



Hairy Reading



Teaching Guide





Contents



- 3** What is Phonological Awareness?
- 3** What is Phonemic Awareness?
- 4 - 6** Hairy Reading Phonic Focus (Reception)
 - 7** Using the Hairy Sound Coins
 - 8** Understand what is Meant by a Phoneme
 - 8** Concepts you will Develop for Students
 - 8** Daily Whole Class Activities to Develop These Concepts
- 9 - 16** Instructions for Daily Activities
 - 17** Hairy Reading Interactive Learning
 - 17** Group Learning
 - 18** Digital Scope and Sequence
 - 19** Tricky (Exception) Words
 - 20** Sample Questions for Close your Eyes (Syllable Blending)
- 21 - 22** Sample Questions for Toss the Hairy
- 23 - 24** Hairy Sentences
- 25 - 27** Sample Lesson Plans (Reception, Year 1, Year 2)
- 28 - 29** Sound Grid 1 and Sound Grid 2



Use this guide to learn how to implement lesson plans and play daily activities. For practical advice on using the online program and locating the resources described in this guide, see the [User Guide](#).



What is Phonological Awareness?

Phonological awareness comes before phonics. Students learn to recognise and work with the sounds of spoken language before seeing letter symbols. Phonological activities help students to pick out rhyming words, hear the difference between phonemes and be able to chunk words into syllables. More and more research shows that students with poor phonological awareness struggle with reading and spelling.



What is Phonemic Awareness?

An important phonological skill is phonemic awareness - the ability to tune into the individual sounds (phonemes) that make up a word. Hairy Reading develops phonemic awareness by separating a whole word into sound chunks and then blending them together. Students learn to recognise the first and last sound chunks, and develop the ability to isolate, then identify, an individual phoneme from the whole word.



Hairy Reading Phonic Focus (Reception)

Phonics Focus 1 Admin Tasks | Create student profile. Show student how to log in.

| | Letter of the Week | Words of the Week | Tricky Words | |
|---------------------------------|--------------------|-------------------|--------------|-------------------------------|
| Week 1 (Baseline assessment) | s | - | the | Decodable Book Pod and Min |
| Week 2 | a | - | I | |
| Week 3 | t | - | the, I | |
| Week 4 | p | at, sat, pat | the, I | |
| Week 5 | i | it, sit, pit | is | |
| Week 6 | n | pan, pin, tin | a | |
| Week 7 | m | mat, man, map | is, a | |
| Week 8 | d | sad, mad, dip | is, a | |

Phonics Focus 2

| | Letter of the Week | Words of the Week | Tricky Words | |
|---------|--------------------|-------------------|------------------|---------------------------------|
| Week 9 | h | hat, hit, ham | of | Decodable Book The Red Egg |
| Week 10 | e | hen, pet, pen | to | |
| Week 11 | r | red, rap, rip | two | |
| Week 12 | c | cat, can, cap | and | |
| Week 13 | k | kiss, kit, kid | of, to, two, and | |
| Week 14 | g | dig, pig, peg | was | Decodable Book Min has a dot |
| Week 15 | o | mop, hot, dog | have | |
| Week 16 | l | log, leg, lip | you | |
| Week 17 | f | fit, fan, fill | was, have, you | |

Phonics Focus 3

| | Letter of the Week | Words of the Week | Tricky Words | |
|---------|--------------------|-------------------|---------------------|--------------------------------|
| Week 18 | b | bag, bat, bed | one | Decodable Book Run Pod, Run |
| Week 19 | u | bug, hug, sun | his | |
| Week 20 | j | jet, jug, jog | for, four | |
| Week 21 | q | quiz, quit, quick | one, his, for, four | |



Hairy Reading Phonic Focus (Reception)

Phonics Focus 4

| | Letter of the Week | Words of the Week | Tricky Words | |
|---------|--------------------|-------------------|-----------------|--------------------------------------|
| Week 22 | v | van, vet | said | Decodable Book The box has a buzz |
| Week 23 | w | wet, win, wig | want | |
| Week 24 | x | six, fix, box | see | |
| Week 25 | y | yes, yell | said, want, see | |
| Week 26 | z | buzz, fizz | said, want, see | |

Phonics Focus 5

| | Learning Objectives | Tricky Words | Focus Words | |
|---------|---------------------|------------------|---|-----------------------------|
| Week 27 | VC CV | some, come | at, it, is, an, as, us, on, up, if, in, go, no, so, we, me, be, he | Decodable Book Pod's Van |
| Week 28 | CVC a | look | bat, cat, fat, hat, pat, mat, sat, ran, fan, can, pan, van, man, cap, lap, map, rap, tap, gap, dad, mad, sad, had, ham, jam, gas, wax | |
| Week 29 | CVC e | some, come, look | jet, wet, get, let, met, set, pen, ten, men, hen, den, fed, led, red, bed, peg, beg, leg | |
| Week 30 | CVC i | here | fit, sit, hit, bit, pit, pin, win, tin, big, pig, dig, tip, lip, rip, kid, lid, hid, him, fix, mix, six | |
| Week 31 | CVC o | that, this | dog, log, jog, hog, cog, got, hot, dot, lot, rot, not, pot, hop, top, mop, box, fox, job | |
| Week 32 | CVC u | here, that, this | sun, fun, run, cut, nut, hut, hug, jug, rug, bug, bus, mud | |



Hairy Reading Phonic Focus (Reception)

Phonics Focus 6

| | Learning Objectives | Tricky Words | Focus Words |
|---------|---------------------|----------------------|---|
| Week 33 | sh | she, push | ship, shop, she, shell, shed, shut, fish, dish, wish, rash, bash, cash, rush, mash |
| Week 34 | ch | down | chin, chop, chip, chat, chill, chick, chess, rich, much, such, which, inch, bench, lunch, catch, batch, fetch, hatch, match, patch, hutch |
| Week 35 | ck | new | back, sack, pack, sock, rock, lock, kick, sick, pick, lick, stick, chick, luck, duck, truck, stuck |
| Week 36 | th | down, she, new, push | thick, thin, thing, think, thank, with, bath, cloth, teeth, this, that, then, them, they |

Decodable Book
Miss Fish

Phonics Focus 7

| | Learning Objectives | Tricky Words | Focus Words |
|---------|---------------------|--------------|--|
| Week 37 | CVC-CVC | play | hotdog, sunset, cobweb, rabbit, batman, magnet, tennis, helmet, cactus, muffin, kitten, lesson |



NOTE: The Nessy platform is designed for use as classroom teaching, supplemented with individualised instruction. Students should use the digital program for at least 10 minutes every day. HR and NRS are individualised teaching programs. The programs enable students that are ready to move on to advance, those who need more time, to maintain progress, and ultimately catch up. The Nessy progression is gradual and this allows for a greater intensity and inclusivity of a wider range of student abilities.



Using the Hairy Sound Coins

Hairy Sound Coins are manipulatives to use when doing multisensory phonological awareness activities. The Hairy Sound Coins printable sheets should be glued to card and cut out. You can either use the black and white printable versions and have the students colour them in, or use the pre-made, full-colour versions. Each student should have a set of coins placed in a bag to use during whole-class, or small-group, phonological awareness activities.



Make the Hairy Smile

Print and use the Play Mat from the activity. Use the coins with the Play Mat to build nonsense words and real words from the Hairy Reading word lists. The word lists can be found in the program's printable resources.

The coins can also be used with the daily, whole-class, 7 Phonological Awareness (PA) activities # 1, 2, 3, 7 and 8.

1 | Phonological Awareness is the foundation for reading.

2 | Phonological Awareness comes before Phonics. It must be taught and mastered first. The teaching of phonics often fails for those students who lack strong phonological awareness.

3 | The word “phon” refers to sound or voice. Think about the words telephone, megaphone and microphone; they all refer to sounds that you hear.



Understand what is Meant by a Phoneme

The word phoneme means speech sound. Before we introduce the idea that phonemes (speech sounds) correspond or match up with letters (graphemes), young learners should understand how to identify and manipulate them. Research shows Phonological Awareness is a strong predictor of reading success.



Concepts you will Develop for Students:

Spoken word | Recognising and producing rhymes
Syllable blending and segmentation | Syllable deletion
Beginning phonemes | Ending phonemes | Phoneme substitution

Daily Whole Class Activities to Develop the Concepts:

- 1 | How Many Hairy Words? (Spoken Word Concepts Game)
- 2 | Odd Hairy Out (Recognising Rhymes Game)
- 3 | Pass the Hairy (Producing Rhymes Game)
- 4 | Toss the Hairy (Syllable Deletion Game) and Toss the Hairy (Elision)
- 5 | Close Your Eyes (Syllable Blending)
- 6 | Silly Bull Stomp (Syllable Segmentation) and (Syllable Deletion) Games
- 7 | Hairy Sounds (Phoneme Isolation of Beginning and Ending Sounds) Game
- 8 | Hairy Sound Switch (Phoneme Substitution Game)
- 9 | Syllable Smash (Game)
- 10 | Complete a Daily Journey using the Hairy Reading App on a Tablet or Touch Screen Laptop.





Instructions for Daily Activities

Game 1 | How Many Hairy Words? (Spoken Word Concepts)

Students try to identify how many words are in the sentence by pulling down a Hairy Sound Coin for each word. They should then hold up that number of fingers. Students should arrange the coins in a row from left to right like a sentence.

The teacher reads a sentence from the Hairy Sentence List.

Say the sentence "Pod has a cat."

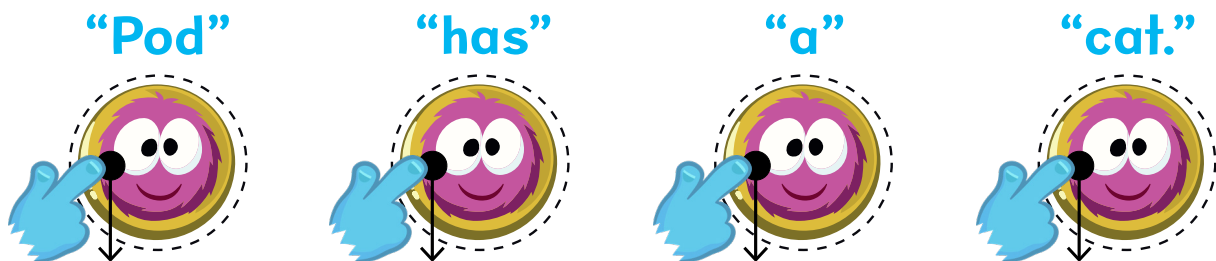
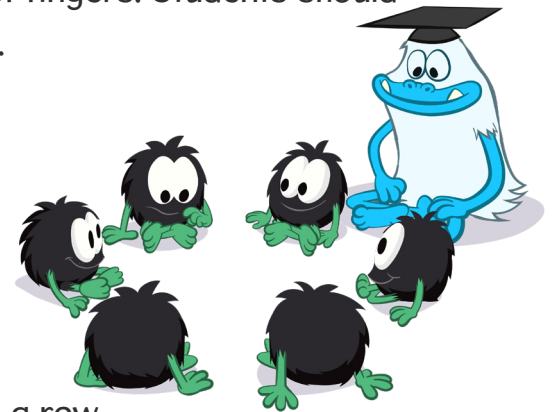
"Now you say it". Students repeat the sentence.

"Pull down a coin for each word. Watch me show you how."

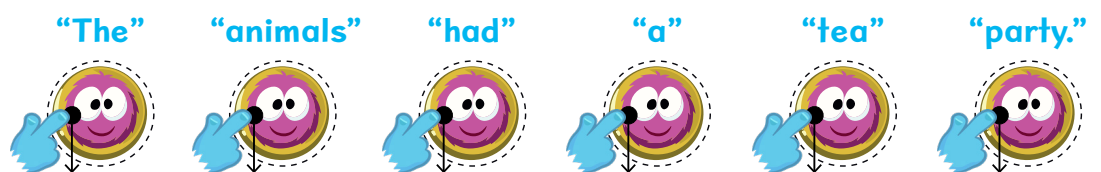
The teacher demonstrates moving 4 coins (any colour) into a row.

"Hold up your fingers to show how many words."

The teacher hold up 4 fingers. "This sentence has 4 words, so I moved 4 coins."



When students need another example, the sentence: "The animals had a tea party" has 6 words so the student should pull down 6 coins.



Tip: Some students will have difficulty with sentences containing multi-syllabic words, pulling down one coin per syllable instead of per word. Try saying the sentence with a slight pause between each word. They may need extra 1:1 teaching time to master this skill.



Instructions for Daily Activities

Game 2 | Odd Hairy Out (Recognising Rhyme)

Teacher says three words - two that rhyme and one that is the Odd Hairy Out. As the teacher says the words, they lay out three Hairy plush toys or coins of the same colour, pointing to each one as the words are said. Students volunteer to come up and point out which is the odd Hairy, (the one that does not rhyme) and replace that one, with one of a different colour.

To demonstrate, the teacher says each word and points to a coin “pod” “mod” “min”

“Which one doesn’t belong?”

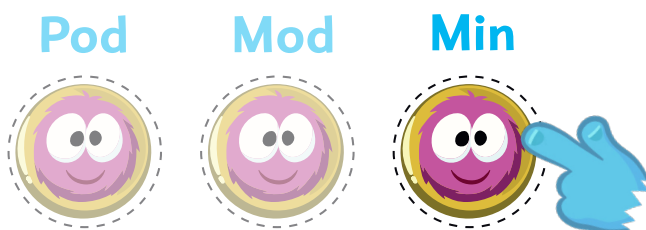
“Pod sounds like mod.”

“This one doesn’t belong.”

Point to the third coin. Swap it for a different colour.



“Which one doesn’t belong?”



Tip: You can use the Hairy plush toys instead of coins.



Instructions for Daily Activities

Game 3 | Pass the Hairy (Producing Rhymes)

Students sit in a circle and pass a Hairy plush toy around.

To demonstrate, the teacher says “I will say a word, then pass the Hairy round the circle.”

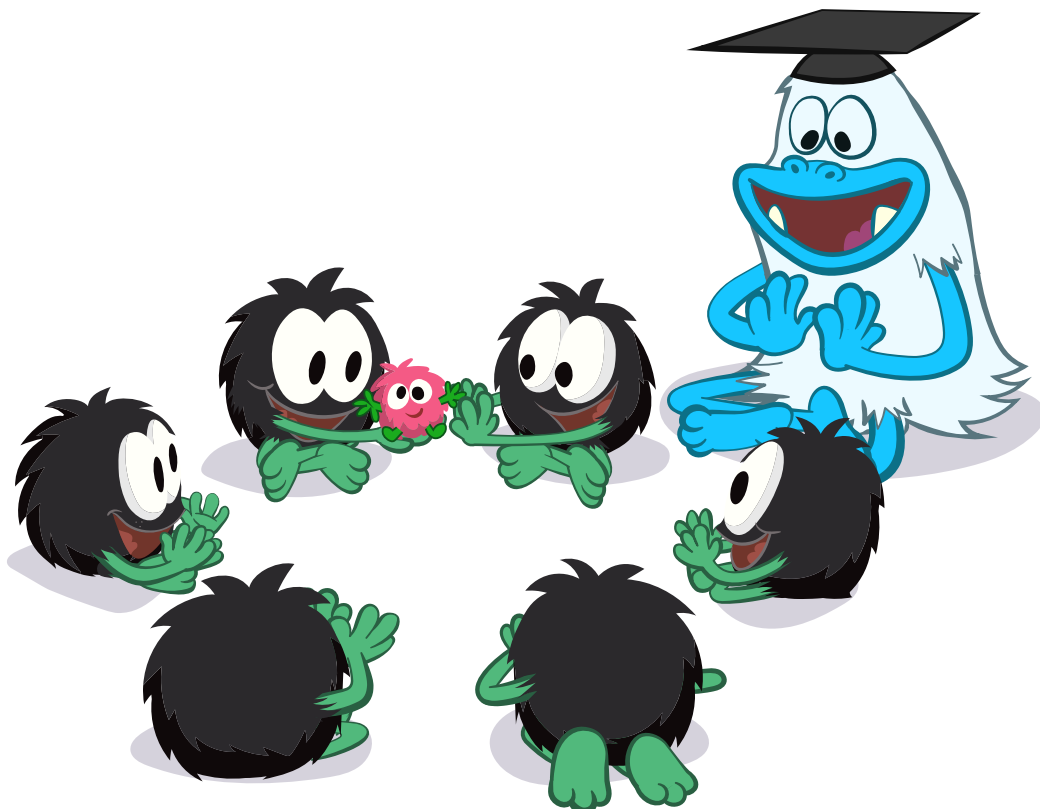
“The word is... hat”

Students pass the Hairy toy from person to person around the circle while clapping and chanting: “Pass the Hairy. Pass the Hairy. Pass the Hairy. STOP!”

The student left holding the Hairy tries to think of a word that rhymes with the teacher’s word.

“Can you think of a word that rhymes with, hat?”

The teacher starts the chant again, varying the speed and doing it more slowly or very fast to build excitement. Play this game several times, rhyming 2-3 words each day.





Instructions for Daily Activities



Game 4 | Toss the Hairy (Syllable Deletion)

The teacher says, “Let’s play a game with words”. Say the word “baseball.”

“Now try saying baseball without saying base”.

The correct response would be **ball**.

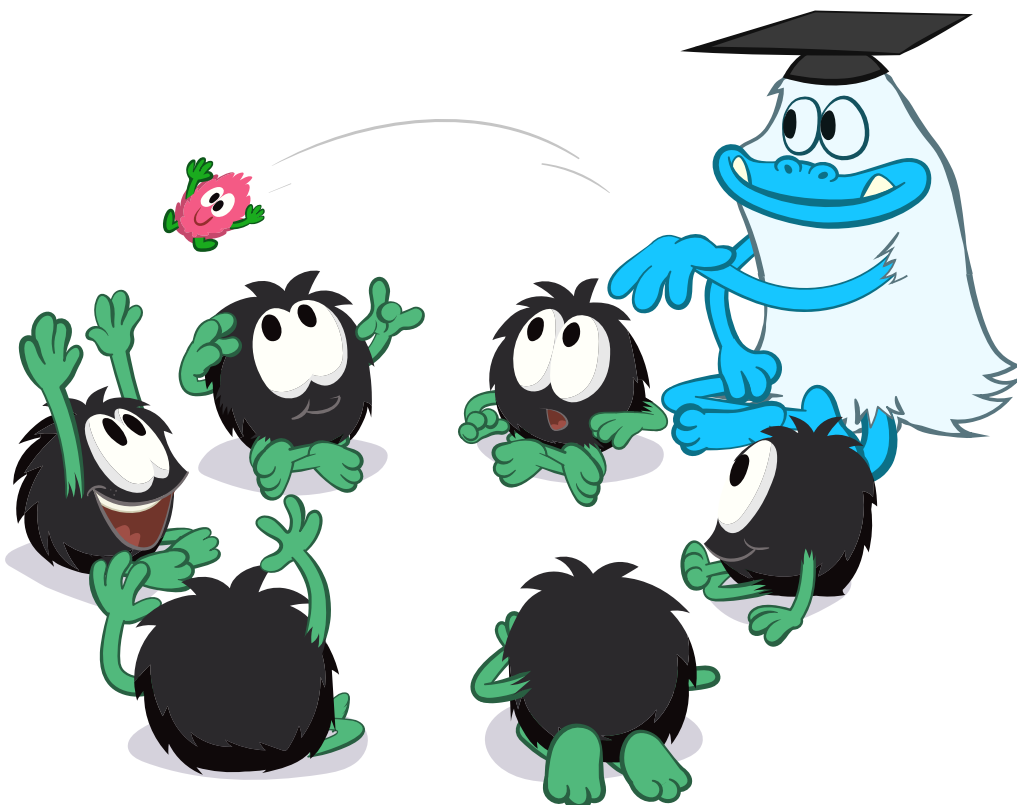
Give the next word “popcorn”

Say “I’d like the person who catches the Hairy to try saying popcorn, without saying pop”.

The teacher tosses the Hairy plush toy to a student. Encourage the student holding the Hairy to give an answer, but if they are not confident enough, they can toss the Hairy to another person. (The correct response is corn.)

This activity develops a phonological skill called Elision.

Sample questions can be found at the end of the guide.





Instructions for Daily Activities

Game 5 | Close your Eyes (Syllable Blending)

To demonstrate the teacher says, “Everyone close your eyes!”

Students close their eyes or cover their eyes with their hands.

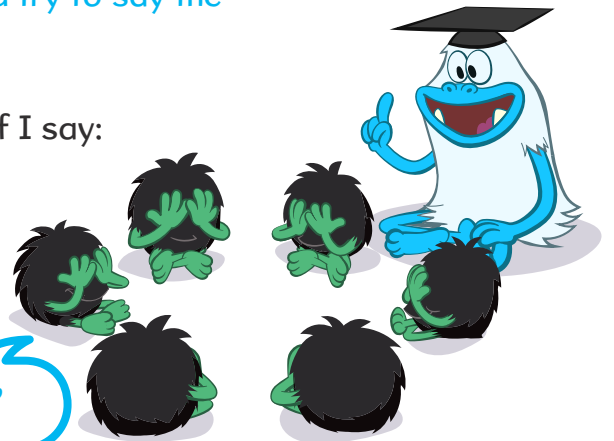
The teacher says: “I’m going to say a word in parts. You try to say the word back to me as a whole word”.

The teacher calls out a word in syllables. For instance, if I say: “cow... boy, you would say cowboy”.

Sample questions can be found at the end of the guide

“Cow... boy”

“Cowboy”



Game 6 | Silly Bull Stomp (Syllable Segmentation and Syllable Deletion)

Play the Silly Bull video. Students stand up and stomp the “beats” of a word with one foot. Do 2-3 words each day. Begin with the Nessy Word lists. You can also do this with their own names.

The demonstrate, the teacher says, “Stand up!”

“We are going to stomp the beats of a word.”

“Say the word, watermelon.”

“I’m going to stomp one time for each beat.”

The teacher demonstrates, stomping 4 times while saying “wa-ter-mel-on”

“wa-ter-mel-on”





Instructions for Daily Activities

Game 7 | Hairy Sounds (Phoneme Isolation of Beginning and Ending Sounds)

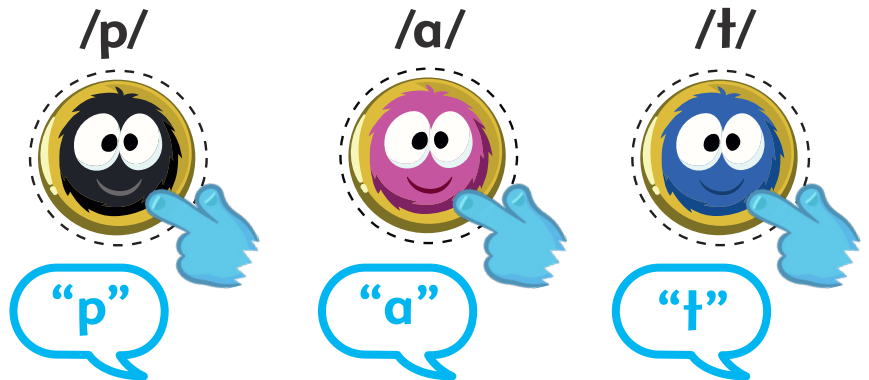
The teacher builds up the phonemes of a word with Hairy Sound Coins, Hairy stuffed toys, or other manipulatives, and asks students to say what sound a particular colour is representing.

To demonstrate the teacher says the word “pat”.

Move a black Hairy Coin. Say /p/

Move a pink Hairy Coin. Say /a/

Move the blue Hairy coin. Say /t/



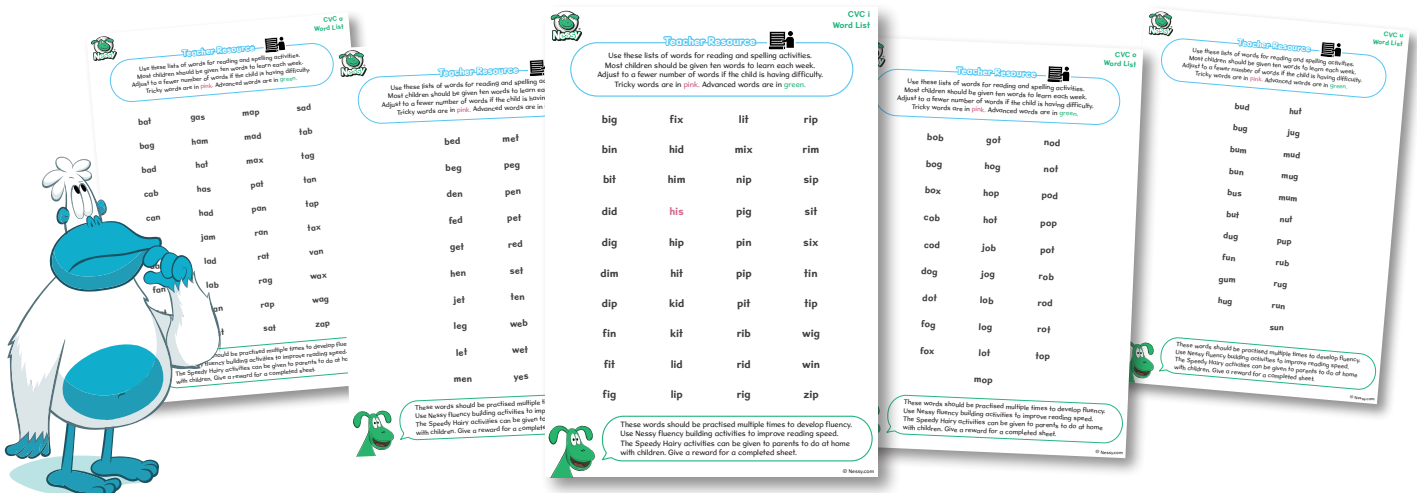
(The colour of the Hairy or manipulatives does not matter, as long as different colours are used for each different sound).

Begin by working with the initial or first sound, the teacher says “What sound is the black Hairy?”.

When working on final or ending sound, the teacher says “What sound is the blue Hairy?”.

When working on middle sound, the teacher says “What sound is the pink Hairy?”.

Use the printable Nessy Word List for CVC words, choosing 2-3 words each day.



Remember: when building words with sounds, each sound in a word will be represented with a different colour manipulative.



Instructions for Daily Activities

Game 8 | Hairy Sound Switch (Phoneme Substitution)

The teacher builds a word with Hairy Sound Coins, Hairy plush toys, or other manipulatives, and asks students to say what sound a particular colour is representing.

To demonstrate, build the word **tam** by saying:

/t/ and putting down a pink Hairy

/a/ and putting down a black Hairy

/m/ and putting down a blue Hairy

(The colour of the Hairy or manipulatives does not matter, as long as different colours are used for each different sound).

Say “**what sound is the blue Hairy?**”

The students should say the sound together /m/.

The teacher says “**What happens if we switch the /m/ to /p/ ?**”

Switches the blue Hairy, representing /m/, for a yellow Hairy which is representing /p/.

Students should then tell the teacher that the word is now /t/ /a/ /p/ “tap”.

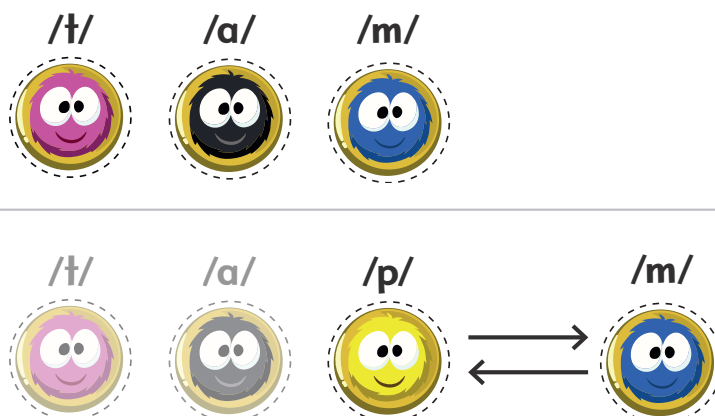
The teacher says “**Say each sound and blend them together into a whole word.**”

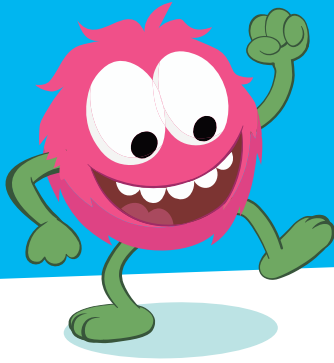
Do this again, but this time switch the initial or first sound /t/ for /n/

The students should say the sound together /n/.

The students should then sound out and blend the word as /n/ /a/ /p/ “nap”.

Play this game with the whole-class every day, switching out sounds in a word 1-2 times. For students struggling with this task, the Hairy Smile play mat may be used for small groups or 1:1 intervention.





Instructions for Daily Activities

Game 9 | Syllable Smash (Syllable Manipulation)

Watch the Video Syllable Smash or Silly Bull to learn about syllables.

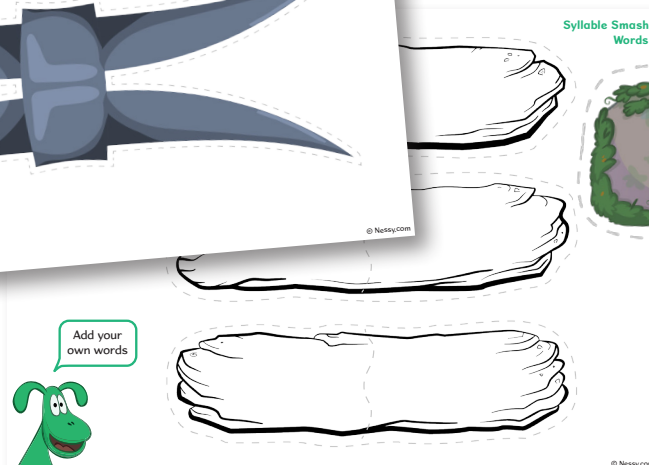
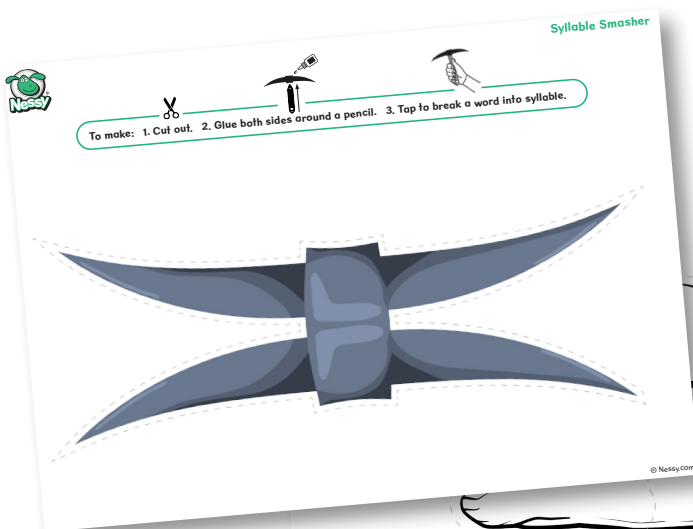
The teacher uses a Syllable Smash word (available in the teacher printable resources section) either printed on card or written on a white board. Ask for a volunteer child to hold the syllable smasher and help read the word. Use the printable Nessy word list CVC-CVC.

The teacher says “**This word has 2 syllables.**” The teacher taps the word where it splits,
e.g. hotdog splits into hot-dog

The teacher covers the final syllable.

Say “**Read the first syllable.**”

Say “**Read the end syllable.**”





Hairy Reading Interactive Learning

Students log in to Nessy.com at school or home, using a tablet or touch-screen laptop. The digital program will assess and guide a student through a series of lessons. Lessons are divided into Journeys, a series of daily learning games and videos. The topic of learning is set by the program's assessment but can be customised by the teacher. It will take between 15-20 minutes to complete a Journey.

See the Hairy Reading User Guide for more information.

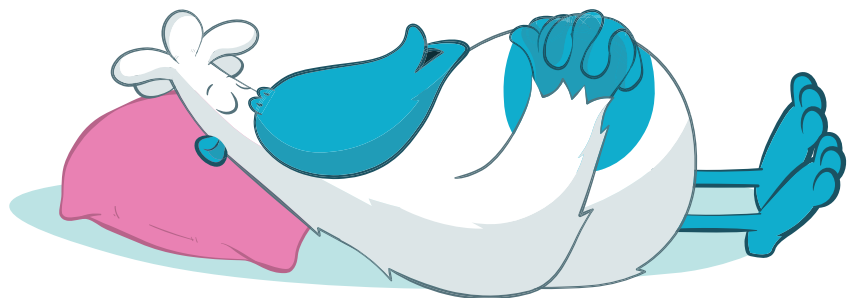


Group Learning

Individual or small group activities for students who need additional explicit teaching.

- 1 | Make the Hairy Smile (Hairy Sound Coins)
- 2 | Make the Hairy Smile (Hairy Letter Coins)

Lesson plans provide a recommended daily format.





Digital Scope and Sequence

- 1 | s, a, t, p
- 2 | i, n, m, d
- 3 | h, e, r, c, k
- 4 | g, o, l, f
- 5 | u, b, j, q
- 6 | v, w, x, y, z
- 7 | VC CV
- 8 | CVC a
- 9 | CVC e
- 10 | CVC i
- 11 | CVC o
- 12 | CVC u
- 13 | sh
- 14 | ch
- 15 | ck
- 16 | th
- 17 | ff ll ss all
- 18 | CCVC
- 19 | y as i
- 20 | Print awareness and punctuation
- 21 | CVC - CVC, CVCC



- 22 | ee ea
- 23 | ay ai
- 24 | igh
- 25 | oa ow
- 26 | oo
- 27 | Suffix -s -es
- 28 | Suffix -y -er
- 29 | Suffix -ing
- 30 | Suffix -ed



Tricky (Exception) Words

| | | | | | |
|----------|--------|--------|--------|------|-----|
| Group 1 | the | I | is | a | |
| Group 2 | of | to | two | and | |
| Group 3 | was | have | you | | |
| Group 4 | one | his | for | four | |
| Group 5 | said | want | see | | |
| Group 6 | some | come | look | | |
| Group 7 | here | that | this | | |
| Group 8 | down | she | new | push | |
| Group 9 | play | which | much | such | |
| Group 10 | with | they | them | | |
| Group 11 | like | make | ask | | |
| Group 12 | are | why | by | buy | bye |
| Group 13 | who | what | when | | |
| Group 14 | all | pull | full | | |
| Group 15 | walk | talk | | | |
| Group 16 | little | only | saw | | |
| Group 17 | blue | help | old | jump | |
| Group 18 | could | would | should | very | |
| Group 19 | were | where | | | |
| Group 20 | three | there | | | |
| Group 21 | away | her | their | | |
| Group 22 | friend | do | does | went | |
| Group 23 | know | yellow | your | | |
| Group 24 | too | good | school | shoe | |



Activities for Tricky words are paced gradually throughout the program scope and sequence.



Sample Questions for Close your Eyes

(Syllable Blending)

| | | |
|-------------|--|------------|
| gold fish | | goldfish |
| tooth brush | | toothbrush |
| foot ball | | football |
| pop corn | | popcorn |
| book case | | bookcase |
| base ball | | baseball |
| dough nut | | doughnut |
| can not | | cannot |
| arm chair | | armchair |
| in side | | inside |
| cheese cake | | cheesecake |
| sauce pan | | saucepan |
| butter cup | | buttercup |
| super hero | | superhero |
| farm yard | | farmyard |
| blue bird | | bluebird |
| butter fly | | butterfly |
| day time | | daytime |
| tea spoon | | teaspoon |

| | | |
|--------------|--|-------------|
| jelly fish | | jellyfish |
| bed room | | bedroom |
| news paper | | newspaper |
| earth worm | | earthworm |
| rain bow | | rainbow |
| card board | | cardboard |
| pass port | | passport |
| pony tail | | ponytail |
| down stairs | | downstairs |
| tool box | | toolbox |
| cow boy | | cowboy |
| snow man | | snowman |
| after noon | | afternoon |
| clothes line | | clothesline |
| eye brow | | eyebrow |
| pan cake | | pancake |
| book shelf | | bookshelf |
| moon light | | moonlight |





Sample Questions for Toss the Hairy

| | | | | | |
|----------------|--|---|------------------|--|--------|
| Say snowflake | | Now say snowflake without saying flake | Correct response | | snow |
| Say football | | Now say football without saying ball | Correct response | | foot |
| Say tap | | Now say tap without saying /p/ | Correct response | | ta |
| Say winter | | Now say winter without saying ter | Correct response | | win |
| Say doughnut | | Now say doughnut without saying dough | Correct response | | nut |
| Say cat | | Now say cat without saying /c/ | Correct response | | at |
| Say bud | | Now say bud without saying /b / | Correct response | | ud |
| Say pin | | Now say pin without saying /p/ | Correct response | | n |
| Say spider | | Now say spider without saying der | Correct response | | spi |
| Say sunflower | | Now say sunflower without saying flower | Correct response | | sun |
| Say toolbox | | Now say toolbox without saying tool | Correct response | | box |
| Say bluebird | | Now say bluebird without saying bird | Correct response | | blue |
| Say barn | | Now say barn without saying /n/ | Correct response | | bar |
| Say inside | | Now say inside without saying in | Correct response | | side |
| Say Playground | | Now say playground without saying play | Correct response | | ground |
| Say buttercup | | Now say buttercup without saying cup | Correct response | | butter |
| Say farmyard | | Now say farmyard without saying farm | Correct response | | yard |
| Say ponytail | | Now say ponytail without saying tail | Correct response | | pony |
| Say superhero | | Now say superhero without saying hero | Correct response | | super |





Sample Questions for Toss the Hairy

Say daytime | Now say daytime without saying day

Say tablet | Now say tablet without saying tab

Say bonnet | Now say bonnet without saying et

Say nutmeg | Now say nutmeg without saying meg

Say possum | Now say possum without saying um

Say napkin | Now say napkin without saying nap

Say happen | Now say happen without saying pen

Say hopper | Now say hopper without saying per

Say goblin | Now say goblin without saying gob

Say bold | Now say bold without saying /b/

Say pat | Now say pat without saying /t/

Say tiger | Now say tiger without saying ger

Say hairy | Now say hairy without saying hair

Say yeti | Now say yeti without saying /ee/

Say Nessy | Now say Nessy without saying Ness

Say Bert | Now say Bert without saying /t/

Say pod | Now say pod without saying /d/

Say min | Now say min without saying /m/

Say smash | Now say smash without saying /sm/

Correct response | time

Correct response | let

Correct response | bon

Correct response | nut

Correct response | pos

Correct response | kin

Correct response | hap

Correct response | hop

Correct response | lin

Correct response | old

Correct response | pa

Correct response | tie

Correct response | /ee/

Correct response | yet

Correct response | /ee/

Correct response | ber

Correct response | po

Correct response | in

Correct response | ash





Hairy Sentences



The cat sat.

The rat ran.

The man ran.

A pet is in the bed.

A leg is in the bed.

A pen is in the bed.

Tim is big.

Tim is fit.

Tim is six.

A dog is on the box.

A fox is on the box.

A dot is on the box.

We had fun on the bus.

We had fun on the run.

We had fun in the sun.

I had a dish.

I had a fish.

I had a ship.

His chin is big.

His dad is rich.

His lunch is hot.

Jack lost a sock.

Nick felt sick.

The truck got stuck.

The cloth is in the bath.

There is a moth on the cloth.

That thing has big teeth.

The bell fell off.

He will drill the hill.

This well has a bad smell.

Pass me the glass.

The class sat on the grass.

There is a mess on my dress.

The wall is tall.

This ball is small.

I will call you.

A flag can flap.

A slot can block.

A plan can slip.

A drip can drop.

A crab can grab.

A trap can trip.

I can skid to a stop.

I can step on the spot.



Hairy Sentences

I can spin as I swim.

A fly is in the sky.

Try to get dry.

Why did you cry?

The kitten had a muffin.

I had a tennis lesson.

Batman had a hotdog.

Keep the glasses in the boxes.

Stack the dishes on the benches.

Put the peaches in these dishes.

The baby is happy.

The puppy got sleepy.

The jelly is sticky.

I will be taller when I am older.

The water in the river is colder.

It is neater to keep your paper in a folder.

This is helping with my reading

When is it going to stop raining?

They like talking as they are walking.

My feet smell sweet.

I need to feed my pet.

Meet me by the green tree.

I do not eat in the heat.

We drank tea by the sea.

This will teach me to read.

I may go this way.

The clay is on the tray.

We can play in the hay.

A snail likes the rain.

I had to wait for the train.

The rain went down the drain.

This might be right.

My pants are too tight and bright.

This flight might take all night.

His boat did not float.

The coach will show us how to win.

A big load will make the truck slow.

I will soon see the moon.

Sweep the room with a broom.

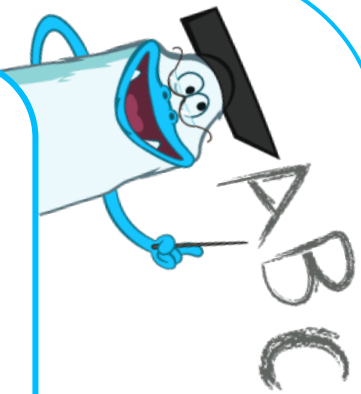
I use a spoon to eat my food.

The frog jumped when I picked it up.

I looked for my lost key as I walked home.

The waiter asked if I wanted melted cheese.





7

Daily Steps to Literacy



Lesson Plan

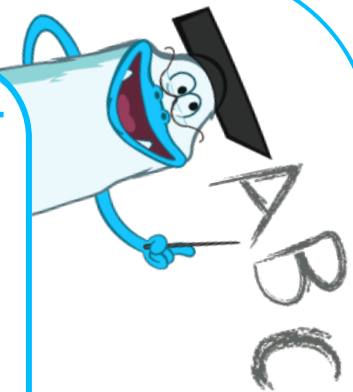
Reception

Week#

Theme

| Spoken word | 1 | | | | | | Phonic Focus: |
|---|---|--|--|--|--|--|----------------|
| Rhymes | 2 | | | | | | Teacher Notes: |
| Syllables: blend segment | 3 | | | | | | |
| Syllables: deletion | 4 | | | | | | |
| Phonemes: isolation | 5 | | | | | | |
| Phonemes: substitution | 6 | | | | | | |
| Nessy Groups <ul style="list-style-type: none"> Students work independently on Hairy Reading or Nessy Reading and Spelling 1:1 or small groups working with teacher or TA, utilising the printable worksheets and fluency building activities Small groups of students play the phonics and reading games. Find these printable board games under the 'Resources' tab | 7 | | | | | | |





7

Daily Steps to Literacy



Lesson Plan

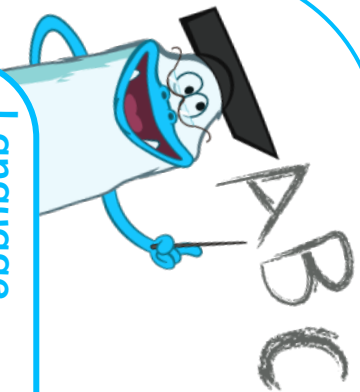
Year 1

Week#

Theme

| | | | | | | | |
|---|---|--|--|--|--|--|----------------|
| Language and listening | 1 | | | | | | Phonic Focus: |
| Alphabetic principle | 2 | | | | | | |
| Rhyme | 3 | | | | | | Teacher Notes: |
| Phonemes: delete, isolate | 4 | | | | | | |
| Tricky words | 5 | | | | | | |
| Syllables: segment, substitute | 6 | | | | | | |
| Nessy Groups <ul style="list-style-type: none"> Students work independently on Hairy Reading or Nessy Reading and Spelling 1:1 or small groups working with teacher or TA, utilising the printable worksheets and fluency building activities Small groups of students play the phonics and reading games. Find these printable board games under the 'Resources' tab | 7 | | | | | | |





7

Daily Steps to Literacy



Lesson Plan

Year 2












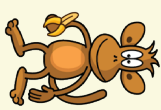

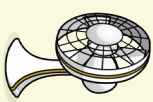
Week#

Theme

| | | | | | | | |
|--|---|--|--|--|--|--|----------------|
| Language, listening, and comprehension | 1 | | | | | | Phonic Focus: |
| Advanced Phonics: watch and listen | 2 | | | | | | |
| Advanced Phonics: practise and write | 3 | | | | | | Teacher Notes: |
| Vocabulary / spelling | 4 | | | | | | |
| Fluency practice | 5 | | | | | | |
| Tricky words | 6 | | | | | | |
| Nessy Groups | 7 | | | | | | |

- Students work independently on Hairy Reading or Nessy Reading and Spelling
- 1:1 or small groups working with teacher or TA, utilizing the printable worksheets and fluency building activities
- Small groups of students play the phonics and reading games. Find these printable board games under the 'Resources' tab



| | | | | | |
|---|---|---|---|---|---|
| q |  | r |  | s |  |
| u |  | e |  | a |  |
| j |  | r |  | t |  |
| b |  | c |  | p |  |
| v |  | k |  | i |  |
| w |  | g |  | n |  |
| x |  | o |  | m |  |
| y |  | l |  | p |  |
| z |  | f |  | | |



★ Sound Grid 2 ★

sh



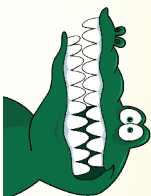
ch



ck



th



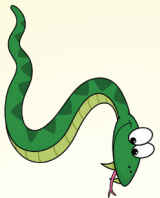
ff



ll



ss



zz



ee



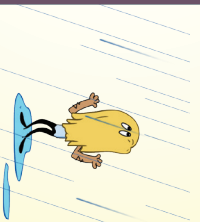
ea



ay



ai



igh



ie



2 sounds

oa



ow



2 sounds

oo



2 sounds

