and mnemonic flashcards. Recap CEWs for spelling: 'said' and 'so'. (+3 mins) Use the Teach Your Partner slide to recap on learning throughout the week. Encourage partner talk to assess children's understanding.

Core Teaching	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Teach (5 mins)	<p>The Last Day of the Holiday</p> <p>Teach to read CEWs 'could' and 'should' using the active repetition method outlined in Section One of the Handbook. Use Holiday Play to practise reading on sight.</p> <p>Introduce the mnemonic, action and letter formation for 'ay'. Teach reading words containing 'ay' saying /ai/.</p>	<p>Jay at School</p> <p>Teach to write CEWs 'said' and 'so' using the active repetition method outlined in Section One of the Handbook.</p> <p>Learn about the /ai/ sound family. Read and sort words containing 'ai' and 'ay'. Establish when each grapheme is likely to be used.</p> <p>Alternatively, you could use Physically Active Phonics Quick Game - Sound Family Word Sort to sort /ai/ words in a practical way.</p>	<p>Midday Fun</p> <p>Play Jay Plays 'I Spy' to choose the correct graphemes to spell words in the /ai/ sound family.</p>	<p>The Crayons</p> <p>Use this week's Grammar Focus to identify words and letters and teach the children what a simple sentence is.</p> <p>Use Word and Letter Sort to encourage children to show their understanding of the difference between words and letters.</p> <p>Use Let's Write with Jay to apply knowledge of this week's spelling rules and help Jay spell 'ay' words.</p>	<p>Fun with Jay</p> <p>Share the Puzzle Pieces activity to read different words containing 'ay' and help Kit finish the puzzle.</p>
Practise (10 mins)	<p>Use Planet Play to read different words containing 'ay'.</p>	<p>Use Morning Wake-Up Activity to read words containing both 'ay' and 'ai' saying /ai/.</p>	<p>Use What's on the Trays? to select the correct grapheme to spell the words containing the /ai/ phoneme.</p>	<p>Use Crayon Doodles to practise spelling words containing 'ay' to label Jay's drawings.</p>	<p>Use Spaceship Surprises to practise reading full sentences containing 'ay'.</p>
Apply (5 mins)	<p>Sentence Time</p> <p>Read the sentence containing 'ay' words to discover what message Jay has on his device.</p> <p>'Let me stay and play with you.'</p>	<p>Sentence Time</p> <p>Read the sentence containing 'ay' words to find out where Kit and Sam found Jay.</p> <p>'Jay was having so much fun playing on the display.'</p>	<p>Sentence Time</p> <p>Write and punctuate a sentence about what happened to Kit's food using 'ay' words.</p> <p>Children may work with a talk partner to develop their own sentence or write down the audio suggestion. Challenge your independent writers to extend their ideas.</p> <p>Suggestion: 'Jay put the food back on the tray.'</p>	<p>Sentence Time</p> <p>Help Jay to write a sentence about his day at school with Kit and Sam. Encourage children to think about each word carefully and read their sentence to check it makes sense. Children may work with a talk partner to develop their own sentence or write down the audio suggestion. Challenge your independent writers to extend their ideas.</p> <p>Suggestion: 'I can play with a crayon.'</p>	<p>Shared reading of the Fun with Jay story. Apply the skills learnt throughout the week to the shared reading of sentences containing 'ay' saying /ai/. Enjoy the story. Spot CEWs the children know and recognise.</p>

Core Teaching	Lesson 1 Level 5 Week 1	Lesson 2 Level 5 Week 1	Lesson 3 Level 5 Week 1	Lesson 4 Level 5 Week 1	Lesson 5 Level 5 Week 1
Twinkl Phonics Pupil Workbook Activities (10/20 mins)	1. Read the common exception words. 2. Write the common exception words (highlight the tricky part/s). 3. Read and match (decodable words).	1. Read the sentences. 2. Spell the words. 3. Spell the common exception words.	1. Read the story. 2. Sort the words.	1. Read the silly questions. 2. Write the focus words.	1. Write the sentence your teacher says.
Assessment (3 mins)	Can children read the CEWs 'could' and 'should'? Can children blend to read words containing 'ay'?	Can children blend to read words containing 'ay' and 'ai'?	Can children select the correct grapheme to spell words with the /ai/ sound?	Can children read and write the focus words 'day', 'may', 'say', 'play', 'clay', 'tray', 'spray' and 'crayon'? Can children segment to spell words containing 'ay'?	Can the children blend and segment words from this week to read and write sentences?

Reading Minibook (5/10 mins)	<p>Fun with Jay Reading Minibook (found in your Lesson 5 Pack)</p> <p>Share the minibook with the children. You could do this as a whole class, in guided reading groups or as part of a carousel of activities across the week. For further practice, you may wish to send minibooks home.</p> <p>Sound buttons are included on words containing recently taught GPCs and newer CEWs are pink.</p>	<ul style="list-style-type: none"> • Practise reading words containing 'ay' saying /ai/. • Practise reading Level 5 common exception words. • Ask children to find all the 'ay' saying /ai/ words in the story. • Ask children to describe their favourite part of the story. • Ask children to describe the character of Jay. Ask the children to explain where he might come from and why they think that.
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Further Guidance

You may find these guidance documents useful when using Level 5 planning and resources.

[Level 5 Phonics Planning Teacher Guide](#)

[Level 5 Pupil Workbook Guidance](#) (The Adult Guide for the Level 5 Week 1 Pupil Workbook is also contained in the Lesson 1 Pack.)