

## MONTH C – PROGRAM CONTENT

| Phonics                                                                                                                                                                                                                                                                                                         | Words & Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Punctuation & Grammar                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>C-1</b><br/>10mins.</p> <p><b>Letter i I short sound</b></p> <ul style="list-style-type: none"> <li>Joining the short sound 'i-' to other letters to make words.</li> <li>28 interactive examples using writing.</li> </ul>                                                                               | <p><b>C-2</b> 17mins.</p> <p><b>Common words No. 2</b></p> <ul style="list-style-type: none"> <li>Introducing another 16 words used 25% of the time.</li> <li>'His', 'her', 'had', 'not', 'so', 'he', 'on', 'we', 'at', 'with' &amp; 'but'.</li> <li>Harder words to learn – 'are', 'as', 'have', 'one', 'they'.</li> <li>What is the meaning of 25%</li> <li>Multisensory lesson for memory retention: <ul style="list-style-type: none"> <li>singing.</li> <li>trampoline/jumping.</li> <li>shaving cream.</li> </ul> </li> </ul> | <p><b>C-3</b> 8mins.</p> <p><b>What is a Comma</b></p> <ul style="list-style-type: none"> <li>Introducing commas.</li> <li>Poem - when you see a comma, click your fingers.</li> <li>Story using commas.</li> <li>Action to aid memory retention for having a pause.</li> </ul>                                                                                                            |
| <p><b>C-8</b><br/>14mins.</p> <p><b>Letter o O short sound</b></p> <ul style="list-style-type: none"> <li>Joining the short sound 'o-' to other letters to make words.</li> <li>28 interactive examples using writing.</li> </ul>                                                                               | <p><b>C-9</b> 15mins.</p> <p><b>Silent e E with u U &amp; v V</b></p> <ul style="list-style-type: none"> <li>More practice on words ending in 'e'.</li> <li>English words can't end in 'v' or 'u' with exceptions.</li> <li>Making sure every syllable has a vowel.</li> </ul>                                                                                                                                                                                                                                                      | <p><b>C-10</b> 10mins.</p> <p><b>Why we use commas</b></p> <ul style="list-style-type: none"> <li>Commas show how the writer intended the sentence to be read.</li> <li>A little pause can change everything.</li> <li>3 examples without and with commas.</li> </ul>                                                                                                                      |
| <p><b>C-15</b><br/>14mins.</p> <p><b>Letter u U short sound</b></p> <ul style="list-style-type: none"> <li>Joining the short sound u- to other letters to make words.</li> <li>28 interactive examples using writing.</li> </ul>                                                                                | <p><b>C-16</b> 18mins.</p> <p><b>Common words No. 3</b></p> <ul style="list-style-type: none"> <li>Introducing another 16 words used 25% of the time.</li> <li>'This', 'be', 'go', 'if', 'me', 'yes', 'no', 'or' &amp; 'up'.</li> <li>Harder words to learn – 'said', 'by', 'do', 'its', 'has', 'new' &amp; 'now'.</li> <li>Multisensory learning methods: <ul style="list-style-type: none"> <li>tracing paper.</li> <li>colours.</li> <li>bubble wrap.</li> </ul> </li> </ul>                                                     | <p><b>C-17</b> 11mins.</p> <p><b>When to use commas</b></p> <ul style="list-style-type: none"> <li>Giving 4 examples of when to use a comma.</li> <li>Writing a list.</li> <li>Adding an extra thought to a sentence.</li> <li>Comparative or contrasting statements.</li> <li>Speaking and pausing before speech.</li> </ul>                                                              |
| <p><b>C-22</b><br/>13mins.</p> <p><b>Reading sounds for Letter a A</b></p> <ul style="list-style-type: none"> <li>Revising short and long sounds.</li> <li>Introducing all other sounds for 'a'.</li> <li>'Ay', 'ah', 'o', 'or', &amp; 'uh'.</li> <li>Interactive sentence with 'a's' using drawing.</li> </ul> | <p><b>C-23</b> 16mins.</p> <p><b>Silent e E with c C &amp; g G</b></p> <ul style="list-style-type: none"> <li>Revising silent 'e' to change words and words ending in 'u' &amp; 'v'.</li> <li>More practice on words ending in 'e'.</li> <li>'E' after 'g' changes to a soft sound of 'j'.</li> <li>'E' after 'c' changes to a soft sound of 's'.</li> </ul>                                                                                                                                                                        | <p><b>C-24</b> 13mins.</p> <p><b>Full stops, commas, exclamation marks, question marks and talking marks</b></p> <ul style="list-style-type: none"> <li>Punctuation marks.</li> <li>Short story highlighting all punctuation used.</li> <li>Multisensory learning methods: <ul style="list-style-type: none"> <li>using all hand gestures to highlight punctuation.</li> </ul> </li> </ul> |