

Assess all children.

Set 1: s, a, t, p

Monday	<b>Introduce</b>	We are learning a new letter <b>s</b> .
	<b>Revisit</b>	Revision from Phase 1. Look at sets of 3 pictures – 2 that rhyme and 1 that doesn't. Ask children to find the odd one out. E.g. <b>hat, cat, bus / bin, bell, pin / bun, lock, sock / fan, pan, pig</b> . <a href="#">Cake Bake (Phase 1)</a>
	<b>Teach</b>	Introduce the letter <b>s</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	The children practise writing the letter <b>s</b> – with a finger in the air, on the carpet, on the back of another child, on a whiteboard, on paper with a pencil. See p52.
	<b>Apply</b>	Play Silly Soup (Revision of Phase 1) see p34. Ask children to find the pictures that start with <b>s</b> and put them into the saucepan.
	<b>Assess</b>	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Tuesday	<b>Introduce</b>	We are learning a new letter <b>a</b> .
	<b>Revisit</b>	Revision from Phase 1. Play Name Play see p34 in Letters and Sounds. Children make up alliterative sentences including their name e.g. Josh jumps and jiggles.
	<b>Teach</b>	Introduce the letter <b>a</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	The children practise writing the letter <b>a</b> – with a finger in the air, on the carpet, on the back of another child. See p52.
	<b>Apply</b>	Revision of Phase 1. Look at pictures of objects that start with <b>s</b> and <b>a</b> . Write s on a small box (a whiteboard with a box drawn on it will do). Write a on another box. Children take it in turns to choose a picture card, say what the picture is of, what phoneme it starts with and place it in the correct box.
	<b>Assess</b>	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Wednesday	<b>Introduce</b>	We are learning a new letter <b>t</b> .
	<b>Revisit</b>	Play Silly Soup (Revision of Phase 1) see p34. Ask children to find the pictures that start with <b>t</b> and put them into the saucepan.
	<b>Teach</b>	Introduce the letter <b>t</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	The children practise writing the letter <b>t</b> – with a finger in the air, on the carpet, on the back of another child. See p52.
	<b>Apply</b>	Practise oral blending. Play What's Missing (p56). Put picture cards on the table - <b>cat, pin, map, dog, pig, mug</b> . Sound talk a word Ask children to repeat the word in sound talk then blend together to make the word. Children look to see if that item is there. Include the words shown in the pictures and some other items that are missing. E.g. <b>dog, pig, ship, map, pin, rat, cat, hat, mug</b> .
	<b>Assess</b>	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Thursday	<b>Introduce</b>	We are learning a new letter <b>p</b> .
	<b>Revisit</b>	Play Flashcards with the letters s a t. See p52. Show a flashcard, children say the phoneme. Repeat, increasing speed. <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a>
	<b>Teach</b>	Introduce the letter <b>p</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	The children practise writing the letter <b>p</b> – with a finger in the air, on the carpet, on the back of another child. See p52.
	<b>Apply</b>	Practise oral segmentation – play the picnic game see p57. A toy (who only understands soundtalk) is choosing what to put in a picnic basket. Tell the children the name of the item e.g. jam and ask them to say the word then soundtalk it for the toy. Use a mixture of sensible and crazy items.
	<b>Assess</b>	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Friday	<b>Introduce</b>	We will practise all the letters we have learned and practise blending and segmenting.
	<b>Revisit</b>	Put an assortment of magnetic letters/phonix cubes or grapheme cards down. Say a phoneme ( <b>s a t p</b> ) and ask children to find the letter. Muddle the letters up again and repeat. Who can get to the letter first.
	<b>Teach</b>	Repeat Say it and Write it from p52 for each of the four letters learned so far. Talk through the formation of the letter whilst following the shape with your finger. Encourage the children to join in with talking through the formation and making the shape with their finger in the air then try writing the letter on whiteboards or paper.
	<b>Practise</b>	Children write each letter ( <b>s a t p</b> ) on a post it note.
	<b>Apply</b>	Find items around the room that begin with each letter. Label with the post it notes.
	<b>Assess</b>	Make notes on assessment sheet. Can they recognise the sounds? Can they write letters?

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Monday	<b>Introduce</b>	We are learning a new letter <b>i</b> .
	<b>Revisit</b>	Play Quickwrite Letters with the letters <b>s a t p</b> . See p55. Say a phoneme with actions. Children write the grapheme on a whiteboard. <b>Flashcards: Speed Trial</b> .
	<b>Teach</b>	Introduce the letter <b>i</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	The children practise writing the letter <b>i</b> - with a finger in the air, on the carpet, on the back of another child. See p52.
	<b>Apply</b>	Practise writing the letters learned so far using a range of writing implements on different sizes and colours of paper.
	<b>Assess</b>	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Tuesday	<b>Introduce</b>	We are learning to blend words for reading.
	<b>Revisit</b>	Play Flashcards with the letters <b>s a t p i</b> , see p 52/53. Show a flashcard - children say the sound. Repeat and build up speed. <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b> .
	<b>Teach</b>	Play Sound Buttons to teach blending for reading, see p58. Write a word and draw a sound button underneath each sound in the word. Pretend to press each button as you make the sound, then blend all the sounds together to say the word. Ask children to repeat. Use any of these words: <b>at, it, is, sat, pat, tap, sit, tip, pip, sip</b> .
	<b>Practise</b>	Play Buried Treasure using the words: <b>sat, pat, tas, si, is, ti, it, pip</b> . Show children a real or made up word written on a coin. Ask a child to soundtalk the word then blend it together. Ask all children to repeat the soundtalking and the blending. Ask children to decide whether the word is real (put it in the treasure chest) or fake (put it in the bin). <b>Buried Treasure, Dragons Den, Picnic on Pluto</b> .
	<b>Apply</b>	Hold up word cards that give instructions in turn. Children take it in turns to sound talk the word and then act out following the instruction. <b>Sit, tap, sip, pat</b>
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?
Wednesday	<b>Introduce</b>	We are learning a new letter <b>n</b> and learning to blend to read words.
	<b>Revisit</b>	Play Flashcards with the letters <b>s a t p i</b> .
	<b>Teach</b>	Introduce the letter <b>n</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	Play sound buttons (see p58) using any of these words: <b>an, in, nip, pan, pin, tin, tan, nap, nit</b> .
	<b>Apply</b>	Spread out word and picture cards for <b>pat, tap, pip, pin</b> . Model taking a word card, sound talking the word and blending it. Ask children to match the card to the picture. Repeat with the other word cards.
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?
Thursday	<b>Introduce</b>	We are learning a new letter <b>m</b> and learning to blend to read words.
	<b>Revisit</b>	Revise oral blending by playing Georgie's Gym - see p55. Explain that Georgie (a soft toy) will give exercise instructions but that she only talks in soundtalk. For example, if Georgie says stand u-p ask the children to repeat the soundtalking, blend and follow the instructions, e.g. put your hands on your t-oe-s. P-a-t your t-u-m etc.
	<b>Teach</b>	Introduce the letter <b>m</b> - see three part example session for teaching a letter, p51.
	<b>Practise</b>	Play Sound Buttons (see p58) using any of these words: <b>am, man, mat, map, Sam, Tim, an, in, nip, pan, pin, tin, tan, nap, nit</b> .
	<b>Apply</b>	Spread out word and picture cards for <b>mat, map, tin, pan</b> . Model taking a word card, sound talking the word and blending it. Ask children to match the card to the picture. Repeat with the other word cards.
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?
Friday	<b>Introduce</b>	We are learning a new letter <b>d</b> and learning to blend to read words.
	<b>Revisit</b>	Play Flashcards with: <b>s a t p i n m</b> . <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b> .
	<b>Teach</b>	Introduce the letter <b>d</b> - see three part example session for teaching a letter, p51.
	<b>Practise</b>	Play Buried Treasure (see p60) using the words: <b>sad, dad, did, dip, dap, nim, pid, tid</b> . <b>Buried Treasure, Dragons Den, Picnic on Pluto</b> .
	<b>Apply</b>	Spread out word and picture cards for <b>pip, pin, pan, tin</b> . Model taking a word card, sound talking the word and blending it. Ask children to match the card to the picture.
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?

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Monday	<b>Introduce</b>	We are learning a new letter <b>g</b> and learning to blend to read words.
	<b>Revisit</b>	Play Flashcards with the letters <b>s a t p i n m d</b> <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Introduce the letter <b>g</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	Lay out picture cards for: <b>pat, tap, pip, pin, pan, tin, mat, map, pig</b> . Have the matching word cards in a pile. Children take it in turns to take a word card, sound talk it and match it up to a picture card.
	<b>Apply</b>	Look at three pictures. Show children the caption <b>A pig is sad</b> . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66.
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?
Tuesday	<b>Introduce</b>	We are learning a new letter <b>o</b> .
	<b>Revisit</b>	Play Quickwrite Graphemes with the letters <b>s a t p i n m d g</b> . <b>Flashcards: Speed Trial</b>
	<b>Teach</b>	Introduce the letter <b>o</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	Play Buried Treasure. Words: <b>dog, pot, got, not, pog, gop, sog, gom</b> <b>Buried Treasure, Dragons Den, Picnic on Pluto</b>
	<b>Apply</b>	Look at three pictures. Show children the caption <b>Pat a dog</b> . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption matches p66.
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?
Wednesday	<b>Introduce</b>	We are learning to segment words for spelling.
	<b>Revisit</b>	Play Flashcards <b>s a t p i n m d g o</b> <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Teach segmentation by playing Phoneme Frame see p61. Use a two or three phoneme frame as appropriate. Say a word. Segment it. Think about the first phoneme and choose which magnetic letter (from a small selection) represents that phoneme. Put that letter in the first section of a phoneme frame. Repeat with the other phonemes in the word. Use the words: <b>at, in, am, is, it, sat, mat, map, pip</b> .
	<b>Practise</b>	Practise segmentation by playing Quickwrite Words p62. Hold up three fingers. Say a CVC word and then each phoneme in the word pointing to one finger for each sound. Ask children to copy this and then write the letters for each phoneme into a phoneme frame. Use the words: <b>dog, pig, gap pop, dig</b> . <b>Space Race, Rocket Rescue</b>
	<b>Apply</b>	Look at three pictures. Show children the caption <b>A pin in a map</b> . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66.
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?
Thursday	<b>Introduce</b>	We are learning a new letter <b>c</b> and learning to segment to spell words.
	<b>Revisit</b>	Play Quickwrite Graphemes using the letters <b>s a t p i n m d g o</b> <b>Flashcards: Speed Trial</b>
	<b>Teach</b>	Introduce the letter <b>c</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	Play Full Circle see p63. Give children whiteboards and magnetic letters <b>c, t, n, m, p, a, o</b> . Start with the word cat and bit by bit change it to <b>can, man, map, mop, cop, cap</b> , and finally back to <b>cat</b> . Say full circle when you get back to cat.
	<b>Apply</b>	Look at three pictures. Show children the caption <b>A cat and a dog</b> . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66.
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?
Friday	<b>Introduce</b>	We are learning a new letter <b>k</b> and learning to segment to spell words.
	<b>Revisit</b>	Play Flashcards using the letters <b>s a t p i n m d g o c</b> <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Introduce the letter <b>k</b> - see three part example session for teaching a letter p51.
	<b>Practise</b>	Play Quickwrite Words. Words: <b>kid, kit, cat, cop, cap can, dog, top</b>
	<b>Apply</b>	Look at three pictures. Show children the caption <b>A pig in a cap</b> . Demonstrate reading the caption by sound talking and blending the words. Ask the children which picture the caption belongs to. See p66. Repeat with <b>A cat in a kit</b> . PRINTABLE RESOURCE AVAILABLE
	<b>Assess</b>	Make notes on assessment sheet. Can the children recognise the letters learned so far? Can they blend the sounds together?

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Monday	<b>Introduce</b>	We are learning a new grapheme <b>ck</b> and how to read and write it.
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k</b> . Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a>
	<b>Teach</b>	Teach new grapheme <b>ck</b> . Say the sound and show the action. Remind children that <b>c</b> and <b>k</b> also make the same phoneme but there is a new grapheme <b>ck</b> . Explain that this grapheme isn't used at the beginning of words. All children say the sound and do the action then try writing the grapheme in the air. Write it on a whiteboard.
	<b>Practise</b>	Play Buried Treasure. Words: <b>sock pick pack sick tick dack gick gack</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragons Den</a> , <a href="#">Picnic on Pluto</a>
	<b>Apply</b>	Hold up captions on card or whiteboard. One child reads – encourage them to blend if they get stuck then all children read together. <b>A dog is sick. Pick a cat. Dad can pack a cap. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning a new phoneme <b>e</b> and how to read and write it
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k + ck</b> Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a>
	<b>Teach</b>	Introduce the phoneme <b>e</b> with actions and model writing it
	<b>Practise</b>	Use a phoneme frame and set out magnetic letters for all the GPCs learned so far. Say a word and model sound talking it and choosing the letters to put in each place in the phoneme frame. Ask the children to try sound talking and choosing letters. Words: <b>get, pet, pen, men, neck, peg</b> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. One child reads – encourage them to blend if they get stuck. All children read together. <b>Get a pen. A cap on a peg. A cat is a pet. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning to read some tricky words.
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k ck + e</b> Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a>
	<b>Teach</b>	Teach reading tricky words <b>the, to, and</b> see p64 for help. <a href="#">Train Your Brain Ph2</a>
	<b>Practise</b>	Children read word cards by sound talking and attempt to find a matching picture. Words and pictures for: <b>pen, sock, tick, peg, neck</b> . <a href="#">Pick-A-Picture</a>
	<b>Apply</b>	Read these sentences together. <b>The man is sick. A cat and a dog dig. Did the kid get to sit on a pig? Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning a new phoneme <b>u</b> and how to read and write it
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k ck + e</b> Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a>
	<b>Teach</b>	Introduce the phoneme <b>u</b> with actions and model writing it. Show the words <b>cut, sun</b> . Model sound talking and blending.
	<b>Practise</b>	Play Buried Treasure. Words: <b>sun, mug, cup, sunset, mun, du, p sug</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragons Den</a> , <a href="#">Picnic on Pluto</a>
	<b>Apply</b>	Read questions together and ask children to decide whether the answer is yes or no. <b>Can the sun sit? Is mud bad? Can a dog put on a sock? Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Friday	<b>Introduce</b>	We are learning a new phoneme <b>r</b> and how to read and write it.
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k ck e + u</b> Use the games Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a>
	<b>Teach</b>	Introduce the phoneme <b>r</b> with actions and model writing it. Show the words <b>rat</b> and <b>rug</b> .
	<b>Practise</b>	Play Phoneme Frame. Words: <b>rip, ram, rat, rag, rot, rocket</b> .
	<b>Apply</b>	Read captions together. Model blending words to read. <b>Rip up the rag. Put the rug in the sun. The cat got a rat. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.

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Monday	<b>Introduce</b>	We are learning two new phonemes <b>h</b> and <b>b</b>
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r</b> Use the games Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Introduce the phoneme <b>h</b> and <b>b</b> with actions and model writing them – see instructions for introducing phonemes.
	<b>Practise</b>	Play Buried Treasure. Words: <b>hat, hug, big, bag, bed, bat, hap, huck, bip, bem, bup, hin</b> . <b>Buried Treasure, Dragons Den, Picnic on Pluto</b>
	<b>Apply</b>	Hold up captions on card or whiteboard. One child reads – encourage them to blend if they get stuck then all children read together. <b>The cat had a hat. The dog had a big red bed. Hug a pet. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Tuesday	<b>Introduce</b>	We are learning a new phoneme <b>f</b> and how to read and write it
	<b>Revisit</b>	Practise GPCs. <b>s a t p i n m d g o c k c k e u r h b</b> Use the games Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Introduce the phoneme <b>f</b> with actions. Show that there are two ways of writing this sound. We can write it as <b>f</b> but sometimes at the end of a word it is spelt <b>ff</b> (remind children that the sound is still the same. Model using soundtalking to read <b>fun</b> and <b>puff</b> ).
	<b>Practise</b>	Play full circle see p63 Use the words: <b>run, bun, but, bit, hit, him, dim, din, sin, sun, run</b> .
	<b>Apply</b>	Hold up sentence on card or whiteboard. Read together model blending tricky words. Where there is a double letter draw a line underneath both letters to show that it is one sound only. <b>I can huff and puff. Get off the bus. It is fun to sit back to back. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Wednesday	<b>Introduce</b>	We are learning a new phoneme <b>l</b> and how to read and write it.
	<b>Revisit</b>	Practise GPCs. <b>s a t p i n m d g o c k c k e u r h b f f</b> Use the games Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Introduce the phoneme <b>l</b> with actions. Show that there are two ways of writing this sound. We can write it as <b>l</b> but sometimes at the end of a word it is spelt <b>ll</b> (remind children that the sound is still the same). Model using soundtalking to read <b>lick</b> and <b>bell</b> .
	<b>Practise</b>	Play Sound Buttons. Words: <b>hum, bug, back, fan, huff, leg, fill, full</b>
	<b>Apply</b>	Hold up sentence on card or whiteboard. Read together model blending tricky words. Where there is a double letter draw a line underneath both letters to show that it is one sound only. <b>Get to the top of the hill. Put a doll in a cot. Sit on top of the rocks. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Thursday	<b>Introduce</b>	We are learning a new grapheme for a phoneme that we know.
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l</b> Use the games Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Recap the phoneme <b>s</b> . Ask children to show you the actions and pick the letter that makes that sound from some magnetic letters. Explain that <b>ss</b> can also make the same sound. Remind children that double letters often come at the end of words.
	<b>Practise</b>	Play Buried Treasure. Words: <b>less, hiss, fuss, kiss, mess, niss, dess, tass, goss</b> . <b>Buried Treasure, Dragons Den, Picnic on Pluto</b>
	<b>Apply</b>	Read captions together. <b>Mum got a hug and a kiss. The dog bed is in a mess. A cat can hiss. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.
Friday	<b>Introduce</b>	We are learning to read the tricky words: <b>I go no</b>
	<b>Revisit</b>	Practise GPCs <b>s a t p i n m d g o c k c k e u r h b f f l l s s</b> Use the games Flashcards or Quickwrite Graphemes <b>Flashcards: Speed Trial, Flashcards: Time Challenge</b>
	<b>Teach</b>	Teach reading tricky words <b>I go no</b> see p64 for help. <b>Train Your Brain</b>
	<b>Practise</b>	Play Phoneme Frame <b>mess, fat, bun, boss, back, hop, cuff, dull, sell</b>
	<b>Apply</b>	Model writing a caption see p67. <b>Go and pat a cat. I put a hat on a doll. No, it is not hot. Sentences</b>
	<b>Assess</b>	Make notes on assessment sheet.

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