

Focus GPCs:

**-le, -el, -al, -il (/l/ or /ul/)** at the end of words

As in *bottle, camel, metal, pencil*

Common exception word:

**after**

## Learning Objectives

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables.
- Learn new GPCs: **-le, -el, -al, -il (/l/ or /ul/)**.
- Understand that a known phoneme can have an alternative spelling.
- Read the common exception words: **after**.
- To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

► Interactive resource available

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Revise & Review	<ul style="list-style-type: none"> <li>• Sound recap: printed flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>• Decodable Word Card practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound recap: printed flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>• Decodable Word Card practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow Word recap.</li> </ul>
Teach	<ul style="list-style-type: none"> <li>• Activity 1: Word ending activity (-le)</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1: Word ending activity (-el)</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1: Word ending activity (-al)</li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1: Word ending activity (-il)</li> </ul>	<ul style="list-style-type: none"> <li>► Introduce common exception word.</li> </ul>
Practise	<ul style="list-style-type: none"> <li>• Activity 2: Dictation. On mini-whiteboards, write the sentence: <b>Put the apple on the table.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activity 2: Dictation. On mini-whiteboards, write the sentence: <b>The camel likes to travel.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activity 2: Dictation. On mini-whiteboards, write the sentence: <b>The pedal on my bike is made of metal.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activity 2: Dictation. On mini-whiteboards, write the sentence: <b>Never put a pencil in your nostril!</b></li> </ul>	<ul style="list-style-type: none"> <li>• Activity 1: Rainbow Words.</li> </ul>
Apply	<ul style="list-style-type: none"> <li>• Sound Swiper activity page.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in the Gaps activity page.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Sorting activity page.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell Check activity page.</li> </ul>	<ul style="list-style-type: none"> <li>• Rainbow Words activity page.</li> </ul>
Assess (all applicable throughout the week)	Can children identify the new GPC?	Can children recognise multiple graphemes for this phoneme?	Can children read most words quickly and accurately?	Can children write simple sentences dictated by the teacher?	Can children read and write using the common exception words taught to date?