

# What happens when I fall asleep?

## Main Text: Owl Babies

**Purpose: To become confident in segmenting and blending sounds in order to read and write CVC words.**

Hook:

### Features of text:

- Theme of friendship, helping each other
- Repeated refrains
- Farm vocab—link to Harvest time topic

### Troll Words:

- the
- I
- to
- no
- go
- into
- me
- be
- we
- my
- by

### Sounds Taught:

- All of Phase 2:  
s, a, t, p, i, n, m, d,  
g, o, c, k, ck, e, u, r,  
h, b, f/ff, l/l, ss
- Begin Phase 3:  
J, v, w, x, y, z,  
zz, qu

### Adult Led

#### Morning work

- Week 1/2 continue name writing practice in the morning—those confident with name writing mat move onto just WBs
- Week 3-8 letter formation practice in the morning (work through phase 2 sounds from the beginning, 1 daily)

#### Literacy Carousel

- 5 stations: guided reading, 1:1 readers, phonics games/practice sheets, fine motor practice, letter formation sheets

#### Phonics lessons

- Week 1/2 begin phase 3 sounds
- Week 3 onwards focus on consolidating knowledge of sounds and troll words taught so far. Practice and application sections will focus on blending and segmenting to read and write CVC words.

#### English lessons

**Week 1:** Room on the Broom focus (Halloween topic), focus on rhyming words and link this to writing witches potion with CVC words: rat, bat, bug, sock etc.

**Week 2:** Celebrations (Diwali/Bonfire night) describing fireworks—pop, hot, wizz, red

**Week 3:** Woodland Animals— Caption picture of fox—The fox is on the log.—learn about full stops

**Week 4:** Owl Babies T4W— Reply to letter from Bill to reassure him, caption writing ex: 'Mum will be back' 'Bill is sad'

**Week 5:** Bears—listen to bear stories, complete facts about bears using words —cub, black, swim, den, run

**Week 6:** Space -Whatever Next—write a list 5 items and include adjectives to describe each item 'my best teddy, warm shoes'

**Week 7:** Space - listen to stories about space and answer comprehension questions, describe space in simple captions

**Week 8:** Christmas—listen to Christmas stories, share what they would like for Christmas, write a wish list for Santa

#### Continuous Provision

- Fine motor practice—Dough Disco with playdough, threading, tweezers, cutting activities, clay modelling
- Opps to mark make on vertical services, building motor skills (Whiteboard, chalkboards, easels, IWB paint programme)
- Emergent writing opportunities in Role Play area
- Range of tools for mark making in Creative Table—paint brushes, chalks, felt tips, printing
- Mark Making table— free access coloured pencils and crayons—plain paper, topic based colouring sheets, tracing, letter formation sheets
- Phonics table—phonics application sheets, sound sorting games, word building games

### Progression Statements

- Hold pencil with a static tripod
- Begin to form most lower and upper case letters correctly (pre-cursive)
- Write their own name independently
- Spell words by identifying the sounds and then writing the sounds with letters
- Segment the sounds in words to write CVC words
- Blend to read words using sounds taught so far
- Read common exception words taught so far (Troll Words)
- Re-read books to build up confidence in word reading (aim for all to be on pink)

### RSC Techniques

- Act out story
- Hot seat characters to look at their different perspective

**Stickability** - how are you going to ensure the children remember the learning?

- Fun actions to remember text
- Repeated refrains which are easy to join in with
- Focusing and recalling key vocab
- Acting out the story, pretending to be the animals

### Outcome:

The children will have a deep understanding of the story and be able to recall each section.

They will have learnt the key vocabulary within the text.

They will have practiced writing the initial sound of words and had a go at writing CVC words